

*Where life and learning meet.<sup>SM</sup>*

Metropolitan  
State University



# Undergraduate Catalog

## 2010–2011

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

The Metropolitan State Undergraduate Catalog contains information about academic programs and requirements for 2010-2011. It is subject to change without notice.

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

## **LOCATIONS**

### **Saint Paul Campus**

700 East Seventh Street  
Saint Paul, MN 55106

### **Minneapolis Campus**

1501 Hennepin Avenue  
Minneapolis, MN 55403

### **Midway Center**

1450 Energy Park Drive  
Saint Paul, MN 55108

### **Brooklyn Park Center**

Law Enforcement and Criminal Justice Education Center  
9110 Brooklyn Boulevard  
Brooklyn Park, MN 55445

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

*Catalog* information is subject to change without notice. Refer to the website ([www.metrostate.edu](http://www.metrostate.edu)) for updated information.

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

# TABLE OF CONTENTS

2010-2011 Academic Calendar .....	7
Introduction to the University .....	8
Colleges, Schools and Departments.....	10
Academic Policies and Procedures .....	11
Graduation Requirements .....	14
Transfer Agreements .....	14
University Information.....	15
<b>ACADEMIC PROGRAMS .....</b>	<b>16</b>
Accounting Major BS.....	16
Advertising and Business Management Major BAS.....	18
Advertising Minor .....	20
Alcohol and Drug Counseling Major BS .....	20
Anthropology Minor .....	22
Applied Mathematics Major BS .....	22
Applied Mathematics Minor .....	23
Aviation Management Focus - Individualized BA .....	24
Biology Major BA.....	25
Biology Major BS.....	27
Biology Minor.....	28
Business Administration Major BS.....	29
Business Administration Minor.....	31
Chemistry Minor .....	31
Community Organizing and Development Minor.....	32
Computer Forensics Major BAS .....	33
Computer Forensics Minor .....	35
Computer Forensics Certificate .....	36
Computer Information Systems Major BA.....	37
Computer Science Major BS .....	39
Creative Writing Minor .....	43
Criminal Justice Minor .....	43
Criminal Justice Major BA .....	44
Dental Hygiene (BSDH) Baccalaureate Completion Program .....	46
Dental Hygiene Post-Baccalaureate Certificate .....	48

Disability Studies Minor .....	49
Early Childhood Studies Major BAS .....	50
Economics Major BS.....	52
Economics Minor .....	54
English Major BA.....	54
English Minor .....	56
English Teaching Major BS .....	58
Entrepreneurship Minor .....	59
Environmental Communication Minor .....	60
Ethnic Studies Major BA.....	61
Ethnic Studies Minor .....	63
Experimental Intermedia Arts Minor .....	65
Family Studies Minor .....	66
Finance Major BS .....	67
Gender Studies Major BA.....	69
Gender Studies Minor .....	71
History Major BA.....	72
History Minor .....	73
Hospitality Management Major BAS.....	76
Human Resource Management Major BS.....	77
Human Resource Management Minor .....	79
Human Services Major BS .....	80
Human Services Administration Minor .....	81
Human Services Major BHS.....	82
Human Services Administration Major BHS.....	84
Human Services Corrections Major BHS .....	85
Human Services Disability Studies Major BHS .....	86
Human Services Family Studies Major BHS .....	87
Human Services Training and Adult Development Major BHS .....	88
Human Services Violence Prevention and Intervention BHS.....	89
Individualized BA Degree .....	91
Industrial Management Major BAS.....	93
Information Assurance Major BAS.....	94
International Business Major BS.....	96
International Business Minor .....	98

International Commerce Major BAS.....	99
Law Enforcement Major BS.....	101
Law Enforcement Major Completion Program for Licensed Peace Officers .....	104
Law Enforcement Licensing Certificate.....	105
Liberal Arts Major BA .....	105
Life Sciences Teaching Major BS.....	106
Management Major BS .....	108
Management Information Systems Major BS.....	110
Management Information Systems Minor .....	112
Marketing Major BS .....	113
Mathematics Teaching Major BS .....	115
Media Literacy Minor .....	116
Licensed Practical Nurse to Bachelor of Science in Nursing .....	116
Registered Nurse to Bachelor of Science in Nursing.....	118
Organizational Administration Major BAS.....	120
Organizational Communication Minor .....	121
Philosophy Major BA.....	122
Physics Minor .....	122
Political Science Minor.....	123
Practical Ethics Minor .....	124
Professional Communication Major BA.....	125
Project Management Minor .....	127
Psychology Major BA .....	127
Psychology Minor.....	130
Psychology Minors .....	130
Psychology Minors .....	131
Psychology Minors .....	132
Psychology Minors .....	133
Psychology Minors .....	134
Religious Studies Minor .....	134
Research and Information Studies Minor .....	135
Risk Management Minor .....	136
Sales Management Major BAS.....	137
Screenwriting Major BA.....	138
Social Gerontology Minor .....	140

Social Science Major BA.....	141
Social Studies Teaching Major BS .....	145
Social Work Major BSW .....	147
Sociology Minor .....	148
Studio Arts Minor.....	149
Technical Communication Major BA.....	150
Technical Communication Minor.....	151
Technology Management Major BAS .....	151
Theater Major BA.....	153
Theater Minor .....	154
Training and Adult Development Minor .....	155
Urban Early Childhood Education (Birth-Grade 3 Licensure) BS.....	156
Urban Secondary Education for Grades 5- 12 Licensure .....	157
Urban Elementary Education (PreKindergarten-Grade 6 Licensure) BS.....	159
Violence Prevention and Intervention Minor .....	161
Writing Programs .....	163
<b>COURSE DESCRIPTIONS .....</b>	<b>165</b>
<b>ADDENDUM: General Education/Liberal Studies/Minnesota Transfer Curriculum Requirements (GELS)</b>	

## 2010-2011 Academic Calendar

---

### Summer Session 2010

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

### Fall Semester 2010

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

### Spring Semester 2011

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

# Introduction to the University

---

## Goals

### Curriculum

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

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

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

### Teaching

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

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

### Scholarship

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

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

### Service

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

- developing creative partnerships with public and private organizations;



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

### Minnesota Manifesto

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

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

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

### Learning Outcomes

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

- **Communication:** the ability to use the English language effectively; the ability to read, write, speak and listen critically; and the ability to communicate effectively through visual means.
- **Critical Thinking:** the ability to unify factual, creative, rational, and value-sensitive modes of thought.
- **Natural Sciences:** an understanding of natural science principles and of the methods of scientific inquiry, i.e., the ways in which scientists investigate natural science phenomena.
- **Mathematics/Logical Reasoning:** knowledge of and ability to apply mathematical and logical modes of thinking.
- **History and the Social and Behavioral Sciences:** knowledge of how historians and social and behavioral scientists discover, describe, and explain the behaviors and interactions among individuals, groups, institutions, events, and ideas.
- **The Humanities and Fine Arts:** knowledge of the human condition and human cultures, especially in relation to behavior, ideas, and values expressed in works of human imagination and thought.
- **Human Diversity:** an understanding of individual and group differences (e.g. race, gender, class) and knowledge of the traditions and values of various groups in the United States.
- **Global Perspective:** an understanding of the growing interdependence of nations and peoples and the ability to apply a comparative perspective to cross-cultural social, economic and political experiences.

- **Ethical and Civic Responsibility:** the capacity to identify, discuss, and reflect upon the ethical dimensions of political, social, and personal life and to understand the ways to exercise responsible and productive citizenship.
- **People and the Environment:** an understanding of complex environmental challenges and the interrelatedness of human society and the natural environment.
- **Further in-depth knowledge** of a specific discipline or subject area, or interdisciplinary knowledge is an expected learning outcome from study in the major.

## Educational Tenets

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

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

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

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

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

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

## Colleges, Schools and Departments

---

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

### College of Arts and Sciences

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

## **College of Management**

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

## **First College**

Offers students the opportunity to develop an individualized course of study towards the Bachelor of Arts using a variety of learning strategies, including traditional classes. With guidance from First College faculty and advisors, students engage in deep reflection upon the meaning of their education, and assume responsibility for and authority over the direction of their studies.

## **College of Professional Studies**

Offers programs in human services, psychology, education and social work.

## **School of Law Enforcement and Criminal Justice**

Offers programs in criminal justice, law enforcement and law enforcement licensing certificates.

## **College of Nursing and Health Sciences**

Offers a variety of options in dental hygiene and nursing, including the MS Oral Health Care Practitioner and a Doctor of Nursing Practice.

## **Academic Policies and Procedures**

---

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

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

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

## Course Prerequisites

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

## 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. 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 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 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 for more information.

## Academic Appeal Procedure

The university has written procedures for appealing decisions concerning grades and program and graduation requirements. A staff member in Student Affairs serves as ombudsperson to work with students in preparing formal appeals. YeeLeng Hang, the ombudsperson can be reached at 651-793-1552 or [yeeleng.hang@metrostate.edu](mailto:yeeleng.hang@metrostate.edu). Refer to Procedure 300, Academic Appeal Procedure for complete information.

## Grade Appeals

Decisions supported by published policies or clearly stated expectations of instructors cannot be appealed. An instructor's evaluation is not changed as a result of the appeals process unless there is

clear and convincing evidence that the evaluation was arbitrary and/or capricious and was unfair to the student. After an instructor submits a grade, changes in grades must be authorized by a dean or the provost. To begin the formal appeal process, students must submit an appeal in writing to the appropriate person within a specified time.

### **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. Refer to Policy 2080, Grading Policy for complete information.

### **Student Conduct Code**

Each student at Metropolitan State University has the right to an education, and it is the university's responsibility to provide an environment that promotes learning and protects the safety and well-being of the university community. Any action by a student that interferes with the education of any other student or interferes with the operations of the university in carrying out its responsibility to provide an education is considered a violation of the Student Conduct Code. Disciplinary actions are handled in an expeditious manner and reflect due process. Refer to Policy 1020, Student Conduct Code for further information.

## 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 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.

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

### Major/Program Requirements

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

## Transfer Agreements

---

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

The following list includes current agreements with state and private institutions. The approved agreements can be found in their entirety on the Minnesota Transfer Web site.

## **University Information**

---

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

# ACADEMIC PROGRAMS

## Accounting Major BS

---

Knowledge of accounting concepts and accounting's way of describing economic activity has long been a necessary part of the educational preparation for careers in business. Accounting data is a fundamental information source for decision-making and control purposes in both profit-seeking and nonprofit organizations. The growing complexity and globalization of business, as well as the need for more effective and efficient approaches to business problem solving, increases the demand for accounting knowledge.

Metropolitan State offers a comprehensive accounting curriculum that combines the core accounting disciplines; which are intended to develop a common body of accounting knowledge; with the flexibility to take additional courses in a particular accounting 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 principles, valuation and control;
- 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 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 (22 credits)



- MIS 100 Fundamentals of Information Technology in Organizations
- MATH 115 College Algebra
- STAT 201 Statistics I
- ECON 201 Macroeconomics
- ECON 202 Microeconomics
- ACCT 210 Financial Accounting

**3. Business Core Courses (24 credits)**

- MKTG 300 Marketing Principles
- MGMT 310 Management Principles and Practices
- MIS 310 Principles of Management Information Systems
- FIN 390 Principles of Finance
- DSCI 434 Introduction to Operations Management
- MGMT 499 Case Studies in Strategic Management

**4. Accounting Required Courses (28 credits)**

- ACCT 310 Financial Reporting
- ACCT 320 Strategic Management Accounting
- ACCT 340 Accounting Information Systems
- ACCT 510 Advanced Financial Reporting
- ACCT 512 Auditing
- ACCT 520 Advanced Strategic Management Accounting
- ACCT 530 Business Taxation

**5. Non-course Requirement**

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

**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
- ACCT 550 Governmental and Not-for-profit Accounting
- BLAW 310 Business Law: UCC and Contracts

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
- ACCT 531 Individual Tax Planning
- ACCT 565 Current Topics in Accounting

Many College of Management courses are sequenced and build on previous learning. Students must complete course prerequisites before registering for a course which requires prerequisites. In addition, students must complete 30 credits of coursework, including introductory and intermediate writing before they can register for College of Management upper division courses (those numbered 300 and above). MGMT 499 Case Studies in Strategic Management is a capstone class which should be taken during the last semester of the student's program.

## Transfer of Credit

Transfer course evaluation is made by the faculty in the College of Management consistent with the requirements of MnSCU Policy 3.2 and MnSCU Procedure 3.21.1 (Undergraduate Course Credit Transfer). COM faculty will accept a course as meeting a COM major or minor requirement **if the course content is equivalent to or acceptable in place of a Metropolitan State University course** as determined by COM faculty;

- the course was taught at a similar or higher level as the comparable COM course;
- the content and level of the course are consistent with state/national-level professional, industry and licensure standards; and
- the course carries a grade of "C-" or "S" or higher.

Accounting, economics, and management information systems transfer courses must meet "sunset" policy requirements which specify the maximum time between when the course was taken and when the student was admitted to Metropolitan State. If a course is not accepted because too much time has elapsed since the course was completed, a student may demonstrate competence in some courses via exam. Formal articulation agreements between Metropolitan State and other institutions identify transfer of courses between those institutions.

## Credit and Residency Requirements

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.

## Advertising and Business Management Major BAS

---

This BAS program is designed to build on specific, related, AAS programs offered primarily by technical colleges. Therefore, this BAS is only available to students who have completed specific related AAS programs approved by an official articulation agreement between Metropolitan State and the college offering the AAS degree.

The Advertising and Business Management program will teach students about the planning, design, integration and implementation of marketing communication programs. Courses include understanding consumer behavior, advertising and campaign planning, graphics design and copywriting, and designing and writing on the Web. Students completing this program may be qualified for creative positions as well as for account management positions in advertising campaign planning.

## Admission Requirements

- Must have completed the approved AAS degree as stipulated in the approved articulation agreement chart
- GPA of 2.5 or higher in AAS
- Completion of an approved BAS Degree Plan
- All COM Foundation courses must be successfully completed before admission to the major (To complete this BAS in 120 credits, you must successfully complete these or equivalent courses as part of your AAS degree.)

## Requirements

The degree requirements have five components:

### 1. 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. Completion of an AAS degree does not satisfy MnTC or Metropolitan State University's General Education Liberal Studies requirements.

### 2. COM Foundation Courses (22 credits)

To complete this BAS in 120 credits, you must have successfully complete these or equivalent courses as part of your AAS degree.

- MIS 100 Fundamentals of Information Technology in Organizations
- MATH 115 College Algebra
- STAT 201 Statistics I
- ECON 201 Macroeconomics
- ECON 202 Microeconomics
- ACCT 210 Financial Accounting

### 3. Business Core Courses (24 credits)

- MKTG 300 Marketing Principles
- MGMT 310 Management Principles and Practices
- MIS 310 Principles of Management Information Systems
- FIN 390 Principles of Finance
- DSCI 434 Introduction to Operations Management

### 4. Required Courses (16 credits)

- MKTG 310 Consumer and Professional Buyer Behavior
- MKTG 343 Integrated Marketing Communications
- MKTG 348 Advertising Design, Production and Copyrighting
- An approved internship may be substituted for MKTG 348

- WRIT 373 Writing and Designing for the Web

**5. Choose one of the following:**

- MGMT 490 Challenges and Choices in Small Business/Entrepreneurship **or**
- MGMT 499 Case Studies in Strategic Management

## **Advertising Minor**

---

The advertising minor is designed to educate students about the major activities involved in the planning, design, integration and implementation of marketing communications programs. Courses include understanding consumer behavior, advertising and campaign planning, graphics design and copywriting and designing and writing on the Web. Familiarity with these activities helps to prepare students for careers in advertising agencies, marketing positions in private, nonprofit, and government organizations, as well as careers in public relations firms.

This minor cannot be combined with the Marketing major.

### **Requirements**

The advertising minor consists of the following five courses:

- MKTG 300 Marketing Principles
- MKTG 310 Consumer and Professional Buyer Behavior
- MKTG 343 Integrated Marketing Communications
- MKTG 348 Advertising Design, Production and Copywriting  
An approved internship may be substituted for this course.
- WRIT 373 Designing and Writing on the Web

## **Alcohol and Drug Counseling Major BS**

---

Everyday countless lives are enriched or saved because of the work carried out by alcohol and drug counselors. Competent, well-trained counselors from professional relationships and carry out strategies which help people and their families move from life-threatening addiction to life-affirming recovery.

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

This major is 60 credits, which includes 12 core courses (48 credits; and an 880-hour practicum sequence (9 credits), and 3 elective credits.

## Alcohol and Drug Counseling Requirements

Courses are listed in suggested sequence order

- HSCD 300 Chemical Dependency Concepts
- HSCD 200 Pharmacology of Drug Abuse
- HSER 355 Introduction to Human Services
- HSER 346 Counseling and Interviewing Skills
- HSER 353 Social Casework Methods
- HSER 395 Human Services and Diversity
- HSCD 303 Cultural Aspects of Chemical Dependency
- HSER 348 Group Counseling
- HSCD 309 Co-Occurring Disorders: Substance Abuse and Mental Health
- HSCD 302 Chemical Dependency Assessment & Diagnosis
- HSCD 400 Best Practices in Alcohol and Drug Counseling
- HSCD 450 Senior Seminar: Alcohol and Drug Counseling

### Practicum Courses

- HSCD 320 Alcohol and Drug Counseling Pre-Practicum Seminar
- HSCD 380 Alcohol and Drug Counseling Practicum I
- HSCD 390 Alcohol and Drug Counseling Practicum II

## Licensure Requirements Track

There is also a track for students who already have a bachelor's degree who are seeking to meet licensure requirements. This track requires the following core courses and practicum. Equivalent courses taken at other colleges or universities may also apply.

### Core Courses

Courses are listed in suggested sequence order

- HSCD 300 Chemical Dependency Concepts
- HSCD 200 Pharmacology of Drug Abuse
- HSER 346 Counseling and Interviewing Skills
- HSER 353 Social Casework Methods
- HSCD 303 Cultural Aspects of Chemical Dependency
- HSER 348 Group Counseling
- HSCD 309 Dual Disorders: Substance Abuse and Mental Health
- HSCD 302 Chemical Dependency Assessment & Diagnosis

### Practicum Courses

- HSCD 320 Alcohol and Drug Counseling Pre-Practicum Seminar
- HSCD 380 Alcohol and Drug Counseling Practicum I
- HSCD 390 Alcohol and Drug Counseling Practicum II

## **Anthropology Minor**

---

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 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.

### **Introductory (3-4 credits)**

- ANTH 101 Human Origins

### **Survey (4 credits, select one)**

- ANTH 301 Approaches to Cultural Anthropology **or**
- ANTH 302 Gender and Culture

### **Upper-division Electives in Anthropology (12 credits)**

Select 300-level courses in anthropology. Students may also take the following courses as upper-division electives for the anthropology minor:

- SSCI 311 Research Methods in Social Science **and**
- SSCI 501 Great Ideas: Classics of Social Science

## **Applied Mathematics Major BS**

---

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.

### **Prerequisites**

- MATH 120 Precalculus
- STAT 201 Statistics I

### **Requirements (56 total credits)**

#### **Foundation Courses (29 credits)**

- ICS 140 Programming Fundamentals
- PHYS 211 Calculus Based Physics I
- MATH 210 Calculus I
- MATH 211 Calculus II
- MATH 251 Introduction to Probability and Statistics
- MATH 301 Introduction to Analysis
- MATH 310 Calculus III: Multivariable Calculus

#### **Core Courses (23 credits)**

- MATH 315 Linear Algebra and Applications
- MATH 340 Mathematical Modeling
- MATH 350 Ordinary Differential Equations
- MATH 450 Operations Research
- MATH 471 Abstract Algebra
- MATH 499 Mathematics Senior Seminar

#### **Electives (4 credits)**

- MATH 375 Complex Variables
- MATH 405 Partial Differential Equations
- MATH 420 Numerical Analysis

Or other upper division mathematics course with consent of advisor

## **Applied Mathematics Minor**

---

### **Prerequisites**

- STAT 201 Statistics I
- MATH 120 Precalculus

### **Requirements (20 total credits)**

**Core Courses (12 credits)**

- MATH 210 Calculus I
- MATH 211 Calculus II
- MATH 310 Calculus III: Multivariable Calculus

**Electives (8 credits)**

*Two or three of the following 2-4 credit courses to equal eight credits:*

- MATH 215 Discrete Mathematics
- MATH 251 Introduction to Probability and Statistics
- MATH 301 Introduction to Analysis
- MATH 315 Linear Algebra and Applications
- MATH 340 Mathematical Modeling
- MATH 350 Ordinary Differential Equations
- MATH 370 Modern Geometry
- MATH 375 Complex Variables
- MATH 405 Partial Differential Equations
- MATH 420 Numerical Analysis
- MATH 450 Operations Research
- MATH 471 Abstract Algebra
- STAT 301 Analysis of Variance
- STAT 311 Regression Analysis

## **Aviation Management Focus - Individualized BA**

---

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. Aviation courses are offered at various Twin Cities locations

Students may receive up to 20 elective credits for their Federal Aviation Administration (FAA) pilot, flight instructor, air traffic controller, dispatcher, and airframe and power plant mechanic certificates if these certificates were not earned through a post-secondary program. Up to 40 technical credits may be awarded in transfer to graduates of two-year technical college programs. Aviation classes are offered in various Twin Cities locations. Aviation courses are open to students enrolled in the Aviation Management program, as well as to other students who have a substantial aviation background. Additional information is available from the Metropolitan State Admissions Office or the First College advising center.

### **Requirements**

In addition to meeting Metropolitan State's GELS and graduation requirements, aviation students must complete the following program requirements. See the Aviation Management section of the online Catalog for the course descriptions.



## Core Courses

- PRSP 301 Perspectives: Educational Philosophy and Planning
- 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
- AVMA 419 Contemporary Issues Aviation Capstone (SCSU) **or**
- PRSP 499 First College Capstone

## Electives

- ICS 120 Microcomputer Applications
- ICS 125 Understanding and Using the Internet
- BLAW 310 Business Law
- 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
- AVMA 499 Individual Study in Aviation (MSU)
- AVMA 380 Seminar Topics in Aviation Organization (WSU)
- AVMA 496 Seminar Topics (SCSU)

## Biology Major BA

---

The biology major provides students with a core knowledge of the discipline; understanding of the scientific method; skills in analytical and quantitative reasoning, and the ability to deal intelligently with biology-related aspects of their personal and professional lives. Students gain a broad introduction to the field combined with advanced study into at least one area of interest.

The bachelor of arts in biology allows students flexibility to pursue their own academic interests; students pursuing the bachelor of arts in biology are encouraged to include a minor or a second language in their program of study.

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 upper-division and at least 30 credits must be completed at Metropolitan State University. Students can be admitted to the Biology BA major once they have successfully completed the Prerequisite and Foundation courses and a program assessment survey.

## Prerequisites

- MATH 115 College Algebra **or**
- MATH 120 Precalculus
- BIOL 101 Introduction to Life Sciences **or**

- BIOL 105 Human Biology **or**
- High School Biology or equivalent within seven years

## **Requirements (49 total credits)**

### **Foundation Courses (20 credits)**

- BIOL 111 General Biology I with laboratory
- BIOL 112 General Biology II with laboratory
- CHEM 111 General Chemistry I with laboratory
- CHEM 112 General Chemistry II with laboratory

### **Core Courses (15 credits)**

#### ***Cell Category***

- BIOL 301 Genetics **or**
- BIOL 302 Cell Biology and Histology **or**
- BIOL 304 Molecular Biology **or**
- CHEM 301 Biochemistry

#### ***Ecology Category***

- BIOL 310 Ecology **or**
- BIOL 312 Evolution **or**
- BIOL 315 Limnology **or**
- BIOL 320 Ecosystem and Global Ecology

#### ***Organism Category***

- BIOL 311 Plant Physiology **or**
- BIOL 321 Comparative Vertebrate Anatomy **or**
- BIOL 322 Comparative Animal Physiology **or**
- BIOL 323 Developmental Biology **or**
- BIOL 330 Biology of Microorganisms

### ***Elective Courses (14 credits)***

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

- BIOL 325 Pollution Biology
- BIOL 406 Biology of Cancer
- BIOL 469 Seminars in Biology
- BIOL 479 Special Topics in Biology
- BIOL 489 Senior Research in Biology
- BIOL 350I Internship in Biology

## Biology Major BS

---

The biology major provides students with core knowledge of the discipline, understanding of the scientific method, skills in analytical and quantitative reasoning, and the ability to deal intelligently with biology-related aspects of their personal and professional lives. Students gain a broad introduction to the field combined with advanced study into at least one area of interest.

The bachelor of science in biology includes a strong foundation in mathematics and the physical sciences, coursework that is required for admission to many graduate and professional programs in the sciences.

Each student must complete 63 credits in the major with grades of C- or above: at least 24 credits in the major must be upper division and at least 24 credits in the major must be completed at Metropolitan State. Students can be admitted to the Biology BS major once they have successfully completed the Prerequisite and Foundation courses and a program assessment survey.

### Prerequisites

- MATH 115 College Algebra **or**
- MATH 120 Precalculus
- BIOL 101 Introduction to Life Sciences **or**
- BIOL 105 Human Biology **or**
- High School Biology or equivalent within seven years

### Requirements (63 total credits)

#### Foundation Courses (39 credits)

- BIOL 111 General Biology I with laboratory
- BIOL 112 General Biology II with laboratory
- CHEM 111 General Chemistry I with laboratory
- CHEM 112 General Chemistry II with laboratory
- MATH 210 Calculus I

And three of the following:

- CHEM 231 Organic Chemistry I with laboratory
- CHEM 232 Organic Chemistry II with laboratory
- PHYS 211 Calculus-based Physics I with laboratory
- PHYS 212 Calculus-based Physics II with laboratory

#### Core Courses (15 credits)

##### *Cell Category*

- BIOL 301 Genetics **or**
- BIOL 302 Cell Biology and Histology **or**

- BIOL 304 Molecular Biology **or**
- CHEM 301 Biochemistry

### ***Ecology Category***

- BIOL 310 Ecology **or**
- BIOL 312 Evolution **or**
- BIOL 315 Limnology **or**
- BIOL 318 Spatial Ecology **or**
- BIOL 320 Ecosystem and Global Ecology

### ***Organism Category***

- BIOL 311 Plant Physiology **or**
- BIOL 321 Comparative Vertebrate Anatomy **or**
- BIOL 322 Comparative Animal Physiology **or**
- BIOL 323 Developmental Biology **or**
- BIOL 330 Biology of Microorganisms

### ***Elective Courses (9 credits)***

An additional 9 credits in upper-division (300-level or above) biology courses chosen from the list of core courses above, the list of courses below, and other 300- or 400-level biology course (see advisor for details).

- BIOL 325 Pollution Biology
- BIOL 406 Biology of Cancer
- BIOL 469 Seminars in Biology
- BIOL 479 Special Topics in Biology
- BIOL 489 Senior Research in Biology
- BIOL 350I Internship in Biology

## **Biology Minor**

---

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.

### **Prerequisites**

- Math 115 College Algebra **or**
- Math 120 Precalculus
- BIOL 101 Introduction to Life Sciences **or**
- BIOL 105 Human Biology **or**
- High School Biology or equivalent within seven years

### **Requirements (25 total credits)**

## Foundation

- BIOL 111 General Biology I with laboratory
- BIOL 112 General Biology II with laboratory
- CHEM 111 General Chemistry I with laboratory and, optionally:
- CHEM 112 General Chemistry II with laboratory

## Upper Division Biology

Additional 300- or 400-level coursework in biology, as needed to reach the total of 25 credits.

## Business Administration Major BS

---

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.

This program can be completed on campus or online, or by a combining on campus and online courses. Program requirements are the same, regardless of the delivery mode.

## Requirements

The business administration program includes courses in six areas:

### 1. 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 (22 credits)

- MIS 100 Fundamentals of Information Technology in Organizations
- MATH 115 College Algebra
- STAT 201 Statistics I
- ECON 201 Macroeconomics
- ECON 202 Microeconomics
- ACCT 210 Financial Accounting

### 3. Business Core Courses (24 credits)

- MKTG 300 Marketing Principles
- MGMT 310 Management Principles and Practices
- MIS 310 Principles of Management Information Systems
- FIN 390 Principles of Finance
- DSCI 434 Introduction to Operations Management

- MGMT 499 Case Studies in Strategic Management

**4. Business Administration Required Courses (12 credits)**

- ACCT 320 Strategic Management Accounting
- BLAW 320 Legal Environment of Organizations
- MGMT 320 Organizational Behavior

**5. Business Administration Elective Courses (4 credits from COM curriculum)**

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

**6. Unrestricted electives as needed to total a minimum of 120 credits.**

Many College of Management courses are sequenced and build on previous learning. Students must complete course prerequisites before registering for a course which requires prerequisites. In addition, students must complete 30 credits of coursework, including introductory and intermediate writing before they can register for College of Management upper division courses (those numbered 300 and above). MGMT 499 Case Studies in Strategic Management is a capstone class which should be taken during the last semester of the student's program.

## **Transfer of Credit**

Transfer course evaluation is made by the faculty in the College of Management consistent with the requirements of MnSCU Policy 3.2 and MnSCU Procedure 3.21.1 (Undergraduate Course Credit Transfer). COM faculty will accept a course as meeting a COM major or minor requirement **if the course content is equivalent to or acceptable in place of a Metropolitan State University course** as determined by COM faculty;

- the course was taught at a similar or higher level as the comparable COM course;
- the content and level of the course are consistent with state/national-level professional, industry and licensure standards; and
- the course carries a grade of "C-" or "S" or higher.

Accounting, economics, and management information systems transfer courses must meet "sunset" policy requirements which specify the maximum time between when the course was taken and when the student was admitted to Metropolitan State. If a course is not accepted because too much time has elapsed since the course was completed, a student may demonstrate competence in some courses via exam. Formal articulation agreements between Metropolitan State and other institutions identify transfer of courses between those institutions.

## **Credit and Residency Requirements**

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.

## **Business Administration Minor**

---

The College of Management offers a business administration minor to students interested in supplementing their degrees with core business courses. This minor requires courses in each of the functional business areas including management, marketing, accounting and finance. In addition, the courses in the minor incorporate legal, ethical, global and multicultural perspectives. Students completing the minor requirements will have the minor designated on their transcripts.

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
- MGMT 310 Management Principles and Practices
- FIN 390 Principles of Finance
- MKTG 300 Marketing Principles
- One upper-division business elective

## **Chemistry Minor**

---

The chemistry minor provides students with a broad introduction to the discipline of chemistry combined with detailed exploration of at least one area of interest. The chemistry minor complements other majors where additional chemistry knowledge is of benefit. The chemistry minor prepares students to apply scientific methodology to solve chemical problems, to relate chemistry to their daily life and environment, to think critically and quantitatively, and to understand the experimental methods, techniques and instrumentation used in chemistry.

Each student must complete 24 credits in the minor with grades of C- or above; at least 5 credits in the minor must be upper division and at least 5 credits must be completed at Metropolitan State. A minor represents significant learning above and beyond the student's major or program; therefore, each student must include at least 5 credits of coursework in the chemistry minor that is not counted as part of their major or any other minor.

Students can be admitted to the chemistry minor once they have successfully completed the Prerequisite and Foundation courses and a program assessment survey.

### **Prerequisites**

- Math 115 College Algebra **or**
- Math 120 Precalculus

## Requirements (24 total credits)

### Foundation Courses (15 credits)

- CHEM 111 General Chemistry I with laboratory
- CHEM 112 General Chemistry II with laboratory
- CHEM 231 Organic Chemistry I with laboratory

### Elective Courses (9 credits)

At least two courses from the following list, or other advanced chemistry courses by advisor permission, including at least one course with lab as needed to reach a total of 24 credits.

- CHEM 232 Organic Chemistry II
- CHEM 301 Biochemistry
- CHEM 305 Thermodynamics
- CHEM 479 Special Topics in Chemistry
- CHEM 489 Directed Research in Chemistry (pending development)

## Community Organizing and Development Minor

---

The Community Organizing and Development minor is an interdisciplinary minor available to all Metropolitan State University students with an interest in organizing, developing and sustaining community, institutional and social change.

### 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
- SOC 311 Community Organizing and Social Action
- POLS 343 Perspectives on Community Development
- SSCI 350I Social Science Internship
- SSCI 010 Social Science Internship Group Meetings

## 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.

## Computer Forensics Major BAS

---

The Bachelor of Applied Science in Computer Forensics is a four-year, 120 credits program offered through the Information and Computer Sciences (ICS) department. This program prepares students with knowledge in 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 needed, graduates can also assist law enforcement fight against cyber terrorism and crimes.

## Admission to the Major

Students interested in pursuing a major in computer forensics must apply to the program. To be eligible for admission to the major, students must be admitted to the university and meet minimum application requirements: This includes the completion of the following: a) two writing courses as defined to meet general education requirements, b) all of the courses under "Major Prerequisites" given below, and "C") a minimum cumulative GPA of 2.5 on a 4.0 scale for CFS 262, CFS 264 and CJS 210. Students on academic probation are not admitted to the program.

Students must complete CJS 101 and either CJS 200 or WRIT 231 before enrolling in any other CJS/LAWE classes.

## Major Requirements

### Prerequisites (25-26 credits)

#### *Computer Science and Technology (12 credits)*

- CFS 262 Computer and Operating System Fundamentals I (4 credits)
- CFS 264 Computer and Operating System Fundamentals II (4 credits)
- CFS 280 Introduction to Computer Forensics (4 credits)

#### *Criminal Justice and Law Enforcement (6 credits)*

- CJS 101 Introduction to Criminal Justice (3 credits)

and one of the following:

- CJS 101 Introduction to Criminal Justice (3 credits)
- CJS 210 Constitutional Law (3 credits)
- LAWE 220 Legal Issues in Law Enforcement (3 credits)

### ***Mathematics and Political Science (7-8 credits)***

Take one of the following:

- MATH 210 Calculus I (4 credits)
- STAT 201 Statistics (4 credits)

and one of the following:

- POL 101 Introduction to American Government and Politics (4 credits)
- POL 301 Citizenship in a Global Context (4 credits)

### **Core courses (27 major credits)**

- CFS 380 Digital Evidence Analysis (4 credits)
- CFS 499 Computer Forensics Internship/Capstone (4 credits)
- ICS 382 Computer Security (4 credits)
- ICS 140 Programming Fundamentals (4 credits)

Take three of the following four courses

- CFS 480 Introduction to Electronic Discovery (3 credits)
- LAWE 325 Criminal Procedure and Investigations (4 credits)
- POL 331 Law and the Legal Process (4 credits)
- ICS 461 Voice and Data Communications (4 credits)

### **Electives (10-11 credits)**

#### ***Group I Criminal Justice (3 credits)***

Take one of the following:

- CJS 320 Applied Criminology (3 credits)
- CJS 367 Introduction to Forensic Science (3 credits)
- CJS 387 White Collar Crime (3 credits)

#### ***Group II Law (4 credits)***

Take one of the following:

- BLAW 310 Business Law: UCC and Contracts (4 credits)
- CFS 484 Computer Laws (4 credits)
- POL 333 Constitutional Law (4 credits)

***Group III Ethics (3-4 credits)***

Take one of the following:

- CJS 375/PHIL 325 Criminal Justice Ethics
- PHIL 327 Ethics in the Information Age
- ICS 381 Societal Issues in Computing(3 credits)

Students may complete the major prerequisites (see above) as part of an Associate of Science (AS) or Associate of Applied Science (AAS) degree program in fields such as System Administration, Networking, and Computer Forensics. Alternatively, they could start the program as freshmen at Metropolitan State University and take these classes with a view to major in Computer Forensics.

## **Computer Forensics Minor**

---

The computer forensics minor is designed for students who are interested in the field of computer forensics and includes core courses that allow for depth of study in the field. The computer forensics 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 (minimum of 9 semester credits) of electives.

### **Prerequisite**

Students must have completed at least 30 college credits with an average GPA of 2.5 or better.

Students must complete CJS 101 and either CJS 200 **or** WRIT 231 before enrolling in any other CJS/LAWE classes.

### **Requirements and Notes**

Minimum number of required credits - 24

Minimum number of core credits - 15

Minimum number of electives - 9

### **Core Courses (Minimum 15 credits)**

- ICS 125 Introduction to the Internet Technology (4 credits) **or**
- ICS 140 Programming Fundamentals Â (4 credits)
- CFS 262 Computer and Operating System Fundamentals I (4 credits)
- CFS 280 Introduction to Computer Forensics (4 credits)

### **Elective Courses (Minimum 9 credits)**

One course from

- ICS 311 Database Management Systems (4 credits) **or**
- ICS 321 Multimedia Programming (4 credits) **or**
- ICS 381 Societal Issues in Computing (3 credits)

One course from

- CJS 210 Constitutional Law (3 credits) **or**
- POL 331 Law and the Legal Process (4 credits) **or**
- CFS 484 Computer Law (4 credits)

One course from

- CJS 320 Applied Criminology (3 credits) **or**
- CJS 367 Introduction to Forensic Science (3 credits) **or**
- CJS 387 White Collar Crime (3 credits) **or**
- LAWE 325 Criminal Procedures and Investigation (3 credits)

## Computer Forensics Certificate

---

The computer forensics certificate is designed for students who are interested in the field of computer forensics and includes core courses that allow for depth of study in the field. The computer forensics certificate is intended for students who have degrees in other disciplines. The certificate's required courses (see below) are supported by two courses (7 semester credits) of electives.

### Prerequisites

Students must have completed at least 30 college credits with an average GPA of 2.5 or better.

### Requirements (23 credits)

#### Core Courses (16 credits)

- ICS 140 Programming Fundamentals I (4 credits)
- CFS 262 Computer and Operating System Fundamentals I (4 credits)
- CFS 264 Computer and Operating System Fundamentals II (4 credits)
- CFS 280 Introduction to Computer Forensics (4 credits)

#### Elective Courses (7 credits)

One course from

- CJS 210 Constitutional Law (3 credits) **or**
- POL 331 Law and the Legal Process (4 credits) **or**
- CFS 484 Computer Law (4 credits)

One course from

- CJS 367 Introduction to Forensic Science Â (3 credits) **or**
- CJS 387 White Collar Crime (3 credits) **or**
- LAWE 325 Criminal Procedures and Investigation (4 credits)

## **Computer Information Systems Major BA**

---

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 the 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.

### **Major Requirements**

#### **Prerequisites (20 credits)**

- MATH 115 College Algebra
- MATH 215 Discrete Mathematics
- ICS 140 Programming Fundamentals
- ICS 141 Programming with Objects
- ICS 240 Programming with Elementary Data Structures

To be admitted to the program, the student must complete two writing courses, as defined to meet general education requirements, moreover, ICS 141, (or ICS 180) ICS 240 and MATH 215 must be completed with a minimum cumulative GPA of 2.5 on a 4.0 scale. 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.

Students familiar with a non-object-oriented programming language such as C are likely to find neither ICS 140 nor ICS 141 appropriate as their first course in the program. Such students are encouraged to take ICS 180 Java for Transfer Students, which is designed for students who have experience programming in C, C++, or C#, but need to learn the Java language. The grade they obtain in ICS 180 will be used in lieu of the ICS 141 grade to make admission decision to the major.

### **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. 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:

One course in calculus or statistics and probability and:

- ICS 225 Web Design and Implementation
- ICS 311 Database Management Systems
- ICS 325 Internet Application Development
- ICS 370 Software Design Models
- ICS 499 ICS Capstone Project

### **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
- ICS 460 Computer Networks
- ICS 470 Software Engineering

***Group 2. Any of the following:***

- Any upper-division ICS course (see Group 3 for exceptions)
- CFS 280 Introduction to Computer Forensics (4 credits) or above, excluding CFS 499)
- One ICS internship (3 credits)
- DSCI 420 Project Management
- 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 suggested 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
- COMM 351 Communication in Work Groups
- COMM 352 Organizational Communication
- COMM 361 Managerial Communication
- ICS 381 Societal Issues in Computing
- ICS 390 Future Trends for Computers and Technology
- PHIL 204 Introduction to Symbolic Logic
- PHIL 303 Principles of Inquiry: Ways of Knowing
- PHIL 327 Ethics in the Information Age

## **Computer Science Major BS**

---

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.

### **Program Educational Objectives**

The program is designed to help graduates achieve the following career and professional objectives. The program's graduates will:

- have the flexibility, versatility and problem solving skills that can be applied to any problem domain, so they will be productively employed in the computing field in roles such as Computer Programmer, Software Developer, Software Engineer, and Software Systems Analyst;
- be successfully employed or accepted into well-established graduate schools;
- have strong writing and presentation skills; and
- have a sense of societal and ethical responsibility in their professional endeavors.

## Program Outcomes

At the time of graduation, all students will have the following skills.

- A good foundation in the field through a set of core courses in the discipline, including programming and data structures, hardware and software architecture, software system design and computing theory.
- A good foundation in essential mathematical tools such as discrete mathematics and calculus.
- The ability to work in groups and communicate well via written and oral presentations.
- Knowledge of the ethical and societal issues in computing.
- A strong knowledge in an object-oriented language and a working knowledge in at least one other language.

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 familiar with a non-object-oriented programming language such as C are likely to find neither ICS 140 nor ICS 141 appropriate as their first course in the program. Such students are encouraged to take ICS 180 Java for Transfer Students, which is designed for students who have experience programming in C, C++, or C#, but need to learn the Java language. The grade they obtain in ICS 180 will be used in lieu of the ICS 141 grade to make admission decisions to the major.

## Admission to the Major

Students interested in pursuing a major in computer science must apply to the program. To be eligible for admission to the major, students must be admitted to the university and meet minimum application requirements. This includes the completion of two writing courses as defined to meet general education requirements and a minimum cumulative GPA of 2.5 on a 4.0 scale for ICS 141, ICS 240 and MATH 215. Students on academic probation are not admitted to this program.

## Major Requirements

### Major Prerequisites (24 credits)

- MATH 120 Precalculus **or**



- MATH 115 College Algebra **and** MATH 116 Trigonometry
- MATH 210 Calculus I
- MATH 215 Discrete Mathematics
- ICS 140 Programming Fundamentals
- ICS 141 Programming with Objects
- ICS 240 Programming with Elementary Data Structures

Students learn to program in ICS 140 Programming Fundamentals, ICS 141 Programming with Objects and ICS 240 Programming with Elementary Data Structures, using the Java programming language. Mathematics courses should be taken concurrently. Students should note individual course prerequisites and enroll in the proper sequence of courses. The prerequisite courses should be completed before upper-division (300-level) classes are taken in the major. Transfer credit for the major prerequisite courses is common.

### **Required Core Courses (28 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 mathematics and computing theory provide preparation for graduate or theoretical study. 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:**

#### ***Math Requirement***

Choose one of the following math courses

- MATH 211 Calculus II
- MATH 251 Introduction to Probability and Statistics
- MATH 315 Linear Algebra and Applications
- MATH 340 Mathematical Modeling

Note: This chosen course **cannot** also be counted as an elective.

#### ***Computer Science Requirements***

- ICS 340 Data Structures
- ICS 362 Computer Organization and Architecture
- Programming competency in C or C++.  
This may be satisfied by doing appropriate course work, by taking a competency test administered by the department, or by successfully completing ICS 365 Comparative Programming Languages. ICS 365 meets the Group 1 Elective requirement as well.

- ICS 370 Software Design Models
- ICS 441 Foundations of Computing Theory
- ICS 462 Operating Systems
- ICS 499 ICS Capstone Project

### **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, except ICS 365 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
- ICS 425 Client/Server Architectures
- ICS 460 Computer Networks
- ICS 470 Software Engineering

#### ***Group 2. At least one of the following:***

- Any upper division (300 level or higher) MATH course
- ICS 311 Database Management Systems
- ICS 325 Internet Application Development
- ICS 382 Computer Security
- Additional Group 1 electives
- MATH 251 Introduction to Probability and Statistics
- DSCI 420 Project Management

#### ***Group 3. Any combination of the following: (at most 4 credits)***

- ICS 225 Web Design and Implementation
- CFS 280 Introduction to Computer Forensics
- CFS 380 Digital Evidence Analysis
- CFS 480 Introduction to Electronic Discovery
- CFS 484 Computer Laws
- ICS Internship
- Any lower division electives transferred from other institutions
- ICS 492 Emerging Technologies
- Student Designed Independent Study

### ***Other Electives***

The contents of ICS 490 Special Topics in Information and Computer Sciences and ICS 492 Emerging Technology vary from semester to semester. ICS 492 is always applied to Group 3, but any specific offering of ICS 490 will state the group to which it belongs.

## **Creative Writing Minor**

---

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)**

#### **Required Courses (13 total credits)**

- WRIT 251 Introduction to Creative Writing

#### **Electives (16 credits)**

- WRIT 324 Topics in Creative Writing
- WRIT 352 Writing Memoir and Creative Nonfiction\*
- WRIT 353 Writing Short Fiction\*
- WRIT 354 Writing Poetry\*
- WRIT 356 Writing Humor\*
- WRIT 357 Writers as Readers\*
- WRIT 355 Writing Children's Literature\*
- WRIT 358 1000 Words or Less\*
- WRIT 481 Advanced Creative Writing\*
- WRIT 541 Writing for Publication and Profit

#### **Only one course from below can be counted towards Electives**

- SCRW 313 Beginning Screenwriting
- SCRW 314 Intermediate Screenwriting
- SCRW 415 Advanced Screenwriting
- THEA 400 Playwriting I
- THEA 587 Playwriting II\*

\*May be repeated once for credit

## **Criminal Justice Minor**

---

The criminal justice minor consists of 21 total credits, 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.

Law Enforcement Track 1 and Track 3 majors cannot use law enforcement courses as directed electives. Law Enforcement Track 2 majors cannot minor in Criminal Justice.

### **Prerequisites (6 credits)**

- CJS 101 Introduction to Criminal Justice
- CJS 200 Literature in Criminal Justice

### **Required Courses (15 credits)**

CJS 101 Introduction to Criminal Justice and CJS 200 Literature in Criminal Justice are prerequisites for all law enforcement and criminal justice courses.

- CJS 300 Corrections
- CJS 320 Applied Criminology
- Directed Electives (9 semester credits, three class minimum).

Law Enforcement Track 1 and Track 3 majors cannot use law enforcement courses as directed electives. Law Enforcement Track 2 majors cannot minor in Criminal Justice.

## **Criminal Justice Major BA**

---

The BA 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 BA in criminal justice, students must complete the minimum bachelor's degree requirements (120 credits), including general education, liberal studies and criminal justice course work.

### **Prerequisites (6 credits)**

- CJS 101 Introduction to Criminal Justice\*
- CJS 200 Literature in Criminal Justice

### **Required Core Courses (31 credits)**

CJS 101 Introduction to Criminal Justice and CJS 200 Literature in Criminal Justice are prerequisites for all law enforcement and criminal justice courses.

- CJS 210 Constitutional Law
- CJS 300 Corrections
- CJS 302 Juvenile Justice
- CJS 320 Applied Criminology
- LAWE 330 Critical Issues in Law Enforcement **or**
- LAWE 431 Police Culture
- CJS 350 Citizenship: Community Involvement

- CJS 360 Diversity Issues in Criminal Justice\*
- CJS 375 Criminal Justice Ethics\*
- CJS 483 Research Seminar in Criminal Justice (Prerequisite for CJS 490)
- CJS 490 Criminal Justice Capstone

## **Directed Electives (12 credits)**

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). Law Enforcement required core courses may not be used if majoring in both Law Enforcement and Criminal Justice.

**\*Note:** CJS 101 Introduction to Criminal Justice, CIS 318 Women and Crime, CJS 340 Comparative Criminal Justice, CJS 350 Citizenship: Community Involvement, CJS 360 Diversity Issues in Criminal Justice, and CJS 375 Criminal Justice Ethics, may also be used to fulfill general education/liberal studies requirements.

- CJS 110 Careers in Criminal Justice
- CJS 305 The Criminal Court System
- CJS 310 Introduction to Security Management
- CJS 315 Dynamics of Criminal Sexual Assault
- CJS 318 Women and Crime\*
- CJS 325 Inside-Out: Prison Exchange Program
- CJS 333 Gangs
- CJS 335 Murder: A Global Perspective
- CJS 339 Violent Crime Investigation
- CJS 340 Comparative Criminal Justice\*
- CJS 345 Organization and Administration in Criminal Justice
- CJS 346 Victimology
- CJS 354 Restorative Justice
- CJS 356 Urban Violence
- CJS 365 Criminal Justice and the Media
- CJS 367 Introduction to Forensic Science
- CJS 370 Probation and Parole
- CJS 377 Criminal Justice Practicum (4 credits maximum)
- CJS 382 Selected Topics in Criminal Justice
- CJS 387 White Collar Crime
- CJS 388 Crime Analysis

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

- LAWE 104 Emergency Medical Responder Law Enforcement
- LAWE 301 Community-Oriented Policing
- LAWE 325 Criminal Procedure and Investigation
- LAWE 370 Assisting Families in Crisis
- LAWE 400 Managing Police Organizations
- LAWE 410 Managing Human Resources in Law Enforcement

- LAWE 431 Police Culture
- LAWE 445 Criminal Justice Leadership: Contemporary Issues

## **Credit and Residency Requirements**

Students in the criminal justice major program must complete a minimum of 24 credits of their major requirements and at least 30 credits at Metropolitan State University. In addition, students must complete at least 40 upper division credits in order to graduate.

## **Dental Hygiene (BSDH) Baccalaureate Completion Program**

---

This program provides associate degree dental hygienists from accredited institutions an opportunity to complete a Bachelor of Science in Dental Hygiene (BSDH). The program focus is to educate dental hygienists to become community-minded oral health care providers with the intention of enhancing the oral health of underserved and diverse populations. This program will also prepare students who are interested in pursuing a master's program in advanced dental therapy practice.

## **Program Admission Requirements**

The following requirements are necessary for admission to the BSDH program in the College of Nursing and Health Sciences.

- Official transcript from an accredited dental hygiene program (or letter from program director or dean if within five months of graduation).
- Official transcripts of all other college and university coursework;
- Cumulative GPA of 3.00 (4.00 scale - calculated from all college coursework);
- Diagnostic assessment in mathematics (as determined);
- Appropriate documentation of an active dental hygiene license (or letter from program director if within five months of graduation); and
- 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 BSDH students will be given priority admission. These requirements must be completed before enrolling in the Restorative Functions Clinic or Dental Hygiene Capstone courses. Students with questions regarding these requirements should contact the program advisor.

## **Application Process**

- Attend an Information Session
- Complete the application form for Baccalaureate Completion Program in Dental Hygiene
- Submit \$20.00 application fee
- Submit official transcripts from all previously attended colleges or universities

- Submit a 250-300 word essay related to how the 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 upper-division level semester credits must be completed through Metropolitan State University

## Courses

Many courses in the dental hygiene curriculum employ web-enhanced or web supported format teaching/learning strategies. The following upper-division courses are required:

- DENH 310 Collaborative Practice Dental Hygiene (4 credits)
- DENH 320 Management of Oral Health Care Delivery (3 credits)
- DENH 330 Populations with Special Oral Health Needs (3 credits)
- DENH 410 Evidence-Based Dental Hygiene Practice (3 credits)

Choose one from the following two courses, the chosen course must be completed prior to enrollment in the Dental Hygiene Capstone course:

- DENH 420 Restorative Functions Theory and Lab (3 credits) **or**  
**Note:** Requires more campus time and a lab fee
- DENH 340 Educational Concepts in Dental Hygiene (3 credits) **and**
- DENH 430P Dental Hygiene Capstone (4-5 credits)

The Restorative Functions Theory and Lab course require significant on campus attendance for successful completion. The majority of the upper division dental "face to face" coursework takes place at Normandale Community College.

An optional one-credit course leading to Restorative Functions certification by the Minnesota State Board of Dentistry is available for student enrollment the same semester as successful completion of the Restorative Functions Theory and Lab course. This optional course requires contractual agreement with a dentist for completion of the Minnesota Board of Dentistry Restorative Function Clinical requirements.

- DENH 440 Restorative Functions Clinic (1 credit)

## 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**

---

### **Collaborative Dental Hygiene Practice**

This program provides baccalaureate educated dental hygienists, who have graduated from an accredited institution, the opportunity to complete a certificate in dental hygiene. The focus is to augment the skills and education of the dental hygienist to become a community-minded oral health care provider with the intention of enhancing the oral health of underserved and diverse populations. The certificate will also prepare students who are interested in pursuing Metropolitan State University's master's degree program in advanced dental therapy practice, the Master of Science: Oral Health Care Practitioner, by offering courses that are prerequisites for this program.

### **Program Admission Requirements**

- Official transcript from an accredited dental hygiene program
- Cumulative GPA of 3.0 (calculated from all college coursework)
- CPR Certification
- HBV series completion and other immunizations
- Successful background check
- Professional liability insurance
- Documentation of an active dental hygiene license

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 BSDH students will be given priority admission. These requirements must be completed before enrolling in the Restorative Functions Clinic or Dental Hygiene Capstone courses. Students with questions regarding these requirements should contact the program advisor.

### **Application Process**

- Attend an Information Session
- Complete the application form for the Post-Baccalaureate Certificate Program in Dental Hygiene
- Submit \$20.00 application fee
- Submit official transcripts from all previously attended colleges or universities



- Submit a 250-300 word essay related to how the applicant's talents, experiences, opinions, and career goals will enhance the oral health of underserved and diverse populations

## **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**

- DENH 310 Collaborative and Advanced Practice Dental Hygiene (4 credits)
- DENH 320 Management of Oral Healthcare Delivery (3 credits)
- DENH 420 Restorative Functions Theory and Lab\* (3 credits)
- DENH 430P Dental Hygiene Capstone (4-5 credits) (Last course to be enrolled in)

\*Requires more campus time and a significant lab fee; must be taken before enrollment in the Dental Hygiene Capstone course.

### **Other possible courses to choose from:**

- DENH 330 Populations with Special Oral Health Needs (3 credits)
- DENH 410 Evidence-Based Dental Hygiene Practice (3 credits)
- DENH Educational Concepts in Dental Hygiene (3 credits)
- DENH 440 Restorative Functions Clinic\* (1 credit)

\*An optional one credit course leading to Restorative Functions certification by the Minnesota State Board of Dentistry is available for student enrollment the semester immediately following successful completion of the Restorative Functions Theory and Lab course. This optional course requires contractual agreement with a dentist for completion of the Minnesota Board of Dentistry Restorative Functions clinical requirements.

## **Disability Studies Minor**

---

The Disability Studies Minor provides a comprehensive overview of issues relevant to disabilities throughout the life span. In addition, the Disability Studies Minor is designed to address and analyze policies and societal barriers affecting persons with disabilities. The Disability Studies Minor embraces the philosophy of the Disability Rights Movement that focuses on self-determination, civil rights, and culture.

The field of disability studies is relatively new and is an outgrowth of civil rights for persons with disabilities that led to the Americans With Disabilities Act of 1990. Disability Studies represents a focus on empowerment, self-determination, and independence.

## **Subject Area Competence**

Students choosing the Minor in Disability Studies will be expected to demonstrate competence through 20 credits in Disability Studies and other relevant Human Services courses. Three four-credit courses will be required from Disability Studies courses and the remaining will be selected by students from the list below. This combination will provide a foundation in disability studies and also an opportunity for students to select material of specific interest to their careers and educational goals. The Disability Studies Minor can be taken by students in any program of study.

### **Required (20 Total Credits)**

#### **Required Core Courses (12 credits)**

- HSDS 304 Introduction to Disabilities
- HSDS 305 Disability Rights: History and Current Trends
- HSDS 307 Blind, Deaf Blind, and Deaf Culture, History and Resources

#### **Elective Courses (8 credits)**

Choose a minimum of two courses from the following:

- HSDS 306 Community Resources and Services for Persons with Disabilities
- HSDS 308 Aging and Disabilities
- HSDS 400 Current Issues and Special Topics in Disability Studies
- HSFS 399 Selected Topics (2 credits; may be taken two times)
- HSER 303 Disability Awareness

## **Early Childhood Studies Major BAS**

---

This major is designed primarily for students transferring from a MnSCU institution with a child development diploma or AA, AS, or AAS. degree programs who are seeking baccalaureate degrees in early childhood studies. Many students will be seeking career enhancements in the child development field. Courses are also open to non-majors.

It is expected that all students receiving a BAS degree with a major in early childhood studies will develop knowledge and skills at the upper-division level related to:

- child development and learning;
- early childhood curriculum development and implementation;
- family and community relationships;
- assessment and evaluation of young children;
- professional and ethical issues in early childhood; and
- application of knowledge and skills within the context of an urban early childhood setting.

### **Requirements (43 credits)**

All students are expected to have at least 120 credits to graduate with a degree in early childhood studies. In addition to the major requirements, students must complete the university's general education and liberal studies requirements.

**Prerequisites**

- PSYC 100 General Psychology
- **Required Courses**
  - PSYC 308 Child Psychology **or**
  - PSYC 308T Child Psychology Theory Seminar (with advisor's permission)
  - PSYC 356 Early Childhood Development within a Social, Cultural and Historical Context
  - PSYC 357 Observing and Assessing Young Children: Birth through Age Five
  - PSYC 359 Positive Behavior Guidance
  - EDU 321 Urban Infant-Toddler Curriculum and Practicum\*
  - PSYC 415 Principles of Teaching and Learning in Early Childhood
  - PSYC 416 Comparative Study of Early Childhood Program Models
  - PSYC 417 Language and Communication Development in Early Childhood
  - PSYC 030 Early Childhood Studies Internship Meeting
  - PSYC 350I Early Childhood Studies Internship
  - PSYC 420 Early Childhood Studies Capstone: Professionalism and Ethical Issues

\*PSYC 356 is a prerequisite for EDU 321.

**Guided Electives (3 credits minimum)**

- EDU 331 Physical Development, Health, and Nutrition and Effects of Drugs in Early Childhood Education
- EDU 361 The Arts in Early Childhood Education
- EDU 325 Emergent Literacy in Early Childhood Education
- PSYC 102 Dynamics of Parent/Child Relationships
- PSYC 305 Behavior Disorders in Children
- PSYC 306 Child Abuse
- PSYC 353 Selected Topics in Early Childhood
- PSYC 393 Special Education Overview
- HSA 372 Administration of Early Childhood Programs

**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
- PSYC 350T Early Childhood Programs: Management Principles and Applications
- PSYC 351T Early Childhood Programs: Regulatory, Financial and Facility Management
- PSYC 352T Early Childhood Programs: Advocacy and Communications

## Economics Major BS

---

Economics describes and analyzes the organization and operation of an economic system. While much can be learned from the economic systems of other countries, most courses in this program focus on the western market economy. An understanding of economics is essential for all careers in management and to becoming a well-informed citizen and participant in society.

The economics program offers courses which serve all majors in the College of Management and those leading to the two tracks in the economics major. The business economics track prepares students for work in the quantitative areas of business: market research, business forecasting, financial analysis, economic modeling and simulation, operations, and quantitative decision making. The more traditional economics track prepares students for graduate study in economics and professional study in law, public administration, business and public policy.

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 120 credits (at least 40 upper division) distributed in general education/liberal studies, foundation courses and study in economics or business economics.

#### 1. 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. Economics Foundation Courses (22 credits)

- MIS 100 Fundamentals of Information Technology in Organizations
- MATH 210 Calculus I (or higher)
- STAT 201 Statistics I
- ECON 201 Macroeconomics
- ECON 202 Microeconomics

### Economics Track

**3. Required (16 credits)**

- ECON 351 Intermediate Macroeconomics  
This course is offered on a two-year rotation basis and through independent study.
- ECON 352 Intermediate Microeconomics  
This course is offered on a two-year rotation basis and through independent study.
- ECON 420 Money, Banking and Financial Institutions
- ECON 497 Economic Research and Forecasting

**4. Electives (16 credits, choose four courses)**

- ECON 311 Economics of the Environment
- ECON 313 Labor Economics
- ECON 314 International and Comparative Economics
- ECON 315 Economics of Diversity
- ECON 316 Health Economics
- ECON 496 Managerial Economics  
ECON 201, 22 and STAT 201 are prerequisites for ECON 496.

**Business Economics Track****3. Required (24 credits)**

- ACCT 210 Financial Accounting
- ECON 314 International and Comparative Economics
- ECON 420 Money, Banking and Financial Institutions
- ECON 496 Managerial Economics
- ECON 497 Economic Research and Forecasting  
This course is a capstone class which should be taken near the end of a student's program.
- FIN 390 Principles of Finance

**4. Electives (12 credits, choose three courses)**

- ECON 311 Economics of the Environment
- ECON 313 Labor Economics
- ECON 315 Economics of Diversity
- ECON 316 Health Economics
- ECON 351 Intermediate Macroeconomics
- ECON 352 Intermediate Microeconomics
- DSCI 431 Managerial Problem-solving and Decision-making Methods **or**
- DSCI 434 Introduction to Operations Management  
Only one of these may be applied toward the business economics track.
- FIN 550 International Finance
- MGMT 490 Challenges and Choices in Small Business and Entrepreneurship
- MKTG 420 Marketing Research

## Economics Minor

---

### Requirements

- ECON 201 Macroeconomics
- ECON 202 Microeconomics

### Electives (three courses)

- ECON 311 Economics of the Environment
- ECON 313 Labor Economics
- ECON 314 International and Comparative Economics
- ECON 315 Economics of Diversity
- ECON 316 Health Economics
- ECON 351 Intermediate Macroeconomics  
This course is offered on a two-year rotation basis and through independent study.
- ECON 352 Intermediate Microeconomics  
This course is offered on a two-year rotation basis and through independent study.
- ECON 420 Money, Banking and Financial Institutions
- ECON 496 Managerial Economics
- ECON 497 Economic Research and Forecasting

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.

## English Major BA

---

The English major helps students to examine and interpret literature in English from a variety of viewpoints, and to understand the role literature plays in human cultures. Students completing the English major develop 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, law, education and business. Students planning to complete a degree program in English should consult with a faculty member of the department before enrolling in classes.

### Requirements (36 total credits)

1. **One course from the two-semester survey of American literature (4 credits)**
  - LIT 341 American Literature: Beginnings--1870
  - LIT 342 American Literature: 1870--Present
2. **One course from the two-semester survey of English literature (4 credits)**
  - LIT 371 English Literature: Beginnings--1800
  - LIT 372 English Literature: 1800--Present

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

- LIT 312 Women Writers
- LIT 315 Gender in Literature and Film
- LIT 362 Black Women Writers

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

- LIT 361 African-American Literature
- LIT 362 Black Women Writers
- LIT 363 American Indian Literature
- LIT 367 Scandinavian Immigrants in Literature
- HUM 310 The First Civilizations
- HUM 311 The Classical World: Greece
- HUM 312 The Classical World: Rome
- HUM 313 Medieval Civilization
- HUM 314 The Renaissance
- HUM 315 The Enlightenment
- HUM 316 Romanticism
- HUM 317 Modernism
- HUM 318 Postmodernism
- HUM 321 Myth
- HUM 326 Folklore

**5. One course in Shakespeare (4 credits)**

- LIT 377 Shakespeare

**6. Electives (8 credits)**

Additional upper-division courses in literature or humanities, except LIT 334, and LIT 437. LIT 362 may apply to one requirement only. Any of the above courses can be taken as an elective, but a course can be applied to only one area of the major requirements. (No double-counting within the major.)

Please refer to our listings on the Course Descriptions Web page for other course offerings which can be taken as electives.

**7. One of the following (4 credits)**

- LIT 501 Literary Criticism: Beginnings--1950
- LIT 502 Literary Criticism: 1950--Present
- LING 547 History of the English Language

Â

**8. Capstone Seminar (4 credits)**

The department recommends that students take this course within the last two semesters prior to the graduation.

- LIT 480 Literature Capstone Seminar

**Notes:**

- At least half of these 36 credits must be earned at Metropolitan State.
- Any course used in the English major may be applied to one major requirement only.
- With advisor approval, upper-division transfer credits may be applied to specific major requirements or electives; up to 12 semester credits at the 200-level may be applied to specific major requirements.
- With advisor approval, specific major requirements may be met by particular sections of LIT 390 authors and Topics in Literature, or LIT 590 Advanced Studies in Literature.

See the English Major Checklist.

## **English Minor**

---

### **Requirements (20 total credits)**

#### **One of the following (4 credits)**

- LIT 341 American Literature: Beginnings-1870
- LIT 342 American Literature: 1870-Present
- LIT 371 English Literature: Beginnings-1800
- LIT 372 English Literature: 1800-Present

#### **One of the following (4 credits)**

- LING 316 The Nature of Language
- LING 547 History of the English Language

#### **Literature Written by Women (4 credits)**

- LIT 312 Women Writers
- LIT 315 Gender in Literature and Film
- LIT 362 Black Women Writers

#### **Ethnic or World Literature (4 credits)**

- LIT 361 African-American Literature
- LIT 362 Black Women Writers\*
- LIT 363 American Indian Literature
- LIT 367 Scandinavian Immigrants in Literature
- HUM 310 The First Civilizations
- HUM 311 The Classical World: Greece
- HUM 312 The Classical World: Rome
- HUM 313 Medieval Civilization
- HUM 314 The Renaissance
- HUM 315 The Enlightenment
- HUM 316 Romanticism
- HUM 317 Modernism
- HUM 318 Postmodernism



- HUM 321 Myth
- HUM 326 Folklore

**One upper-division elective in literature or humanities (4 credits)**

- Except LIT 334 and LIT 437.

\*May apply to one requirement area only.

**English as Second Language (ESL) minor**

The English as Second Language (ESL) minor is newly approved for Fall 2010 and is designed for students interested in the knowledge, skills, methods, and strategies for working with urban English Language Learners in K-12 schools. During the 2010-2011 academic year, this minor is being submitted to the Minnesota Board of Teaching for approval as a licensure program. Additional course(s) may be required for licensure.

**Prerequisite Courses (6 credits)**

- EDU 200 Introduction to Urban Education and Reflective Teaching
- EDU 203 Multicultural Education

**Core Courses (20 credits)**

Each EDU course listed below requires admission to the Urban Teacher Program or department approval in order to enroll.

- LING 316 The Nature of Language (4 credits)
- EDU 435 Teaching English Learners in Content Areas (3 credits)
- EDU 451 Immigrants and Refugees in Urban Schools (2 credits)
- EDU 452 Theories and Methods of Language Learning (3 credits)
- \*EDU 453 Assessment and Curriculum for English Learners in Urban Schools (4 credits)
- \*EDU 454 The Urban ESL Professional (1 credit)
- \*EDU 496 Elementary ESL Practicum (1 credit)
- \*EDU 461 Middle School ESL Practicum (1 credit)
- \*EDU 471 High School ESL Practicum (1 credit)

\* These courses are going through the university course approval process in fall 2010.

**Admission Requirements**

Students who are admitted to the Urban Teacher Program do not have to apply for admission to the minor. Other students may apply for admission to the minor when meeting the following requirements:

- Letter of application stating interest in the minor
- GPA 2.5 or higher
- 40 hours of experience with culturally and linguistically diverse urban youth

- Two Recommendations

## **English Teaching Major BS**

---

### **(Communication Arts and Literature Licensure Grades 5-12)**

Students usually enroll in the English Teaching Major as part of a larger program leading to teaching licensure in communications, arts, and literature for grades 5-12.

The English teaching major includes study in the following disciplines:

- Writing--the writing process, composition theory, and effective methods for teaching secondary students to write in different genres for a variety of purposes and audiences;
- Reading--reading theory, the nature of reading comprehension, and student responses to interpreting and evaluating texts;
- Literature--the aesthetic dimensions of literature with a focus on helping secondary students to understand literature in various historical and cultural contexts;
- Speech communication--verbal and nonverbal speech processes, listening skills, public speaking and interpersonal communication;
- Media literacy--print and non-print media, and the effects of various electronic media on the communication process; and

## **Major Requirements**

### **Prerequisites**

(These credits do not count toward the major)

1. COMM 103 Public Speaking
2. WRIT 121 Writing I Intensive **or** WRIT 131 Writing I **or** WRIT 132 Written and Visual Communication
3. WRIT 231 Writing II **or** WRIT 261 Business Writing **or** WRIT 271 Technical Writing

### **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.

1. **Choose four of the following foundation courses**
  - LIT 300 Literary Analysis
  - LIT 332 Adolescent Literatures
  - WRIT 251 Intro to Creative Writing **or** WRIT 331 Writing in Your Major
  - LING 316 Nature of Language **or** LING 326 Language and Culture
2. **Choose one of the following in diverse literatures**

- LIT 312 Women Writers
- LIT 345 Urban Working-class Literature
- LIT 361 African-American Literature
- LIT 362 Black Women Writers
- LIT 363 American Indian Literature

**3. Choose two of the following in classic literatures**

- LIT 341 American Literature (Beginnings--1870)
- LIT 342 American Literature (1870--Present)
- LIT 371 English Literature (Beginnings--1800)
- LIT 372 English Literature (1800--Present)
- LIT 377 Shakespeare

**4. Choose one of the following in communication (3-4 credits)**

- COMM 231 Introduction to Interpersonal Communication
- COMM 233 Introduction to Intercultural Communication
- COMM 333 Intermediate Intercultural Communication
- COMM 351 Communication in Work Groups

**5. Choose one elective**

- Any 300+ level course (3-4 credits) in Literature, Humanities, Reading or Writing.

## **Teaching Licensure Grades 5-12**

Completing the English Teaching Major is only part of the preparation for teaching in grades 5-12. You must also earn a teaching license. Students completing the teaching major who wish to earn Minnesota Teaching Licensure for secondary education (grades 5-12) can do so by completing additional course work through the university's Urban Teacher Program. Please note that the university's Education Department has the primary responsibility for recommending students for licensure. For more information, visit the Grades 5-12 licensure for Urban Secondary Education page in the catalog.

## **Entrepreneurship Minor**

---

This minor is designed for College of Management majors and students who have satisfied the following prerequisites or their equivalents:

- ACCT 210 Financial Accounting
- MKTG 300 Marketing Principles

Entrepreneurship is the fastest growing segment in the economy, with small businesses representing 99 percent of all employers (SBA Office of Advocacy, 2008). This is an interesting, challenging, and rewarding time to be studying small business and entrepreneurship. Starting and operating a small business is one of the best ways to fulfill the "great American dream," and many Americans believe this is one of the best paths to success and self-satisfaction in the United States.

The entrepreneurship minor is an excellent way to prepare for the challenges of starting and successfully operating a small business. The goal of this minor is to provide essential information needed to handle the challenges small business owners and operators face while starting and growing their ventures. The minor includes courses in the essential areas of entrepreneurship which will better prepare students for owning and operating a small business.

## **Requirements (16 credits)**

### **Required Courses (12 credits)**

- ENTR 352 Technology Management for Entrepreneurs (2 credits)
- ENTR 353 Financing Entrepreneurship (2 credits)
- ENTR 354 Entrepreneurship and Law (2 credits)
- ENTR 355 Entrepreneurship and Marketing (2 credits)
- MGMT 490 Challenges and Choices in Small Business (4 credits)

### **Elective Courses (4 credits)**

- ACCT 320 Strategic Management Accounting (4 credits)
- DSCI 420 Project Management (4 credits)
- ENTR 356 Writing a marketing Plan (2 credits)
- MGMT 121 Topics in Supervision (2 credits)
- MKTG 430 Professional Sales (4 credits)
- MKTG 456 Professional Negotiations (4 credits)

## **Environmental Communication Minor**

---

Environmental communication is a growing career field. The environmental communication minor provides an understanding of environmental communication trends, policies and practices to equip students in a variety of majors with the necessary knowledge and skills to become effective managers and leaders in business, and in public and nonprofit organizations. Environmental issues are complex, and every sector of society has a stake in clearly and effectively relating their messages or concerns to the public. The courses include both theory and practice and focus on the achievement of effective environmental communication skills to assist with the ever-changing problems and issues in environmental studies. Graduates with an environmental communication minor will be able to analyze the various environmental issues, the values behind those issues, and the communication tools available for persuasion and public policy decisions.

### **Required courses (20 credits)**

- WRIT 575 Environmental Communication
- HIST 333 The Greening of America: Environmental History Since WWII
- ETHS 304 Environmental Justice and Public Policy
- NATH 204 Environmental Science **or** CHEM 151 Chemistry, Society, and the Environment
- LIT 349 American Nature Writers

At least 12 of the 20 credits required for the environmental communication minor must be completed at Metropolitan State.

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 coordinator of the environmental communication minor. For more information, please contact Dr. Helen Correll at 651-999-5949, or [Helen.Correll@metrostate.edu](mailto:Helen.Correll@metrostate.edu)

## **Ethnic Studies Major BA**

---

This degree program spotlights diverse ethnic communities in the United States within a globalized, transnational context. Our program centers on the experiences, voices, collective memories, and in-group diversity of ethnic and racialized communities of color, as well as their coalitions and allies. Students learn analytical and critical thinking skills through comparing and contrasting the experiences of African American, Asian American, Latina/o, and American Indian groups and individual members as well as concentrating on experiences of individuals and groups in one particular ethnic group. Situated at the heart of our program are matters of race, racism, racialization, and power; the viscous nature of ethnic identity development and performance; and interactions among groups. Resident faculty hold expertise in many aspects of ethnic studies including history, religion, visual and media culture, gender, and interdisciplinary studies. Community faculty bring their applied work experience into the classroom. In addition, the department participates in a number of community/university partnership activities which provide students with unique learning opportunities.

A degree in Ethnic Studies enables individuals to gain a significant level of knowledge and understanding of African Americans, Asian Americans, Latino/a Americans, American Indians; enables individuals to communicate cross culturally; equips individuals with skills in research, design, and data collection to benefit their community; engages individuals in critical thinking using interdisciplinary frameworks; promotes community centered, experiential, participatory, and cooperative learning; prepares individuals to make a genuine contribution to the development of a pluralistic society.

The Ethnic Studies Department resident and community faculty are committed to a culturally plural and equitable society. The faculty infuse a blend of life experience with scholarship, offering students a unique academic experience. Our coursework converges at the intersections of race, religion, gender, class, and sexual orientation in the shaping of perspectives and life chances. Students learn the following: how to navigate among the multiple covert and overt past, present, and future discourses of race and ethnicity; how to practically apply knowledge and be cultural critics and critical consumers of popular culture; and how to be life-long learners, cultural bridges, and influential in promoting a more equitable society.

The ethnic studies major has two tracks: the cross-cultural comparative track and the individualized track. Students can choose the major track which most fits their programmatic interest. All tracks require students to complete the core courses listed below. The individualized track must be designed in consultation with the student's advisor 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
- ETHS 200 Theories of Race, Ethnicity and Culture
- ETHS 400 Applied Research for Social Change
- ETHS 499 Ethnic Studies Capstone

**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.

**Core Courses (16 credits)**

Three of the following courses (12 credits):

- ETHS 302 Immigration and the New World
- ETHS 303 Politics of Resistance and Protest Movements
- ETHS 304 Environmental Justice and Public Policy
- ETHS 305 Major Issues in U.S. Race Relations
- ETHS 306 Politics of Mixed Racial Identity
- ETHS 309 Race and Public Policy (overlap with POL 309)
- ETHS 311 Understanding Racial and Ethnic Groups in the United States
- ETHS 315 Color of Incarceration
- ETHS 316 Race and Religion (overlap with RELS 333)

Two courses in one of the following area studies (8 credits):

**African American Studies**

- ETHS 244 African Americans in Minnesota
- ETHS 341 African American History (overlap HIST 311)
- ETHS 342 Contemporary Issues in Black Studies
- ETHS 343 Civil Rights Movement in the 1960's (overlap with HIST 315)
- ETHS 344 African American Literature (overlap with LIT 361)
- ETHS 370 Black Intellectual Thought

Students may also take other African and African American courses offered by the Ethnic Studies Department and other departments.

**Asian American Studies**

- ETHS 262 Asian Americans in Minnesota
- ETHS 361 History of Asian Americans (overlap with HIST 320)
- ETHS 363 Asian American Women: Myths and Realities

Students may also take other Asian and Asian American courses offered by the Ethnic Studies department and other departments.

### **American Indian Studies**

- ETHS 252 American Indians in Minnesota
- ETHS 331 American Indian History
- ETHS 332 Topics in Contemporary Native North America
- ETHS 334 American Indian Spirituality (overlap with RELS 322)
- ETHS 335 American Indian Nations: Law, Power and Persistence
- ETHS 336 American Indian Literature (overlap with LIT 363)

Students may also take American Indian courses offered by the Ethnic Studies Department and other departments.

### **Chicano/Latino Studies**

- ETHS 250 Social and Cultural Ecologies of Latinos in the United States
- ETHS 252 Chicanos/Latinos in Minnesota
- ETHS 352 Latina/o Cultural Politics
- ETHS 354 Chicana/o Gender and Sexuality

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.

## **Ethnic Studies Minor**

---

### **Requirements (20 total credits)**

#### **Core Courses (8 credits)**

- ETHS 100 Introduction to Ethnic Studies
- ETHS 200 Theories of Race, Ethnicity and Culture

#### **Two courses from the following comparative courses (8 credits)**

- ETHS 302 Immigration and the New World
- ETHS 303 Politics of Resistance and Protest Movements
- ETHS 304 Environmental Justice and Public Policy
- ETHS 305 Major Issues in U.S. Race Relations
- ETHS 306 Politics of Mixed Racial Identity
- ETHS 309 Race and Public Policy (overlap with POL 309)
- ETHS 311 Understanding Racial and Ethnic Groups in the United States
- ETHS 315 Color of Incarceration

**One course in the following area studies (4 credits)**

- American Indian Studies
- African American Studies
- Asian American Studies
- Chicano/Latino Studies

**Elective Course Options**

- ETHS 244 African Americans in Minnesota
- ETHS 250 Social and Cultural Ecologies of Latinos in the United States
- ETHS 252 American Indians in Minnesota
- ETHS 262 Asian Americans in Minnesota
- ETHS 302 Immigration and the New World
- ETHS 303 Politics of Resistance and Protest Movements
- ETHS 304 Environmental Justice and Public Policy
- ETHS 305 Major Issues in U.S. Race Relations
- ETHS 306 Politics of Mixed Racial Identity
- ETHS 309 The Color of Public Policy (overlap with POL 309)
- ETHS 310 Cross-cultural Issues in Organizations
- ETHS 311 Understanding Racial and Ethnic Groups in the United States
- ETHS 315 Color of Incarceration
- ETHS 331 American Indian History
- ETHS 332 Topics in Contemporary Native North America
- ETHS 341 African American History
- ETHS 334 American Indian Spirituality (Overlap with REL 322)
- ETHS 335 American Indian Nations: Law, Power and Persistence
- ETHS 342 Contemporary Issues in Black Studies
- ETHS 343 Civil Rights Movement in the 1960's
- ETHS 344 African American Literature
- ETHS 348 Sports and the African American Community
- ETHS 352 Latina/o Cultural Politics
- ETHS 361 History of Asian Americans
- ETHS 363 Asian American Women: Myths and Realities
- ETHS 370 Black Intellectual Thought
- ETHS 380 Special topics in Ethnic Studies
- ETHS 400 Applied Research for Social Change
- ETHS 499 Ethnic Studies Capstone



Additional courses that can fulfill ethnic studies minor requirement:

### ***Anthropology***

- ANTH 321 Cultural Anthropology: Focus on Mexico and Central America (class only)
- ANTH 309 New Neighbors: The U.S. Hmong Community

### ***History***

- HIST 361 Africa: From Ancient Times to 1800
- HIST 362 Africa: From Colonialism to Independence
- HIST 310 American Indian History
- HIST 311 African American History
- HIST 315 Civil Rights Movement in the 1960s
- HIST 370 Behind the Great Wall: The Real China
- HIST 371 Understanding Modern Japan
- LIT 361 African-American Literature
- LIT 363 American Indian Literature

### ***Media Studies***

- MDST 330 Topics in Film Studies (depending on topic)

### ***Philosophy***

- PHIL 362 African and African-American Philosophy
- PHIL 385 Philosophy on the Front Page: Topics on Political and Social Philosophy (depending on topic)

### ***Psychology***

- PSYC 328 Psychology of African Americans

### ***Religious Studies***

- RELS 333 Race and Religion
- RELS 322 American Indian Spirituality

## **Experimental Intermedia Arts Minor**

---

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
- IMDA 340 Intermedia Arts
- IMDA 352 Creativity
- IMDA 430 Collaboration
- IMDA 459 Creative Project Capstone

## **Family Studies Minor**

---

A minor in family studies can serve as a support area for students majoring in one of the social or behavioral sciences such as psychology or sociology. In addition, a minor can serve as an ideal complement for students in a professional field, such as social work, nursing, education or law enforcement.

The family studies minor has three required core courses and two elective courses. There are three designated options within the family studies minor. Contact an academic advisor or the advising office for information on these options.

### **Required (20 total credits)**

#### **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.
- HSFS 338 Family: Racial, Gender and Class Dimensions
- HSFS 339 Issues and Actions in Family Policy

#### **Elective Courses (8 credits)**

Students select any two elective courses from the Family Studies area below. Ideally the two courses (8 credits) will be from the same area. It is NOT required, however.

#### ***Family Dynamics and Organization***

- COMM 341 Family Communication
- HSFS 341 Work and Family
- PSYC 102 Dynamics of Parent-Child Relationships

***Family and Youth Issues***

- HSCO 321 Juvenile Delinquency: Prevention and Intervention
- HSFS 342 Children in U.S. Society
- PSYC 306 Child Abuse

***Family and Aging Issues***

- HSER 304T Elder Abuse Theory Seminar
- HSSG 374 Aging in America: A Personal Challenge
- HSSG 378 Thanatology: The study of Death and Dying

**Finance Major BS**

---

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 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 (22 credits)**

- MIS 100 Fundamentals of Information Technology in Organizations
- MATH 115 College Algebra
- STAT 201 Statistics I
- ECON 201 Macroeconomics
- ECON 202 Microeconomics
- ACCT 210 Financial Accounting

**3. Business Core Courses (24 credits)**

- MKTG 300 Marketing Principles
- MGMT 310 Management Principles and Practices
- MIS 310 Principles of Management Information Systems
- FIN 390 Principles of Finance
- DSCI 434 Introduction to Operations Management

- MGMT 499 Case Studies in Strategic Management

#### 4. Finance Major Required Courses (8 credits)

- FIN 392 Corporate Finance
- FIN 511 Investments and Portfolio Analysis

#### 5. Finance Major Elective Courses (16 credits required: any four of the following courses)

- FIN 497 Options, Futures, and Other Derivatives
- FIN 550 International Finance
- FIN 595 Advanced Corporate Finance (formerly titled Strategic Finance)
- ACCT 310 Financial Reporting
- ACCT 515 Financial Statement Analysis
- ECON 420 Money and Banking
- ECON 352 Intermediate Microeconomics
- ECON 497 Economic Research and Forecasting
- MATH 301 Introduction to Analysis **or**
- MATH 315 Linear Algebra and Applications **or**
- MATH 340 Mathematical Modeling **or**
- MATH 450 Operations Research **or**
- Another upper-division course approved by the finance area coordinator.

#### 6. Unrestricted electives as needed to total a minimum of 120 credits.

Many College of Management courses are sequenced and build on previous learning. Students must complete course prerequisites before registering for a course which requires prerequisites. In addition, students must complete 30 credits of coursework, including introductory and intermediate writing before they can register for College of Management upper division courses (those numbered 300 and above). MGMT 499 Case Studies in Strategic Management is a capstone class which should be taken during the last semester of the student's program.

### Requisite Footnotes

- FIN 392 is a **co-requisite** for FIN 511, FIN 550 and FIN 595. (To enroll in FIN 511, FIN 550 or FIN 595, a student must either first complete FIN 392, or be concurrently enrolled in FIN 392.)
- FIN 392 is a **prerequisite** for FIN 497. (To enroll in FIN 497, a student must first complete FIN 392.)
- ACCT 310 is **not** a prerequisite for FIN 595, although it was at one time.
- ACCT 310 is a **prerequisite** for ACCT 515.
- ECON 497 has no calculus prerequisite.

### Transfer of Credit

Transfer course evaluation is made by the faculty in the College of Management consistent with the requirements of MnSCU Policy 3.2 and MnSCU Procedure 3.21.1 (Undergraduate Course Credit Transfer). COM faculty will accept a course as meeting a COM major or minor requirement **if the course**

**content is equivalent to or acceptable in place of a Metropolitan State University course as determined by COM faculty;**

- the course was taught at a similar or higher level as the comparable COM course;
- the content and level of the course are consistent with state/national-level professional, industry and licensure standards; and
- the course carries a grade of "C-" or "S" or higher.

Accounting, economics, and management information systems transfer courses must meet "sunset" policy requirements which specify the maximum time between when the course was taken and when the student was admitted to Metropolitan State. If a course is not accepted because too much time has elapsed since the course was completed, a student may demonstrate competence in some courses via exam. Formal articulation agreements between Metropolitan State and other institutions identify transfer of courses between those institutions.

## **Credit and Residency Requirements**

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.

## **Gender Studies Major BA**

---

Gender studies is the interdisciplinary examination of the role of gender across the spectrum of human experience. The program investigates how gender functions and shapes the lives and experiences of women and men, including the institutional, social, and scientific forces that create meaning around gender, the struggles and achievements of women across cultures and time, and the study of GLBT (gay, lesbian, bisexual and transgender) identity and communities.

Courses in the gender studies program invite students to explore topics like the following: the social construction of femininity and masculinity from both historical and contemporary perspectives; the intersections of gender with race, class, religion, nationality, age, sexual orientation and other social categories; gender and the body; gender and sexual identity as organizing factors in social institutions and creative production; gender within international contexts; and feminist theory.

The gender studies program consists of a core set of courses taught by faculty from a variety of disciplines as well as electives from across the university. Students in the program build their understanding of gender through academic study as well as community-based learning and action. The curriculum as a whole enables students to develop the analytic and communication skills crucial to professional success, while at the same time deepening their understanding of the history and contemporary dynamics of gender.

### **Prerequisite (2 credits)**

- INFS 115 Information Access

## Requirements (36 total credits)

- At least half of the credits for the major must be completed at Metropolitan State University.
- Up to 12 lower division credits (100 and 200 level courses) may be applied to the major.
- Students should select electives in consultation with an advisor.
- Transfer courses may be applicable to major requirements. The university's degree audit will specify transfer courses that are directly equivalent to major requirements; other transfer courses must be approved by a faculty advisor in the program or one of the coordinators of the Gender Studies Program.

## Core Courses

- GNDR 201 Introduction to Gender and Women's Studies
- GNDR 270 Gender, Race, and Popular Culture
- GNDR 345 Global Perspectives on Gender (must be taken at upper division level)
- GNDR 365/PHIL 365 The Cultural Politics of GLBT Sexuality (must be taken at upper division level)
- GNDR 501 Theory and Research in Gender Studies (pending development)
- GNDR 402 Gender Studies Capstone (Until further notice, students will register for the Gender Studies Capstone as a student designed independent study)

## Required Courses

- GNDR 300 Topics in Gender Studies

## Electives (to reach 36 credits)

- ANTH 302 Gender and Culture
- ANTH 325 Women, Development and Social Change
- BIOL 106 Biology of Women
- CJS 318 Women and Crime
- COMM 321 Gender, Sport and Communication in the U.S.
- ECON 315 Economics of Diversity
- ETHS 354 Chicana/o Gender and Sexuality
- ETHS 363 Asian American Women: Myths and Realities
- GNDR 350I Gender Studies Individual Internship
- GNDR 369 GLBT Issues in Literature and Film
- HIST 309 Women and Public Activism
- HIST 328 Women in Modern U.S. History
- HIST 339 History of Sexuality: Modern Perspectives
- HIST 357 Women in Early Modern Europe
- HIST 394 Comparative Women's History
- HIST 451 American Women's Movements
- IDST 330 Women in Math, Science and Technology
- LING 346 Language and Gender
- LIT 312 Women Writers
- LIT 315 Gender in Literature and Film

- LIT 362 Black Women Writers
- PHIL 306 Philosophy and Sexuality
- PHIL 364 Women and Philosophy
- POL 332 Gender and the Law
- PSYC 331 Psychology of Men
- PSYC 335 Psychology of Women
- RELS 377 Women and Religion
- SOC 317 Women in Minnesota Life: Education, Politics and Social Change
- WRIT 231 Writing II: Writing about Gender

## **Gender Studies Minor**

---

The minor in Gender Studies allows students to study gender and sexuality while pursuing a major in another area. Students majoring in psychology, human services, law enforcement and many other disciplines who minor in gender studies gain practical and theoretical knowledge that helps prepare them for a diverse workplace.

### **Requirements (19-20 credits)**

- At least half of the credits required for the gender studies minor must be completed at Metropolitan State including at least one core course.
- Up to 9 lower division credits (100 and 200 level courses) may be applied to the minor.
- Transfer courses may be applicable to minor requirements. The university's degree audit will specify transfer courses that are directly equivalent to minor requirements; other transfer courses must be approved by one of the coordinators of the Gender Studies Program.

### **Core Courses (7-8 credits)**

- GNDR 201 Introduction to Gender and Women's Studies
- GNDR 270 Gender, Race, and Popular Culture **or**
- GNDR 345 Global Perspectives on Gender  
must be taken at upper division level
- GNDR 365/PHIL 365 The Cultural Politics of GLBT Sexuality  
must be taken at upper division level

### **Electives (12 credits)**

- ANTH 302 Gender and Culture
- ANTH 325 Women, Development and Social Change
- BIOL 106 Biology of Women
- CJS 318 Women and Crime
- COMM 321 Gender, Sport and Communication in the U.S.
- ECON 315 Economics of Diversity
- ETHS 354 Chicana/o Gender and Sexuality
- ETHS 363 Asian American Women: Myths and Realities
- GNDR 270 Gender, Race and Popular Culture
- GNDR 300 Topics in Gender Studies

- GNDR 345 Global Perspectives on Gender
- GNDR 350I Gender Studies Individual Internship
- GNDR 365 The Cultural Politics of GLBT Sexuality  
cross-listed with PHIL 365 The Cultural Politics of GLBT Sexuality
- GNDR 369 GLBT Issues in Literature and Film
- GNDR 402 Gender Studies Capstone
- GNDR 501 Theory and Research in Gender Studies (pending development)
- HIST 309 Women and Public Activism
- HIST 328 Women in Modern U.S. History
- HIST 339 History of Sexuality: Modern Perspectives
- HIST 357 Women in Early Modern Europe
- HIST 394 Comparative Women's History
- HIST 451 American Women's Movements
- IDST 330 Women in Math, Science and Technology
- LING 346 Language and Gender
- LIT 312 Women Writers
- LIT 315 Gender in Literature and Film
- LIT 362 Black Women Writers
- PHIL 306 Philosophy and Sexuality
- PHIL 364 Women and Philosophy
- POL 332 Gender and the Law
- PSYC 331 Psychology of Men
- PSYC 335 Psychology of Women
- RELS 377 Women and Religion
- SOC 317 Women in Minnesota Life: Education, Politics and Social Change
- WRIT 231 Writing II: Writing about Gender

## History Major BA

---

The study of history helps students to develop skills, such as reading comprehension, analysis, cross-cultural comparison and written argumentation that are useful in a range of careers and avocations. The practice of law, political activity, policy studies, library science and museum work are careers that commonly follow from a collegiate study of history. However, the usefulness of historical study is far greater than that of training individuals for a small number of occupations. All citizens -- of this country and of the world -- have good reason to learn history and to learn about the nature of history. In all classes, students come to see that, as both the powerful and the powerless have learned over and over, history is not a perfectly objective chronicle of the past, but rather an interpretation of that past. It is always partial. It can be no other way. Still, these interpretations sometimes appear merely to tell the simple truth -- just the facts. Perhaps this illusion of objectivity is the source of history's power; perhaps this is why so many have concluded that so much is at stake in the question of who gets to write history and how. We are all a part of history, and in that sense, we understand ourselves only to the extent that the tellers of history allow us to do so. At the same time, historical education broadens students' knowledge and perspective, as they learn about people and places far removed from their own experiences. Thus, a goal in history classes is to empower students to develop a discerning eye on the stories about the past that are presented as the simple truth.

### Requirements (38 total credits)



Each course can meet only one major requirement.

**Introductory Level Requirements (10 credits)**

- HIST 301 Historical Interpretation (4 credits)
- Introductory Level Electives (2 courses, 6 credits); 100- or 200-level courses **or** HIST 302-309 fulfill this requirement.

**Upper-division Level (24 credits)**

- Courses numbered HIST 302 and above are considered upper-division courses.
- Outside U.S. History (2 courses, 8 credits).
  - Subject matters in this category include international or comparative history. (See list below.)
- Women's/Gender History (1 course, 4 credits).
- Electives (2 courses, 8 credits)
  - Upper-division level courses in any geographical area or field are appropriate.
- HIST 401 Topics Proseminar
  - Additional offerings of HIST 401 may be used as upper division electives, so long as each offering used is on a unique subject.

**Capstone Level (4 credits)**

- HIST 490 Historian as Investigator: Historical Research

**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.

**History Minor**

---

**Requirements (19 total credits)**

Each course can meet only one major requirement.

**Introductory Level (4 credits)**

- HIST 301 Historical Interpretation

**Introductory Level Electives (1 course, 3 credits)**

- 100 or 200 level U.S. history, western civilization or world history or Metropolitan State courses: HIST 302-309

**Upper-division Level: Women's/Gender History (1 course, 4 credits)**

- One course in women's history (See the list below.)

**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
- HIST 102 The American Past: From 1865
- HIST 103 World History I: Patterns of Civilization to 1500
- HIST 104 World History II: The Modern World, 1500 to Present

**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
- HIST 304 U.S. Economic Life: Working People
- HIST 305 U.S. Economic Life: Technology
- HIST 309 Women and Public Activism in the United States

**Partial Listing of Upper-division Topics Courses**

- HIST 310 American Indian History
- HIST 311 African American History
- HIST 312 Beginnings of American Society: Colonial and Revolutionary History
- HIST 313 American Presidents
- HIST 315 Civil Rights Movement in the 1960s
- HIST 320 History of Asian Americans
- HIST 327 American History at the Movies
- HIST 328 Women in Modern U.S. History 1877 to the present
- HIST 329 Legacies: History of Women and the Family
- HIST 331 Religion and Politics in America
- HIST 333 The Greening of America: Environmental History Since 1900
- HIST 334 The Great Depression of the 1930s
- HIST 336 The American Half-century: U.S. History Since World War II
- HIST 337 U.S. Foreign Relations, World War I to the Present
- HIST 341 The Vietnam War

- HIST 342 The Sixties Experience
- HIST 344 Controversies in Contemporary America: The 1980s and 1990s as History
- HIST 346 Minnesota History
- HIST 350 Europe: Creation and Conflict, 1500-1789
- HIST 351 Europe: The Global Power
- HIST 354 History of the Holocaust
- HIST 355 Problems in Contemporary Europe in Historical Perspective
- HIST 357 Women in Early Modern Europe
- HIST 361 Africa: From Ancient Times to 1800
- HIST 362 Africa: From Colonialism to Independence
- HIST 363 World Environmental History
- HIST 370 Behind the Great Wall: The Real China
- HIST 371 Understanding Modern Japan
- HIST 372 History of Japanese Popular Culture
- HIST 382 Latin American History I: to 1910
- HIST 383 Latin American History II: 1910 to Present
- HIST 394 Comparative Women's History
- HIST 395 The Rise and Fall of Communism
- HIST 398 World War II: A Global History
- HIST 490 Historian as Investigator: Historical Research

### **Women's/Gender History**

- HIST 309 Women and Public Activism in the United States
- HIST 328 Women in Modern U.S. History
- HIST 329 Legacies: History of Women and the Family
- HIST 339 History of Sexuality: Modern Perspectives
- HIST 357 Women in Early Modern Europe
- HIST 394 Comparative Women's History

### **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 contact the Department Chair, Doug Rossinow, at [doug.rossinow@metrostate.edu](mailto: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.

## Hospitality Management Major BAS

---

This BAS program is designed to build on specific, related, AAS programs offered primarily by technical colleges. Therefore this AAS is only available to students who have completed specific related AAS programs approved by an official articulation agreement between Metropolitan State and the college offering the AAS degree.

The 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 goal of this program is to educate and equip students to move from entry-level positions to strategic managerial positions, and to build their abilities to contribute to the profitability of an organization.

### Admission Requirements

- Must have completed an approved AAS degree as stipulated in the approved articulation agreement
- GPA of 2.5 or higher in AAS
- Completion of an approved BAS Degree Plan
- All foundation courses must be successfully completed before admission to the major

### Requirements

The degree requirements have five components:

#### 1. 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 (22 credits)

To complete this BAS in 120 credits, you must successfully complete the first three courses (MIS 100, MATH 115, and STAT 201) or equivalent courses as part of your AAS degree.

- MIS 100 Fundamentals of Information Technology in Organizations\*
- MATH 115 College Algebra
- STAT 201 Statistics I
- ECON 201 Macroeconomics
- ECON 202 Microeconomics
- ACCT 210 Financial Accounting\*

#### 3. Business Core Courses (24 credits)

- MKTG 300 Marketing Principles

- MGMT 310 Management Principles and Practices
- MIS 310 Principles of Management Information Systems
- FIN 390 Principles of Finance
- DSCI 434 Introduction to Operations Management

#### **4. Required Courses**

- MGMT 370 Hotel and Restaurant Chain Management
- MKTG 371 Travel and Tourism Marketing
- MKTG 350I Internship

#### **5. Capstone (Choose one of the following)**

- MGMT 490 Challenges and Choices in Small Business/Entrepreneurship **or**
- MGMT 499 Case Studies in Strategic Management

\* Free waiver examinations are available for "testing out" of these courses. Contact your advisor or the College of Management Advising Center for information.

## **Human Resource Management Major BS**

---

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 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 (22 credits)**

- MIS 100 Fundamentals of Information Technology in Organizations
- MATH 115 College Algebra
- STAT 201 Statistics I
- ECON 201 Macroeconomics
- ECON 202 Microeconomics
- ACCT 210 Financial Accounting

**3. Human Resource Management Core Courses (24 credits)**

- MGMT 310 Management Principles and Practices
- MGMT 320 Organizational Behavior
- MKTG 300 Marketing Principles
- MIS 310 Principles of Management Information Systems
- FIN 390 Financial Management
- MGMT 499 Case Studies in Strategic Management

**4. Human Resource Management Required Courses (20 credits)**

- HRM 310 Human Resource Management: A Strategic Framework
- HRM 520 Staffing Organizations
- HRM 530 Employee Development and Training
- HRM 540 Compensation Management
- HRM 544 Employee Benefits Management

**5. Human Resource Management Electives (4 credits)**

- ECON 313 Labor Economics
- MGMT 360 Managing a Diverse Workforce
- HSTD 393 Training Design and Instruction
- HRM 330 Personnel and Industrial Psychology
- HRM 370 Employment Law
- HRM 380 Managing Employee Health and Safety
- HRM 550 Employee/Labor Relations
- HRM 585 International Human Resource Management

**6. Unrestricted electives as needed to total a minimum of 120 credits.**

Many College of Management courses are sequenced and build on previous learning. Students must complete course prerequisites before registering for a course which requires prerequisites. In addition, students must complete 30 credits of coursework, including introductory and intermediate writing before they can register for College of Management upper division courses (those numbered 300 and above). MGMT 499 Case Studies in Strategic Management is a capstone class which should be taken during the last semester of the student's program.

## **Transfer of Credit**

Transfer course evaluation is made by the faculty in the College of Management consistent with the requirements of MnSCU Policy 3.2 and MnSCU Procedure 3.21.1 (Undergraduate Course Credit

Transfer). COM faculty will accept a course as meeting a COM major or minor requirement **if the course content is equivalent to or acceptable in place of a Metropolitan State University course** as determined by COM faculty;

- the course was taught at a similar or higher level as the comparable COM course;
- the content and level of the course are consistent with state/national-level professional, industry and licensure standards; and
- the course carries a grade of "C-" or "S" or higher.

Accounting, economics, and management information systems transfer courses must meet "sunset" policy requirements which specify the maximum time between when the course was taken and when the student was admitted to Metropolitan State. If a course is not accepted because too much time has elapsed since the course was completed, a student may demonstrate competence in some courses via exam. Formal articulation agreements between Metropolitan State and other institutions identify transfer of courses between those institutions.

## Credit and Residency Requirements

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 Resource Management Minor

---

Human Resource Management (HRM) is a growing career field. Students who wish to work as HRM professionals are encouraged to major or minor in HRM. In addition, all managers and professionals in organizations benefit from an understanding of how to effectively utilize human capital. The Human Resource Management minor provides an understanding of HRM philosophy, trends, policies and practices to equip students in other majors with the necessary knowledge and skills to become effective managers and leaders in business, public and nonprofit organizations. The HRM courses include both theory and practice and focus on the achievement of organizational objectives through effective management of human resources.

This minor is designed for students with majors in diverse areas. It will be relevant to students majoring in business administration, management, marketing, accounting, finance, MIS, and international business, as well as students in law enforcement, nursing, human services administration, nonprofit administration and other related fields.

This program can be completed on campus, online, or by combining on campus and online courses. Program requirements are the same, regardless of the delivery mode.

### Requirements (20 credits)

#### Required Courses

- MGMT 310 Management Principles and Practices

- MGMT 320 Organizational Behavior
- HRM 310 Human Resource Management: A Strategic Framework
- HRM 370 Employment Law

### **Electives**

One of the following courses:

- HRM 520 Staffing Organizations
- HRM 530 Employee Development and Training
- HRM 540 Compensation Management
- HRM 544 Employee Benefits Management

## **Human Services Major BS**

---

Bachelor of Science (BS), Human Services major (53 credits) is for students interested in a career as a helping professional, broadly trained to provide direct service, advocacy and coordination of services.

The following curriculum leads to the human services major. Students pursuing the human services major must demonstrate competence or complete at least one four-credit course in each of the following required core competence areas, which include the five required core human services courses that all human services students must complete:

### **Required Core Courses (20 credits)**

- HSER 355 Introduction to Human Service: History and Trends
- HSER 353 Social Casework Methods
- HSER 344 Counseling Theories and Techniques **or**
- HSER 346 Counseling and Interviewing Skills
- HSER 395 Human Services and Diversity
- HSER 455 Capstone Seminars in Human Services

### **Competence Areas (28 credits)**

The Human Services degree requires a selection from each of the following areas:

#### **Governmental Relations and Public Policies**

- HSER 300 Violence: Origins and Explanations
- HSER 301 Violence: Individual, Community and Global Responses
- HSFS 339 Issues and Actions in Family Policy
- POL 304 Social Movements in Global Perspective
- PSYC 508 Mental Health and the Law

#### **Chemical Dependency Prevention and Intervention**

- HSCD 300 Chemical Dependency Concepts



- HSCD 306 Chemical Dependency Prevention and Intervention

### **Human Growth and Social Development**

- PSYC 300 Abnormal Psychology
- PSYC 308 Child Psychology
- PSYC 332 Psychology of Personality
- PSYC 336 Social Psychology
- PSYC 363 Community Psychology

### **Research Methodology**

- SSCI 311 Research Methods in Social Science
- PSYC 307 Data/Statistical Analysis for the Behavioral Sciences
- ETHS 400 Applied Research for Social Change
- HSA 369 Program Evaluation

### **Family Dynamics**

- HSER 352 Family Counseling
- HSCD 301 Chemical Dependency and the Family
- HSFS 338 Family: Racial, Gender and Class Dimensions
- HSFS 143 Social Psychological Explorations of The Family
- PSYC 313 Family Systems

### **Group Dynamics**

- HSER 348 Group Counseling
- HSTD 389 Organizational Development and Change
- PSYC 314 Group Dynamics and Facilitation

### **Human Services Program Planning and Management**

- HSA 362T Human Services Administration Theory Seminar **or**
- HSA 362 Human Services Administration
- HSA 370 Supervision in Human Services

### **Practica (5 credits)**

In addition to the core and competence area courses, a practica is required. Experiential (practica) experience is a vital component of the human services degree program. Every student is required to complete a practicum experience.

- HSER 320 Human Services Pre-Practicum Group Seminar
- HSER 331 Human Services Group Practicum and Seminar

## **Human Services Administration Minor**

---

The human services administration minor requires 20 credits with two main components:

- students with extensive experience in administration and supervision may receive credits through the assessment of prior learning process or take an additional elective course; and
- two courses can be selected from a series of courses that are in human services and related program areas.

### **Required (20 total credits)**

#### **Core Courses (12 credits)**

Three courses are required to acquaint students with the theoretical underpinnings of supervision and administration.

- HSA 362 Human Services Administration
- HSA 369 Program Evaluation
- HSA 370 Supervision in Human Services

#### **Elective Courses (8 credits from the following)**

- MGMT 360 Managing a Diverse Workforce
- HSA 363 Development, Marketing and Grant Writing
- HSA 366 Computer Applications in Human Services
- HSA 372 Administration of Early Childhood Programs
- HSER 351 Crisis Intervention Skills and Strategies
- HSER 354 Ethical Issues in Human Services
- HSER 357 Behavior Modification
- HSER 395 Human Services and Diversity
- HSTD 389 Organizational Development and Change
- HSTD 390 Conflict Resolution
- HSTD 393 Training Design and Instruction
- HSTD 394 Staff Training and Development
- HSTD 397 Career Pathing
- HSTD 498 Organizational Consulting and Techniques
- PSYC 314 Group Dynamics and Facilitation
- HRM 330 Personnel and Industrial Psychology
- HSA 360 Health Care Management and Supervision

## **Human Services Major BHS**

---

The BHS 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 BHS program ensures that Metropolitan State University human services graduates have a sufficient complement of theoretical knowledge and practical training for entry as a professional in the field.

## 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 transcript 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 transcript ed credits into consideration. Students entering the program with a large number of undergraduate credits may have more flexibility in subject matter choices.

Students should attend the university's new student orientation session before making an appointment with advisors for degree planning. Generally, degree planning is completed in HSER 355 Introduction to Human Service: History and Trends which is required for all entering human services students.

## Prerequisites

- PSYC 100 General Psychology **and**
  - SOC 101 Introduction to Sociology (or their equivalents)
- In addition to the human services major requirements, students must complete the university's
- General education and 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
- Practica in human services organization(s)
- Minor course (if desired); and
- Other electives

## Concentrations

Students acquire a more specialized professional education because the degree program incorporates concentration areas, which emphasize specific areas of service in the following areas:

- Corrections
- Disability Studies
- Family Studies
- Human Services Administration
- Gerontology
- Training and Adult Development
- Violence Prevention and Intervention

## **Human Services Administration Major BHS**

---

Human services administration (57 credits) focuses on preparation for various administrative positions in a range of public and private nonprofit human service organizations. This area provides knowledge and skills for people who are, or intend to be, involved in planning, organizing, monitoring, evaluating, or coordinating social service programs or agencies. The core of any administration curriculum includes basic knowledge in the areas of accounting/budgeting, communication, computer applications, public relations/marketing, supervision and personnel administration. General courses in these areas can be found under accounting, information and computer sciences, management, marketing management and communications, writing, speech communication and human resource management.

The human services administration 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 human services 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 355 Introduction to Human Services: History and Trends
- HSER 353 Social Casework Methods
- HSER 344 Counseling Theories and Techniques **or**
- HSER 346 Counseling and Interviewing Skills
- HSER 395 Human Services and Diversity
- HSER 455 Human Services Capstone Seminar

### **Internship (5 credits)**

In addition to the core and competence area courses, a internship is required. Experiential (internship) experience is a vital component of the human services degree program. Every student is required to complete an internship experience.

- HSER 320 Human Services Pre-Practicum Group Seminar

- HSER 331 Human Services Group Practicum and Seminar

### **Human Services Administration Requirements (32 credits)**

- HSA 366 Computer Applications in the Human Services
- HSER 354 Ethical Issues in Human Services
- ACCT 210 Financial Accounting
- HSA 362 Human Services Administration **or**
- HSA 372 Administration of Early Childhood Programs **or**
- HSA 362T Human Services Administration Theory Seminar
- HSA 363 Development, Marketing and Grant Writing
- HSA 369 Program Evaluation
- HSA 370 Supervision in Human Services **or**
- HSA 360 Health Care Management and Supervision
- HSTD 393 Training Design and Instruction

### **Recommended Elective Courses**

- HSTD 389 Organizational Development and Change
- HSER 395 Human Services and Diversity
- PSYC 314 Group Dynamics and Facilitation
- PSYC 319 The Impact of Technology on Human and Organizational Behavior
- HSTD 395 Disability and Career Development
- HSER 351 Crisis Intervention Skills and Strategies

## **Human Services Corrections Major BHS**

---

The concentration in human services/corrections (53 credits) 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 human services 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 355 Introduction to Human Services: History and Trends
- HSER 353 Social Casework Methods
- HSER 344 Counseling Theories and Techniques **or**
- HSER 346 Counseling and Interviewing Skills
- HSER 395 Human Services and Diversity
- HSER 455 Human Services Capstone Seminar

## Internship (5 credits)

In addition to the core and competence area courses, a internship is required. Experiential (internship) experience is a vital component of the human services degree program. Every student is required to complete an internship experience.

- HSER 320 Human Services Pre-Practicum Group Seminar
- HSER 331 Human Services Group Practicum and Seminar

## Concentration Requirements (28 credits)

- HSCO 321 Juvenile Delinquency: Prevention and Intervention
- HSCO 325 Institutional Corrections: History and Future Trends
- HSCO 326 Community Corrections
- HSCO 327 Women Offenders in Correctional Facilities
- HSCO 332 Rehabilitation of the Public Offender
- CJS 101 Introduction to Criminal Justice **or**
- CJS 302 Juvenile Justice
- LAWE 330 Critical Issues in Law Enforcement

## Recommended Elective Courses

- HSA 369 Program Evaluation
- HSCD 300 Chemical Dependency Concepts
- HSFS 338 The Family: Racial, Gender and Class Dimensions
- PSYC 300 Abnormal Psychology
- HSER 351 Crisis Intervention Skills and Strategies
- HSER 358 Cross-Cultural Counseling

## Human Services Disability Studies Major BHS

---

This concentration is for students who seek a Bachelor of Human Services Degree in Disability Studies (BHS-DS). The BHS-DS concentration (49 credits) provides a comprehensive background of issues relevant to persons with disabilities throughout the life span. In addition, the Disability Studies curriculum is constructed to address policy issues 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.

## **Human Services Family Studies Major BHS**

---

The human services family studies focus (49 credits) is designed to expose and engage students in a variety of topics related to family function, family structure and family dynamics. Family studies is a multidisciplinary area. It is informed by sociological, historical, anthropological, psychological and other emerging perspectives. Students learn that families are shaped by and adapt to a range of economic, political, cultural and psychological factors. A human services major with a focus in family studies appeals to those students considering working with families as their primary client group in either the public or private human service arena.

The 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 human services 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 355 Introduction to Human Services: History and Trends
- HSER 353 Social Casework Methods
- HSER 344 Counseling Theories and Techniques **or**
- HSER 346 Counseling and Interviewing Skills
- HSER 395 Human Services and Diversity
- HSER 455 Human Services Capstone Seminar

### **Internship (5 credits)**

In addition to the core and competence area courses, a internship is required. Experiential (internship) experience is a vital component of the human services degree program. Every student is required to complete an internship experience.

- HSER 320 Human Services Pre-Practicum Group Seminar
- HSER 331 Human Services Group Practicum and Seminar

### **Concentration Requirements (24 credits)**

- HSFS 143 The Family: A Social/Psychological Exploration
- HSFS 338 Family: Racial, Gender and Class Dimensions
- HSFS 339 Issues and Actions in Family Policy
- HSFS 341 Work and Family

- HSFS 342 Children in U.S. Society
- HSFS 399 Selected Topics in Family Assistance  
HSFS 399 has variable 2-8 credits depending on topic and may be taken up to four times.

### **Recommended Elective Courses (16 credits)**

- HSCD 301 Chemical Dependence and the Family
- HSER 352 Family Counseling
- HSA 369 Program Evaluation

## **Human Services Training and Adult Development Major BHS**

---

Training and adult development (53 credits) focuses on preparing individuals to assess employees' training needs, plan and coordinate training activities, and evaluate the effectiveness of training programs and activities within public and private organizations. The training and adult development major increases one's ability to work in any type of organization. The major is especially useful for a variety of fields, including corrections, human resources, law enforcement, general human services, nursing, psychology, social work and communications. Any student may take training and adult development courses without completing the entire major.

This degree program requires five core human services 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 355 Introduction to Human Services: History and Trends
- HSER 353 Social Casework Methods
- HSER 344 Counseling Theories and Techniques **or**
- HSER 346 Counseling and Interviewing Skills
- HSER 395 Human Services and Diversity
- HSER 455 Human Services Capstone Seminar

### **Internship (5 credits)**

In addition to the core and competence area courses, a internship is required. Experiential (internship) experience is a vital component of the human services degree program. Every student is required to complete an internship experience.

- HSER 320 Human Services Pre-Practicum Group Seminar
- HSER 331 Human Services Group Practicum and Seminar

### **Human Services Training and Adult Development Courses (28 credits)**

- HSTD 386 Creative Problem-solving Concepts and Methods
- HSTD 389 Organizational Development and Change



- HSTD 390 Conflict Resolution
- HSTD 393 Training Design and Instruction **or**
- HSTD 393T Training Design and Instruction
- HSTD 394 Staff Training and Adult Development **or**
- HSTD 394T Staff Training and Adult Development
- HSA 369 Program Evaluation **or**
- HRM 310 Human Resource Management
- MDST 484 Media in the Corporation **or**
- MDST 583 Online Education and Training

## Recommended Elective Courses

- HSTD 498 Human Services Organization Consulting Approaches and Techniques **or**
- HSTD 498T Human Services Organization Consulting Approaches and Techniques Theory Seminar
- HSTD 397 Career Pathing **or**
- HSTD 397T Career Pathing Theory Seminar
- HSTD 399 The Changing Workplace **or**
- HSTD 399T The Changing Workplace Theory Seminar
- HSER 395 Human Services and Diversity
- PSYC 302 Adult Development and Lifelong Learning
- PSYC 314 Group Dynamics and Facilitation
- PSYC 385 Educational Psychology
- PSYC 327 Psychological Testing

## Human Services Violence Prevention and Intervention BHS

---

The human services violence prevention and intervention (VPI) concentration (49 credits) is a multidisciplinary curriculum focusing on violence prevention and intervention. It is comprised of 32 required credits and 12 credits in one of three tracks. 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 students' 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 human services 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 355 Introduction to Human Services: History and Trends
- HSER 353 Social Casework Methods
- HSER 344 Counseling Theories and Techniques **or**
- HSER 346 Counseling and Interviewing Skills
- HSER 395 Human Services and Diversity
- HSER 455 Human Services Capstone Seminar

### **Practica (5 credits)**

In addition to the core and competence area courses, a practica is required. Experiential (practica) experience is a vital component of the human services degree program. Every student is required to complete a practicum experience.

- HSER 320 Human Services Pre-Practicum Group Seminar
- HSER 305 Community Violence Prevention Group Practicum

### **Concentration Requirements (12 credits)**

- HSER 300 Violence: Origins and Explanations
- HSER 301 Violence: Individual, Community and Global Responses

and one of the following

- STAT 201 Statistics I
- SSCI 311 Research Methods in Social Science
- PSYC 312 Research Methods

### **Elective courses from one of the three tracks (12 credits)**

#### **Track #1 Family Violence**

- COMM 341 Family Communication
- HSCO 321 Juvenile Delinquency: Prevention and Intervention
- HSFS 338 Family: Race, Gender and Class Dimensions
- PSYC 304 Battered Women: Historical and Social Perspective
- PSYC 306 Child Abuse
- PSYC 313 Family Systems
- PSYC 333 Psychology of Victims
- SOC 309 Homelessness: Critical Issues for Policy and Practice

#### **Track #2 Intervention and Prevention**

- HSCO 321 Juvenile Delinquency: Prevention and Intervention
- HSCO 332 Rehabilitation of the Public Offender
- HSER 344 Counseling Theories and Techniques
- HSER 346 Counseling and Interviewing Skills
- HSER 351 Crisis Intervention Skills and Strategies

- HSTD 390 Conflict Resolution
- POL 331 Law and the Legal Process
- PSYC 300 Abnormal Psychology
- SOC 309 Homelessness: Critical Issues for Policy and Practice

### **Track #3 Law and Corrections**

- CJS 375 Criminal Justice Ethics
- HSER 351 Crisis Intervention Skills and Strategies
- HSCO 321 Juvenile Delinquency: Prevention and Intervention
- HSCO 325 Institutional Corrections: History and Future Trends
- HSCO 326 Community Corrections
- HSCO 327 Women Offenders in Correctional Facilities
- HSCO 332 Rehabilitation of the Public Offender
- HSCO 336 Selected Topics in Corrections
- SOC 306 Deviance and Social Control

## **Individualized BA Degree**

---

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, and broad general themes such as the environmental movement, international development, and Third World tourism or community development. Each student is assigned an academic advisor who assists him or her progress toward completion of an academic program. Contact the First College advising center for more information.

### **University Graduation Requirements**

To earn an individualized BA degree, students must complete a total of 120 credits, including the following university graduation requirements:

- General Education/Liberal Studies Requirements (48 total credits)
- Upper Division Credits (40 credits)
- Metropolitan State University Residency Requirements (30 credits)

### **Individualized Program Requirements**

Students completing an individualized degree must also compete the following:

- First College residency requirement (20 credits), including the following two First College Courses
  - PRSP 301 Perspectives: Educational Philosophy and Planning

- PRSP 499 First College Capstone  
(or another capstone class with an advisor approval)
- An individualized focus (32 credits)

## **Overlap**

Requirements can overlap, for example, the 20 First College residency requirements also meet the university residency requirements.

## **Focus**

In the course, PRSP 301 Perspectives: Educational Philosophy and Planning, students design individualized focus areas that address their educational goals. This focus area can include transferred credits, including up to 80 technical college transfer credits, and GELS classes. 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.

## **Creative Learning Strategies**

First College students are encouraged to include a variety of learning strategies in their programs (online learning, independent studies, internships, and student-directed learning which includes theory seminars, student-designed independent study and prior learning gained outside the classroom. The individualized BA is also available as a degree-at-a-distance.

## **Courses for Individualized BA 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
- PRSP 499 First College Capstone

## **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
- METR 101 Your Academic Journey
- PRSP 302T Self Directed Learning Theory Seminar
- METR 001 Transition to College Workshop
- PRSP 001 Creative Learning Strategies Workshop
- PRSP 002 First College Degree Plan Updating Workshop

- IDST 321 Human Rights and the Educated Citizen
- IDST 330 Women in Math, Science and Technology
- IDST 332 Conversations on Contemporary China
- IDST 350 The Art of Freshwater Fishing
- IDST 352 Nature and Human Development
- IDST 401 Interdisciplinary Topics in Educational Perspectives

## Industrial Management Major BAS

---

This BAS program is designed to build on specific, related, AAS programs offered primarily by technical colleges. Therefore this AAS is only available to students who have completed specific related AAS programs approved by an official articulation agreement between Metropolitan State and the college offering the AAS degree.

The goal of the Industrial Management program is to educate and to train prospective and current employees from entry-level to managerial and leadership positions in order to build their abilities to contribute to the prosperity and well-being of their industries. Students completing this program are prepared to work as managers and leaders in operations environment of an industry. More specifically, they will be trained in project planning and design, modern concepts in operations management, product development, quality control, purchasing management, materials management, logistics and supply chain management.

### Admission Requirements

- Must have completed an approved AAS degree as stipulated in the approved articulation agreement
- GPA of 2.5 or higher in AAS
- Completion of an approved BAS Degree Plan
- All foundation courses must be successfully completed before admission to the major

### Requirements

The degree requirements have five components:

#### 1. 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. Completion of an AAS does not satisfy MnTC or Metropolitan State University's General Education Liberal Studies Requirement.

#### 2. COM Foundation Courses (22 credits)

To complete this BAS in 120 credits, you must successfully complete the first three courses (MATH 115, STAT 201 and MIS 100) or equivalent courses as part of your AAS degree.

- MATH 115 College Algebra
- STAT 201 Statistics I
- MIS 100 Fundamentals of Information Technology in Organizations\*
- ACCT 210 Financial Accounting\*
- ECON 201 Macroeconomics
- ECON 202 Microeconomics

**3. Business Core Courses (24 credits)**

- MGMT 310 Management Principles and Practices
- MIS 310 Principles of Management Information Systems
- FIN 390 Principles of Finance
- DSCI 434 Introduction to Operations Management

**4. Required Courses (16 credits)**

- DSCI 420 Project Management
- DSCI 421 Project Planning and Budgeting
- MKTG 455 Supply Chain Management

**5. Capstone (Choose one of the following)**

- \*DSCI 350I Internship
- \*CSCI 360I Integrative Project

\*Contact the Decision Science coordinator Hameed Nezhad by email at [hameed.nezhad@metrostate.edu](mailto:hameed.nezhad@metrostate.edu)

\* Free waiver examinations are available for "testing out" of these courses. Contact your advisor or the College of Management Advising Center for information.

## Information Assurance Major BAS

---

This BAS program is designed to build on specific, related, AAS programs offered primarily by technical colleges. Therefore this BAS is only available to students who have completed specific related AAS programs approved by an official articulation agreement between Metropolitan State and the college offering the AAS degree.

The Department of Homeland Security and the National Security Agency (NSA) have designated Metropolitan State University a National Center of Academic Excellence in Information Assurance Education. The Centers of Academic Excellence in Information Assurance Education Programs are intended to promote higher education opportunities in information assurance to increase the number of professionals with information assurance expertise in various disciplines. Visit the Centers of Excellence for additional information.

Information assurance (IA) is the practice of managing risks related to the use, processing, storage, and transmission of information or data and the systems and processes used for those purposes. While

focused predominantly on information in digital form, the full range of IA encompasses not only digital, but also analog or physical business related risks.

## Admission Requirements

- Must have completed an approved AAS degree as stipulated in the approved articulation agreement
- GPA of 2.5 or higher in AAS
- Completion of an approved BAS Degree Plan
- All foundation courses must be successfully completed before admission to the major

## Requirements

The degree requirements have five components:

### 1. 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. Completion of an AAS does not satisfy MnTC or Metropolitan State University's General Education Liberal Studies Requirement.

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
- PSYC 319 The Impact of Technology on Human and Organizational Behavior

### 2. COM Foundation Courses (16 credits)

To complete this BAS in 120 credits you must successfully complete MIS 100, MATH 115 and STAT 201, or equivalent courses as part of your AAS degree.

- MIS 100 Fundamentals of Information Technology in Organizations (FITO)\*
- MATH 115 College Algebra (or higher)
- STAT 201 Statistics I
- ACCT 210 Financial Accounting\*

### 3. Business Core Courses (12 credits)

- MGMT 310 Management Principles and Practices
- MIS 310 Principles of MIS
- MKTG 455 Supply Chain Management

### 4. Required Upper-division Courses(28 credits)

- MIS 320 Information Systems Analysis and Design
- MIS 335 Management and Use of Databases
- MIS 412 Administration of the MIS Function
- MIS 450 MIS Auditing, Security Controls and Incident Management
- MIS 462 Distributed Computing
- MIS 467 Telecom and Internet Management
- MIS 498 Telecom Economics and Policy Capstone

\* 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 BS**

---

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 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 (22 credits)**



- MIS 100 Fundamentals of Information Technology in Organizations
- MATH 115 College Algebra
- STAT 201 Statistics I
- ECON 201 Macroeconomics
- ECON 202 Microeconomics
- ACCT 210 Financial Accounting

**3. Business Core Courses (24 credits)**

- MKTG 300 Marketing Principles
- MGMT 310 Management Principles and Practices
- MIS 310 Principles of Management Information Systems
- FIN 390 Principles of Finance
- DSCI 434 Introduction to Operations Management
- MGMT 499 Case Studies in Strategic Management

**4. International Business Required Courses (12 credits)**

- ECON 314 International and Comparative Economics  
(NOTE: The following two courses have these prerequisites: MATH 115, ECON 201, ECON 202 and Intermediate Writing)
- IBUS 311 International Business Environment and Operations
- IBUS 312 International Political Economy

**5. International Business Electives (12 credits)**

- IBUS 450 Legal Aspects of International Business
- MKTG 455 Supply Chain Management
- MKTG 480 International Marketing
- FIN 550 International Finance
- HRM 585 International Human Resource Management

Choose one of the following:

- IBUS 491 Doing Business in China, Hong Kong, Taiwan
- 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

**6. Unrestricted electives as needed to total a minimum of 120 credits.**

Many College of Management courses are sequenced and build on previous learning. Students must complete course prerequisites before registering for a course which requires prerequisites. In addition, students must complete 30 credits of coursework, including introductory and intermediate writing before they can register for College of Management upper division courses (those numbered 300 and above). MGMT 499 Case Studies in Strategic Management is a capstone class which should be taken during the last semester of the student's program.

## Transfer of Credit

Transfer course evaluation is made by the faculty in the College of Management consistent with the requirements of MnSCU Policy 3.2 and MnSCU Procedure 3.21.1 (Undergraduate Course Credit Transfer). COM faculty will accept a course as meeting a COM major or minor requirement **if the course content is equivalent to or acceptable in place of a Metropolitan State University course** as determined by COM faculty;

- the course was taught at a similar or higher level as the comparable COM course;
- the content and level of the course are consistent with state/national-level professional, industry and licensure standards; and
- the course carries a grade of "C-" or "S" or higher.

Accounting, economics, and management information systems transfer courses must meet "sunset" policy requirements which specify the maximum time between when the course was taken and when the student was admitted to Metropolitan State. If a course is not accepted because too much time has elapsed since the course was completed, a student may demonstrate competence in some courses via exam. Formal articulation agreements between Metropolitan State and other institutions identify transfer of courses between those institutions.

## Credit and Residency Requirements

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 Business Minor

---

This minor is highly suitable for students with majors in languages, liberal arts, and business and management fields who are interested in broadening their career opportunities. The program offers a solid background in the ways in which firms operate in the global economy. The courses taken will provide the basic knowledge and skills needed by managers in companies doing business internationally, and will enhance students' employment prospects with such companies by providing a structured program in International Business theory and practice.

Students who take this minor will be able to increase their knowledge of the global economy, and open up additional career prospects, by:

- Understanding the theoretical principles and day-to-day practices of international business, and their implications for a firm's various domestic functions
- Understanding the political, technological, market and other competitive drivers that are pushing international firms to globalize their operations
- Understanding the U.S. position in world trade and the impact of international political and economic events on the country

- Recognizing the different management issues associated with a company's stage of development in its international market entry planning, evaluating international business management practices, and designing effective global business strategies
- Knowing the principles and processes of international business well enough to explore concepts of gender, ethnicity, ethics, and religion, and their relationships to intercultural business transactions
- Understanding the career tracks and opportunities in the industry

## **Requirements (20 credits)**

### **Courses (12 credits)**

- IBUS 311: International Business Operations and Environment  
Prerequisites: MATH 115 or equivalent, ECON 201 or equivalent, and Intermediate Writing
- IBUS 312: International Political Economy  
Prerequisites: MATH 115 or equivalent, ECON 201 or equivalent, and Intermediate Writing
- IBUS 450 Legal Aspects of International Business

### **Electives (8 credits)**

- ECON 314 International and Comparative Economics  
Prerequisites: MATH 115, ECON 201, ECON 202 and Intermediate Writing
- MKTG 480 International Marketing
- FIN 550 International Finance
- HRM 585 International Human Resource Management

Choose one from the following:

- IBUS 491 Doing Business in China, Hong Kong and Taiwan
- IBUS 492 Doing Business in Japan, S. Korea, S and SE Asia
- IBUS 493 Doing Business in Europe
- IBUS 495 Doing Business in Latin America

## **International Commerce Major BAS**

---

This BAS program is designed to build on specific, related, AAS programs offered primarily by technical colleges. Therefore this AAS is only available to students who have completed specific related AAS programs approved by an official articulation agreement between Metropolitan State and the college offering the AAS degree.

The goal of this program is to prepare you to work in an international commerce environment of a manufacturing or services company. More specifically, you will be educated in the theoretical principles and day-to-day practices of international commerce, the implications of globalization for a firm's domestic operations, the U.S. position in the global economy, international market entry planning, international product development, international business management practices, global business strategies, intercultural business transaction management, and career tracks and opportunities in the industry.

International commerce is a significant and growing 'sector' of Minnesota's economy, with exports of goods, services and raw materials to other countries contributing about \$16 billion to the Gross State Product (GSP) and imports contributing about \$21 billion in 2009. 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.

## Admission Requirements

- Must have completed an approved AAS degree as stipulated in the approved articulation agreement
- GPA of 2.5 or higher in AAS
- Completion of an approved BAS Degree Plan
- All foundation courses must be successfully completed before admission to the major

## Program Requirements

The degree requirements have five components:

### 1. 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. Completion of an AAS does not satisfy MnTC or Metropolitan State University's General Education Liberal Studies Requirement.

### 2. COM Foundation Courses (22 credits)

To complete this BAS in 120 credits, you must successfully complete the first three courses (MIS 100, MATH 115, and STAT 201) or equivalent courses as part of your AAS degree.

- MIS 100 Fundamentals of Information Technology in Organizations
- MATH 115 College Algebra
- STAT 201 Statistics I
- ECON 201 Macroeconomics
- ECON 202 Microeconomics
- ACCT 210 Financial Accounting

### 3. Business Core Courses (20 credits)

- MKTG 300 Marketing Principles
- MGMT 310 Management Principles and Practices
- MIS 310 Principles of Management Information Systems
- FIN 390 Principles of Finance
- DSCI 434 Introduction to Operations Management

**4. International Commerce Core Courses (8 credits)**

- IBUS 312 International Political Economy
- IBUS 350 Legal Aspects of International Business

**5. International Commerce Elective Courses (8 credits, including at least one of the "Doing Business in..." courses)**

- ECON 314 International and Comparative Economics
- MKTG 480 International Marketing
- IBUS 491 Doing Business in China, Hong Kong, and Taiwan
- 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

\* Free waiver examinations are available for "testing out" of these courses. Contact your advisor or the College of Management Advising Center for information.

## **Law Enforcement Major BS**

---

To earn a BS in law enforcement, all students must complete the minimum bachelor's degree requirements (120 credits), including general education, liberal studies and law enforcement course work. There are three tracks in the Law Enforcement Major:

- Track 1 is designed for students interested in becoming licensed peace officers in Minnesota
- Track 2 is designed for students who want to major in law enforcement, but are not seeking licensure in Minnesota
- Track 3 is designed for current Minnesota peace officers who want to complete the BS degree with a major in Law Enforcement

### **Credit and Residency Requirements**

Students in all law enforcement majors must complete a minimum of 24 credits of their major requirements and at least 30 credits at Metropolitan State University. In addition, students must complete at least 40 upper division credits in order to graduate.

### **Track 1: Minnesota Peace Officer Licensure Track (55 semester credits)**

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 BS or the Law Enforcement Licensing Certificate program are eligible to take the Minnesota Peace Officer Standards and Training (POST) Board licensing examination, required for entry into the law enforcement profession in Minnesota.

### **Licensure 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 fingerprinted for a background check;
- undergo an evaluation by a licensed psychologist;
- pass job-related physical strength and agility exams;
- successfully complete an oral exam demonstrating communication skills; 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 and through the SLC Advising Center.

### **Prerequisites (6 credits)**

- CJS 101 Introduction to Criminal Justice\*
- CJS 200 Literature in Criminal Justice

### **Required Core Courses (49 credits)**

CJS 101 Introduction to Criminal Justice and CJS 200 Literature in Criminal Justice are prerequisites for all law enforcement and criminal justice courses.

- LAWE 220 Legal Issues in Law Enforcement
- LAWE 230 Patrol Operations
- LAWE 240 Minnesota Criminal and Traffic Codes
- LAWE 301 Community-Oriented Policing
- CJS 302 Juvenile Justice
- CJS 320 Applied Criminology
- LAWE 325 Criminal Procedure and Investigation
- CJS 350 Citizenship: Community Involvement\*
- CJS 360 Diversity Issues in Criminal Justice\*
- LAWE 370 Assisting Families in Crisis
- CJS 375 Criminal Justice Ethics\*
- CJS 483 Research Seminar in Criminal Justice
- CJS 490 Criminal Justice Capstone
- Law Enforcement Skills (9 lower-division credits; registration by permission only)

### **Required for POST sign-off (4 credits)**

- LAWE 104 Emergency Medical Responder Law Enforcement

Note: CJS 101 Introduction to Criminal Justice, CJS 318 Women and Crime, CJS 340 Comparative Criminal Justice, CJS 350 Citizenship: Community Involvement, 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 (49 semester credits)**

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.

### **Prerequisites (6 credits)**

- CJS 101 Introduction to Criminal Justice\*
- CJS 200 Literature in Criminal Justice

### **Required Core Courses (34 credits)**

CJS 101 Introduction to Criminal Justice and CJS 200 Literature in Criminal Justice are prerequisites for all law enforcement and criminal justice courses.

- CJS 210 Constitutional Law
- LAWE 301 Community-Oriented Policing
- LAWE 330 Critical Issues in Law Enforcement
- CJS 302 Juvenile Justice
- CJS 320 Applied Criminology
- LAWE 325 Criminal Procedure and Investigation
- CJS 350 Citizenship: Community Involvement\*
- CJS 360 Diversity Issues in Criminal Justice\*
- CJS 375 Criminal Justice Ethics\*
- CJS 483 Research Seminar in Criminal Justice
- CJS 490 Criminal Justice Capstone

### **Directed Electives (9 credits)**

- 3 LAWE/CJS Electives (minimum 9 credits)

**Note:** Track 2 majors may not double major or minor in criminal justice.

**Note:** CJS 101 Introduction to Criminal Justice, CJS 318 Women and Crime, CJS 340 Comparative Criminal Justice, CJS 350 Citizenship: Community Involvement, 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 3: Peace Officer Completion Track (44 semester credits)**

This program is designed for licensed peace officers interested in completing a bachelor's degree in law enforcement on campus. Licensed peace officers interested in an online program should see the Law Enforcement Major Completion Program requirements.

**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.

**Required Courses (22 credits) - on Campus Program**

- CJS 200 Literature in Criminal Justice  
(prerequisite for all criminal justice and law enforcement courses)
- LAWE 301 Community-Oriented Policing
- CJS 320 Applied Criminology
- CJS 360 Diversity Issues in Criminal Justice
- CJS 375 Criminal Justice Ethics
- CJS 483 Research Seminar in Criminal Justice
- CJS 490 Criminal Justice Capstone

**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.

## **Law Enforcement Major Completion Program for Licensed Peace Officers**

---

This program is designed for licensed peace officers interested in completing a bachelor's degree in law enforcement on campus. Licensed peace officers interested in an online program should see the Law Enforcement Major Completion program requirements.

**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.

**Required Courses (22 credits) - On campus Program**

- CJS 200 Literature in Criminal Justice  
(prerequisite for all criminal justice and law enforcement courses)
- LAWE 301 Community-Oriented Policing
- CJS 320 Applied Criminology



- CJS 360 Diversity Issues in Criminal Justice
- CJS 375 Criminal Justice Ethics
- CJS 483 Research Seminar in Criminal Justice
- CJS 490 Criminal Justice Capstone

### **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.

### **Credit and Residency Requirements**

Students in law enforcement majors must complete a minimum of 24 credits of their major requirements and at least 30 credits at Metropolitan State University. In addition, students must complete at least 40 upper division credits in order to graduate.

## **Law Enforcement Licensing Certificate**

---

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. Students must meet POST minimum selection standards and complete the following course work:

### **Prerequisites (6 credits)**

- CJS 101 Introduction to Criminal Justice
  - CJS 302 Juvenile Justice
- (must be completed at Minnesota POST-certified college or university)

### **Core Courses (26 credits)**

- LAWE 250 Law I
- LAWE 251 Law II
- LAWE 325 Criminal Procedure and Investigation
- LAWE 500/G Best Practices in Law Enforcement Communication and Social Dynamics
- LAWE 501/G Best Practices in Police Community Interaction
- LAWE 502/G Best Practices in Law Enforcement Ethics and Police Leadership
- Law Enforcement Skills (registration by permission only)

### **Required for POST sign-off (4 credits)**

- LAWE 104 Emergency Medical Responder Law Enforcement (required for POST exam).

## **Liberal Arts Major BA**

---

## **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**

Professor Shannon Skarphol Kaml  
651-999-5946  
Shannon.SkarpholKaml@metrostate.edu

## **Life Sciences Teaching Major BS**

---

### **(Life Sciences Licensure Grades 5-12)**

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. Students can be admitted to the life sciences teaching major once they have successfully completed the Prerequisite and Foundation courses.

## **Major Requirements**

**Prerequisites**

- MATH 115 College Algebra **or** MATH 120 Precalculus

**Requirements (46-56 total credits)*****Foundation Courses (20 credits)***

- BIOL 111 General Biology I
- BIOL 112 General Biology II
- CHEM 111 General Chemistry I
- CHEM 112 General Chemistry II

***Core Courses (18-28 credits)*****(Choose one)**

- GEOL 110 Introduction to Earth Sciences\*\* **or**
- GEOL 101 Introduction to Geology\* **and**
- PHYS 101 Introduction to Astronomy\*

**(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\*\*

\* 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

**(Choose one)**

- BIOL 310 Ecology **or**
- BIOL 312 Evolution **or**
- BIOL 315 Limnology, **or**
- BIOL 320 Ecosystem and Global Ecology

**(Choose one)**

- BIOL 301 Genetics, **or**
- BIOL 302 Cell Biology and Histology, **or**
- BIOL 304 Molecular Biology.

***Teaching Methods (8 credits)***

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

**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.

**Management Major BS**

---

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.

**Requirements**

The management program includes courses in six areas:

**1. 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 (22 credits)**

- MIS 100 Fundamentals of Information Technology in Organizations
- MATH 115 College Algebra
- STAT 201 Statistics I
- ECON 201 Macroeconomics
- ECON 202 Microeconomics
- ACCT 210 Financial Accounting

**3. Business Core Courses (24 credits)**

- MKTG 300 Marketing Principles

- MGMT 310 Management Principles and Practices
- MIS 310 Principles of Management Information Systems
- FIN 390 Principles of Finance
- DSCI 434 Introduction to Operations Management
- MGMT 499 Case Studies in Strategic Management

#### 4. Management Required Courses (28 credits)

- MGMT 320 Organizational Behavior
- MGMT 340 Managing Quality
- MGMT 360 Managing a Diverse Workforce
- ACCT 320 Strategic Management Accounting
- BLAW 320 Legal Environment of Organizations
- HRM 310 Human Resource Management
- DSCI 420 Project Management

Many College of Management courses are sequenced and build on previous learning. Students must complete course prerequisites before registering for a course which requires prerequisites. In addition, students must complete 30 credits of coursework, including introductory and intermediate writing before they can register for College of Management upper division courses (those numbered 300 and above). MGMT 499 Case Studies in Strategic Management is a capstone class which should be taken during the last semester of the student's program.

### Transfer of Credit

Transfer course evaluation is made by the faculty in the College of Management consistent with the requirements of MnSCU Policy 3.2 and MnSCU Procedure 3.21.1 (Undergraduate Course Credit Transfer). COM faculty will accept a course as meeting a COM major or minor requirement **if the course content is equivalent to or acceptable in place of a Metropolitan State University course** as determined by COM faculty;

- the course was taught at a similar or higher level as the comparable COM course;
- the content and level of the course are consistent with state/national-level professional, industry and licensure standards; and
- the course carries a grade of "C-" or "S" or higher.

Accounting, economics, and management information systems transfer courses must meet "sunset" policy requirements which specify the maximum time between when the course was taken and when the student was admitted to Metropolitan State. If a course is not accepted because too much time has elapsed since the course was completed, a student may demonstrate competence in some courses via exam. Formal articulation agreements between Metropolitan State and other institutions identify transfer of courses between those institutions.

### Credit and Residency Requirements

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 BS**

---

The management of information systems and information technology is a critical challenge for every organization. The MIS major prepares students for careers in high-demand IT occupations such as a business systems analyst, enterprise technology architect, application developer and helpdesk support.

The MIS major provides knowledge and skills that enable students to succeed in a professional environment. Students develop understanding of the entire process of planning, designing and managing/using information technology (IT). Students not only learn theory, but also attain a working knowledge of how to apply technology to solve business problems. This balance of theory and practice facilitates students' preparedness to begin working on IT planning and decision making in real life situations.

### **Requirements**

The management information systems program includes courses in six areas:

#### **1. 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.

In addition, the following three courses from the psychology program area are recommended as electives towards GELS requirements:

- PSYC 303 Artificial Intelligence
- PSYC 317 Human Factors
- PSYC 319 The Impact of Technology on Human Organizational Behavior

#### **2. COM Foundation Courses (22 credits)**

- MIS 100 Fundamentals of Information Technology in Organizations
- MATH 115 College Algebra
- STAT 201 Statistics I
- ECON 201 Macroeconomics
- ECON 202 Microeconomics
- ACCT 210 Financial Accounting

#### **3. Business Core Courses (24 credits)**

- MKTG 300 Marketing Principles
- MGMT 310 Management Principles and Practices
- MIS 310 Principles of Management Information Systems
- FIN 390 Principles of Finance

- DSCI 434 Introduction to Operations Management
- MGMT 499 Case Studies in Strategic Management

**4. MIS Tier 1 Courses (all 16 credits are required)**

- MIS 320 Information Systems Analysis and Design
- MIS 328 Applications Development I
- MIS 335 Management and Use of Databases
- MIS 467 Telecommunications and Internet Management

**5. MIS Tier 2 Courses (2 courses required, total 84 credits)**

- MIS 450 MIS Auditing and Security Controls
- MIS 456 Supply Chain Information Systems
- MIS 462 Management of Distributed Computing
- MIS 498 Telecommunications Economics and Policy
- MIS 350 MIS Internship
- MIS 463 Strategic Management of Technology and Innovation (offered intermittently)
- MIS 533 Special Topics: Emerging Technologies (offered intermittently)

**6. MIS Tier 3 Courses (1 course required, total 4 credits)**

- MIS 412 Administration for the Management Information Systems Function
- MIS 499 MIS Capstone

**7. Unrestricted electives as needed to total a minimum of 120 credits.**

In addition, MIS faculty strongly recommend DSCI 420 Project Management as a supplemental unrestricted COM elective, though this course is no longer being accepted for MIS major credit. **Note:** Students who intend to major in MIS must receive a grade of at least B- or its equivalent in MIS 100 and MIS 310 before they can register for MIS required or elective courses.

Many College of Management courses are sequenced and build on previous learning. Students must complete course prerequisites before registering for a course which requires prerequisites. In addition, students must complete 30 credits of coursework, including introductory and intermediate writing before they can register for College of Management upper division courses (those numbered 300 and above). MGMT 499 Case Studies in Strategic Management is a capstone class which should be taken during the last semester of the student's program.

## Transfer of Credit

Transfer course evaluation is made by the faculty in the College of Management consistent with the requirements of MnSCU Policy 3.2 and MnSCU Procedure 3.21.1 (Undergraduate Course Credit Transfer). COM faculty will accept a course as meeting a COM major or minor requirement **if the course content is equivalent to or acceptable in place of a Metropolitan State University course** as determined by COM faculty;

- the course was taught at a similar or higher level as the comparable COM course;

- the content and level of the course are consistent with state/national-level professional, industry and licensure standards; and
- the course carries a grade of "C-" or "S" or higher.

Accounting, economics, and management information systems transfer courses must meet "sunset" policy requirements which specify the maximum time between when the course was taken and when the student was admitted to Metropolitan State. If a course is not accepted because too much time has elapsed since the course was completed, a student may demonstrate competence in some courses via exam. Formal articulation agreements between Metropolitan State and other institutions identify transfer of courses between those institutions.

## **Credit and Residency Requirements**

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 Minor**

---

This minor is very useful for students majoring in almost any business discipline (e.g. Accounting, Human Resource Management, Finances, etc.) and also supports career paths in other areas as well (e.g. Nursing, Human Services and Social Work). This minor consists of up to four prerequisite credits and 20 credits of course work as defined below. Management information systems faculty also offer a minor in management information systems (formerly known as the minor in information and knowledge administration). This minor is very useful for students majoring in almost any business discipline (e.g. Accounting, Human Resource Management, Finances, etc.) and also supports career paths in other areas as well (e.g. Nursing, Human Services and Social Work). This minor consists of up to four prerequisite credits and 20 credits of course work as defined below.

### **Requirements (20 credits)**

#### **Prerequisite**

- MIS 100 Fundamentals of Information Technology in Organizations  
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.

#### **Required Courses**

- MIS 310 Principles of Management Information Systems
- MIS 320 Information Systems Analysis and Design
- MIS 335 Management and Use of Databases
- 8 credits (2 required elective courses) from the MIS courses numbered 300 or above



## Marketing Major BS

---

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 such as marketing principles, buyer behavior, marketing research, marketing communications, international marketing, and others. All of the courses in this major are designed to enhance students' understanding of marketing as a multifaceted and cross-functional discipline that plays a key role in an organization's vitality.

This program can be completed on campus, online, or by combining on campus and online courses. Program requirements are the same, regardless of the delivery mode.

### Requirements

The marketing program includes courses in six areas:

#### 1. 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 (22 credits)

- MIS 100 Fundamentals of Information Technology in Organizations
- MATH 115 College Algebra
- STAT 201 Statistics I
- ECON 201 Macroeconomics
- ECON 202 Microeconomics
- ACCT 210 Financial Accounting

#### 3. Business Core Courses (24 credits)

- MKTG 300 Marketing Principles
- MGMT 310 Management Principles and Practices
- MIS 310 Principles of Management Information Systems
- FIN 390 Principles of Finance
- DSCI 434 Introduction to Operations Management
- MGMT 499 Case Studies in Strategic Management

#### 4. Marketing Required Courses (20 credits)

- MKTG 310 Consumer and Professional Buying Behavior
- MKTG 343 Integrated Marketing Communications
- MKTG 420 Marketing Research

- MKTG 480 International Marketing
- MKTG 490 Issues in Marketing

**5. Marketing Electives (4 credits)**

- BLAW 430 Marketing and Advertising Law
- MKTG 371 Travel and Tourism Marketing
- MKTG 435 Sales and Sales Management
- MKTG 438 Sports and Entertainment Marketing
- MKTG 455 Supply Chain Management

**6. Unrestricted electives as needed to total a minimum of 120 credits.**

Many College of Management courses are sequenced and build on previous learning. Students must complete course prerequisites before registering for a course which requires prerequisites. In addition, students must complete 30 credits of coursework, including introductory and intermediate writing before they can register for College of Management upper division courses (those numbered 300 and above). MGMT 499 Case Studies in Strategic Management is a capstone class which should be taken during the last semester of the student's program.

## **Transfer of Credit**

Transfer course evaluation is made by the faculty in the College of Management consistent with the requirements of MnSCU Policy 3.2 and MnSCU Procedure 3.21.1 (Undergraduate Course Credit Transfer). COM faculty will accept a course as meeting a COM major or minor requirement **if the course content is equivalent to or acceptable in place of a Metropolitan State University course** as determined by COM faculty;

- the course was taught at a similar or higher level as the comparable COM course;
- the content and level of the course are consistent with state/national-level professional, industry and licensure standards; and
- the course carries a grade of "C-" or "S" or higher.

Accounting, economics, and management information systems transfer courses must meet "sunset" policy requirements which specify the maximum time between when the course was taken and when the student was admitted to Metropolitan State. If a course is not accepted because too much time has elapsed since the course was completed, a student may demonstrate competence in some courses via exam. Formal articulation agreements between Metropolitan State and other institutions identify transfer of courses between those institutions.

## **Credit and Residency Requirements**

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 BS

---

### (Mathematics Teaching Licensure Grades 5-12)

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

#### Prerequisites

- STAT 201 Statistics
- MATH 120 Precalculus

#### Foundation Courses (8 credits)

- MATH 210 Calculus I
- MATH 211 Calculus II

#### Core Courses (28 credits)

- MATH 215 Discrete Mathematics
- MATH 301 Introduction to Analysis
- MATH 310 Calculus III: Multivariable Calculus
- MATH 315 Linear Algebra and Applications
- MATH 340 Mathematical Modeling
- MATH 370 Modern Geometry
- MATH 471 Abstract Algebra
- MAED 440 Teaching Mathematics to Urban Learners in Grades 4-8
- MAED 450 Teaching High School Mathematics to Urban Learners in Grades 9-12

The courses MAED 440 and MAED 450 require that the student be admitted to the university's Urban Teacher Program; they have several prerequisites taught through that program.

### Teaching Licensure Grades 5-12

Students completing the teaching major who wish to earn Minnesota Teaching Licensure for secondary education (grades 5-12) can do so by completing additional course work and student teaching through the university's Urban Teacher Program. Please note that the university's Education Department has the primary responsibility for recommending students for licensure. For more information, visit the Grades 5-12 licensure for Urban Secondary Education page in the catalog.

## Media Literacy Minor

---

### Requirements (20 total credits)

- INFS 315 Searching Information
- MDST 361 Visual Communication
- MDST 363 Children and the Media
- MDST 380 World Cinema
- MDST 580 Issues in Communication Technology
- COMM 321 Gender, Sport and Communication **or**
- MDST 371 American Film: Traditions and Trends

Substitutions can be made by contacting coordinator, Dr. Maythee Kantar at 651999-5943 or [maythee.kantar@metrostate.edu](mailto:maythee.kantar@metrostate.edu).

## Licensed Practical Nurse to Bachelor of Science in Nursing

---

**(LPN-BSN)** This program is designed for the licensed LPN's who would like to earn a BSN. The program is a full-time accelerated curriculum which will prepare graduates to take the NCLEX-RN exam.

### Admission Requirements

The following requirements are necessary for consideration for admission to the LPN-BSN program in the Department of Nursing:

- A valid Minnesota LPN license
- Completion of general education prerequisites with a cumulative GPA of 3.0
- A grade of C or better in all prerequisite courses
- A cumulative GPA of 3.0 on a 4.0 scale for all college coursework
- Computer competency (Proficient in Microsoft Office and use of Internet)
- A 300-500 word essay
- Preadmission standardized testing may be required
- Applications are due in spring semester each year.

### Prerequisite Coursework

Prior to applying to the program the following general education prerequisites must be completed at an accredited college or university.

- Communication/Speech (3 credits)
- English/Composition (3 credits)
- General Biology (4 credits)
- Health Care Ethics (3 credits)
- Human Anatomy and Physiology (8 credits)
- Lifespan Growth and Development (4 credits)
- Microbiology (4 credits)

- Statistics (4 credits)
- Choice of Goal 5 History, Social or Behavioral Science course in discipline other than Psychology (3 credits)

The science courses must include labs. All courses must be at least three semester credits. Courses taken under the quarter system must be at least four quarter credits. The prerequisite course grades are heavily weighted in the admission process. Although there is no age limit for prerequisite courses, prerequisites contain 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 department. Some courses may need to be approved by petition. Petitions are obtained by contacting the College of Nursing.

All general education and liberal studies courses (Goals 1-10) must be completed before graduation. WRIT 331 or its equivalent must be completed before enrolling in nursing courses.

## **Program Courses**

In addition to the prerequisites, the LPN-BSN program requires students to complete 45 credits of nursing coursework. This requires full-time commitment, including one summer.

- NURS 401 Introduction to Modeling and Role-modeling (3 credits)
- NURS 403 Foundations for Professional Nursing (2 credits)
- NURS 309 Nursing Care During Illness (3 credits)
- NURS 325 Holistic Health Assessment (3 credits)
- NURS 308 Integrated Foundations for Professional Nursing (2 credits)
- NURS 306 Principles of Pharmacology (3 credits)
- NURS 311 Nursing Across the Lifespan (4 credits)
- NURS 335 Nursing Research (3 credits)
- NURS 410 Applied Pathophysiology (4 credits)
- NURS 446 Nursing Informatics (2 credits)
- NURS 456 Community Health Nursing (3 credits)
- NURS 465 Leadership and Care Management (4 credits)
- NURS 495 Synthesis Capstone (2 credits)
- Integrative Practicum I (3 credits)
- Integrative Intensive Practicum II (3 credits)
- Integrative Intensive Practicum III (3 credits)

## **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 the 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 the BSN program.

## **Registered Nurse to Bachelor of Science in Nursing**

---

**(RN-BSN)** This program is designed for RNs with an associate degree or a diploma in nursing who would like to earn their BSN. The BSN builds on science, liberal arts and nursing course work.

### **Admission Requirements**

The following requirements are necessary for admission to the RN-BSN 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 RN-BSN 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.

### **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.

### **Premajor Requirements**

The following four premajor requirements must be completed with a 3.0 cumulative GPA prior to entering the major:

- STAT 201 Statistics I or the equivalent
- WRIT 331 Writing in your Major
- PHIL 321 Medical Ethics
- A course from the humanities and the fine arts general education goal (Goal VI)

### ***Upper Division Courses***

32 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)
- NURS 325 Health Assessment (3 credits)
- NURS 335 Nursing Research (3 credits)
- NURS 407 Family Health Nursing (3 credits)
- NURS 410 Applied Pathophysiology (4 credits)
- NURS 414 Geriatric Nursing (2 credits)
- NURS 446 Introduction to Nursing Informatics (2 credits)
- NURS 456 Community Health Nursing (3 credits)
- NURS 456P Community Health Nursing Practicum\* (2 credits)
- NURS 465 Leadership and Management in Nursing (4 credits)
- NURS 495 Nursing Capstone Seminar (2 credits)

\*Practicum requirements for NURS 456P are, but not limited to, the following:

- Evidence of malpractice insurance
- Evidence of current immunization
- Successful background check

- Evidence of current CPR certification

## **Organizational Administration Major BAS**

---

This BAS program is designed to build on specific, related, AAS programs offered primarily by technical colleges. Therefore this AAS is only available to students who have completed specific related AAS programs approved by an official articulation agreement between Metropolitan State and the college offering the AAS degree.

The goal of this program is to educate and to train prospective and current employees who wishes to build upon the technical strength of their associate degree training in order to take on greater responsibilities and seek advancement beyond their technical training.

Metropolitan State University organizational administration graduates can expect a dynamic and challenging career in ever-changing economic and global conditions. They can expect to be better positioned for employment opportunities and for promotions. They can expect to acquire the organizational, communication and critical thinking skills necessary for anyone accepting management positions in technical and non-technical fields. Graduating students are prepared for positions such as supervisor, department manager and agency director in business, business owner, nonprofit organizations and government.

This program can be completed on campus, online, or by combining on campus and online courses. Program requirements are the same, regardless of the delivery mode.

### **Admission Requirements**

- Must have completed an approved AAS degree as stipulated in the approved articulation agreement
- GPA of 2.5 or higher in AAS
- Completion of an approved BAS Degree Plan
- All foundation courses must be successfully completed before admission to the major

### **Requirements**

The degree requirements have five components:

#### **1. 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. Completion of an AAS does not satisfy MnTC or Metropolitan State University's General Education Liberal Studies Requirement.

#### **2. Foundation Courses (22 credits)**



To complete this BAS in 120 credits, you must successfully complete the first three courses (MIS 100, MATH 115, and STAT 201) or equivalent courses as part of your AAS degree.

- MATH 115 College Algebra (or higher)
- STAT 201 Statistics I
- ACCT 210 Financial Accounting
- ECON 201 Macroeconomics
- ECON 202 Microeconomics
- MIS 100 Fundamentals of Information Technology in Organizations

**3. Business Core Courses (12 credits)**

- DSCI 434 Introduction to Operations Management
- FIN 390 Principles of Finance
- MGMT 310 Management Principles and Practices
- MIS 310 Principles of MIS
- MKTG 300 Marketing Principles

**4. Capstone (choose one of the following)**

- MGMT 499 Case Studies in Strategic Management **or**
- ENTR 490 Challenges and Choices in Small Business /Entrepreneurship

**5. Elective Courses (4 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.

## **Organizational Communication Minor**

---

**Note:** This minor cannot be combined with the professional communication major.

### **Requirements (17 total credits)**

#### **Required Courses (13 credits)**

- COMM 103 Public Speaking or equivalent
- COMM 171 Desktop Computer Designing for Communication or equivalent
- COMM 351 Communication in Work Groups
- COMM 352 Organizational Communication

#### **Electives (4 credits from the following)**

- COMM 333 Intermediate Intercultural Communication
- COMM 350I Communication Internship
- COMM 361 Managerial Communication
- COMM 452 Advanced Organizational Communication

- MDST 484 Media in the Corporation
- MDST 583 Online Education and Training

## **Philosophy Major BA**

---

The Philosophy major allows you to design your own individualized course of study in philosophy. Your major in philosophy will consist of 36 credits of coursework, at least 32 of which must be taught by the philosophy department. Typically, after taking a course or two, you will declare your major and then meet with a member of the philosophy faculty in order to devise a plan for your course of study. In addition to proposing a set of courses, that plan will also include a written rationale explaining the coherence of the set of courses you propose to take. Your plan of study must be approved by the philosophy faculty.

Recognizing that students choosing to major in philosophy may have a variety of goals and backgrounds, the philosophy faculty does not require a specific set of courses. However, we are unlikely to approve a plan that does not include some study of the history of philosophy and some attention to the philosophically oriented study of diversity. In addition, philosophy majors are required to complete the senior seminar in practical philosophy. Please see the catalog for a description of the seminar.

## **Physics Minor**

---

The physics minor provides students with a broad introduction to the discipline of physics combined with further exploration of at least one area of interest. The minor introduces students to the fundamental laws that govern nature and the universes and complements other majors where additional physics knowledge is of benefit. It prepares students to apply scientific methodology to solve physics problems, to think critically and quantitatively, to relate physics to their daily life and environment, and to understand the experimental and theoretical methods used in modern physics.

Each student must complete 19 credits in the minor with grades of C- or above: at least 5 credits must be upper division and at least 5 credits must be completed at Metropolitan State. A minor represents significant learning above and beyond the student's major or program; therefore, each student must include at least 5 credits of coursework in the physics minor that is not counted as part of their major or any other minor.

Students can be admitted to the physics minor once they have successfully completed the Prerequisite and Foundation courses and a program assessment survey.

### **Prerequisites**

- MATH 115 College Algebra **or** MATH 120 Precalculus
- MATH 210 Calculus I
- MATH 211 Calculus II

### **Requirements (19 total credits)**

#### **Foundation Courses (10 credits)**

- PHYS 211 Calculus-based Physics I with laboratory
- PHYS 212 Calculus-based Physics II with laboratory

### **Elective Courses (9 credits)**

At least two courses from the following list, at least one of which must be a physics course, as needed to reach a total of 24 credits.

- PHYS 305 Thermodynamics
- PHYS 489 Directed Research in Physics
- PHYS 479 Special Topics in Physics (pending development)
- MATH 340 Mathematical Modeling
- MATH 350 Ordinary Differential Equations
- MATH 420 Numerical Analysis

## **Political Science Minor**

---

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 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.

### **Introductory (3-4 credits)**

- POL 101 Introduction to American Government and Politics

### **Survey (4 credits, select one)**

- POL 301 Citizenship in a Global Context **or**
- POL 321 World Politics

### **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
- SSCI 311 Research Methods in Social Science
- SSCI 501 Great Ideas: Classics of Social Science

## **Practical Ethics Minor**

---

The practical ethics minor is designed to familiarize students with the nature and varieties of moral reasoning that are applied to areas of everyday experience, such as: business, marketing, management and sales; medicine and the delivery of health care; law enforcement; media and public relations; social service careers; civic life; and intimate life in the roles of friend, lover, partner, parent, child, man or woman, and racialized person. Practical ethics is a 20-credit minor meant to complement a degree in any professional field, such as marketing, management, counseling, nursing or human services.

### **Requirements (20 total credits)**

#### **Introductory Ethics**

One course in ethics such as:

- PHIL 301 Ethical Inquiry
- PHIL 352 Ethics Beyond Borders
- PHIL 354 Theories of Justice and Caring
- PHIL 355 Moral Theory

#### **Philosophical Perspectives on Diversity**

One course from among the following:

- PHIL 306 Philosophy and Sexuality
- PHIL 362 African and African-American Philosophy
- PHIL 364 Women and Philosophy
- PHIL 365 An Introduction to Gay, Lesbian, Bisexual and Transgender Studies
- PHIL 366 Race and Racism: Philosophical Problems

#### **Professional Ethics**

Two courses from the following:

- PHIL 320 Business Ethics
- PHIL 321 Medical Ethics
- PHIL 325 Criminal Justice Ethics
- PHIL 326 Communication Ethics
- PHIL 327 Ethics in an Information Age

#### **Electives in Ethics**

One additional course, chosen in consultation with a faculty advisor in the Practical Philosophy and Ethics Department.

## **Professional Communication Major BA**

---

There are two different tracks that lead to a major in professional communication: Public Relations and Organizational Communication. Students seeking admission to the professional communication major must have an overall 2.5 grade point average.

Students should complete prerequisites and initial courses (100-200) before intermediate courses (300) and intermediate courses before advanced courses (400-500). Major electives can be taken alongside either intermediate or advanced courses. The capstone course is completed at the end of major coursework.

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.

### **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.

#### **Prerequisites (5 credits)**

- COMM 103 Public Speaking\* or equivalent
- COMM 171 Desktop Computer Designing for Communication or equivalent

#### **Required Courses (28 total credits)**

- Initial Courses
  - COMM 301 Connections: Introduction to Communication Studies
  - INFS 315 Searching for Information
- Intermediate Courses
  - COMM 333 Intermediate Intercultural Communication **or**
  - COMM 361 Managerial Communication\*
  - COMM 351 Communication in Work Groups\*
  - COMM 352 Organizational Communication
- Advanced Courses
  - COMM 452 Advanced Organizational Communication
  - MDST 484 Media in the Corporation
  - COMM 482 Applied Communication Research Capstone

**Electives (8 credits from the following)**

- COMM 320 Individual Rights and Public Discourse
- COMM 350I Communication Internship (1-4 credits vary)
- COMM 381 Public Relations Principles\*
- COMM 499 Topics in Communication (1-4 credits vary)
- HSTD 393 Training Design and Instruction
- MDST 583 Online Education and Training

**Total Credits for the major, not including prerequisites (36 credits)****Public Relations Track**

Public relations practitioners require outstanding communication skills and knowledge to conduct campaigns, lobby or maintain key relationships.

**Prerequisites**

- COMM 103 Public Speaking\* or equivalent
- COMM 171 Desktop Computer Design for Communication or equivalent

**Required Courses (32 total credits)**

- Initial Courses
  - COMM 301 Connections: Introduction to Communication Studies (must be taken before Public Relations Principles)
  - INFS 315 Searching for Information
  - MDST 361 Visual Communication
- Intermediate Courses
  - COMM 320 Individual Rights and Public Discourse
  - COMM 380 Public Relations Writing
  - COMM 381 Public Relations Principles\*
  - COMM 383 Employee Communication
- Advanced Courses
  - COMM 385 Media Relations
  - COMM 481 Advanced Public Relations
  - COMM 482 Applied Communication Research Capstone

**Electives (4 credits from the following)**

- COMM 351 Communication in Work Groups\*
- COMM 352 Organizational Communication
- COMM 361 Managerial Communication\*

- COMM 350 Communication Internship
- COMM 499 Topics in Communication (1-4 credits vary)

**Total Credits for the major, not including prerequisites (38 credits)**

## **Project Management Minor**

---

This minor is designed for College of Management majors and students who have satisfied the following prerequisites or their equivalents. Project management is concerned with the overall planning and coordination of a particular project from inception to completion. It is the application of knowledge, skills, tools and techniques to a broad range of activities in order to meet the requirements of the project and ensure completion on time, within budget and to the required quality standards. The goal of project management is to implement projects successfully with systematic integration of technical, human and financial resources as well as the knowledge of legal issues and limitations. Project management is now one of the fastest growing career fields in business. The goal of the Project Management minor is to prepare students for such a dynamic and exciting field.

**COM Foundation Courses (22 credits)**

- MIS 100 Fundamentals of Information Technology in Organizations
- MATH 115 College Algebra
- STAT 201 Statistics I
- ECON 201 Macroeconomics
- ECON 202 Microeconomics
- ACCT 210 Financial Accounting

**Business Core Courses (24 credits)**

- MKTG 300 Marketing Principles
- MGMT 310 Management Principles and Practices
- MIS 310 Principles of Management Information Systems
- FIN 390 Principles of Finance
- DSCI 434 Introduction to Operations Management
- MGMT 499 Case Studies in Strategic Management

**Requirements (16 credits)**

- DSCI 420 Project Management
- DSCI 421 Project Planning and Budgeting
- DSCI 431 Managerial Problem-solving and Decision-making Methods
- BLAW 310 Business Law: UCC and Contracts

## **Psychology Major BA**

---

It is expected that all students receiving a BA degree with a psychology major will:

- demonstrate mastery of a basic core of psychological knowledge and theory;
- demonstrate an understanding of scientific methodology;
- enhance their development of interpersonal and intercultural sensitivity;
- demonstrate their ability to appropriately apply knowledge;
- understand the ethical issues and standards of psychology; and
- be able to integrate learning in psychology with the needs of a pluralistic urban society.

## **Requirements (40 total credits)**

All students are expected to have at least 40 credits in psychology during the course of their BA studies. This includes transfer credits as well as academic work completed at Metropolitan State. At least 24 credits in the major must be taken at Metropolitan State; and at least 30 credits must be 300-level or above.

### **Pre- or co-requisites**

- PSYC 100 General Psychology
- PSYC 212 Introduction to Diversity and Ethics in Psychology
- PSYC 250 Academic and Career Pathways in Psychology

In addition to psychology major requirements, students must complete the university's general education and liberal studies requirements.

### **Required Courses**

- PSYC 312 Research Methods
- PSYC 405 History and Systems of Psychology

PSYC 405 is an integrative capstone course; students are encouraged to delay this course until near the completion of their degree plan.

### **Core Content Areas**

Select one course from each of three of the four areas below.

#### ***Area I***

- PSYC 336 Social Psychology
- PSYC 363 Community Psychology

#### ***Area II***

- PSYC 309 Cognitive Psychology
- PSYC 317 Human Factors
- PSYC 330 Psychology of Learning: Contemporary Theories and Applications
- PSYC 345 Biopsychology



**Area III**

- PSYC 300 Abnormal Psychology
- PSYC 332 Psychology of Personality

**Area IV**

- PSYC 301 Adolescent Psychology
- PSYC 302 Adult Development and Lifelong Learning
- PSYC 308 Child Psychology
- PSYC 339 Working with Children in the Middle Years

**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
- HSER 344 Counseling Theories and Techniques
- HSER 351 Crisis Intervention Skills and Strategies
- MGMT 320 Organizational Behavior
- MKTG 310 Consumer and Professional Buyer Behavior
- SOC 305 Race and Ethnicity: Sociological Perspectives
- SOC 306 Deviance and Social Control
- ANTH 309 New Neighbors: The U.S. Hmong Community

**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.

## Psychology Minor

---

To complete a psychology minor, students are required to take a minimum of 20 credits of psychology. Twelve of these 20 credits must be taken at Metropolitan State and 15 credits must be upper division. According to university general education policy, 12 credits of the minor may overlap with general education/liberal studies credits.

### Required Courses (8 credits)

- PSYC 100 General Psychology

One of the following:

- STAT 201 Statistics I\* **or**
- PSYC 307 Data Analysis **or**
- PSYC 312 Research Methods **or**
- PSYC 317 Human Factors

### Guided Electives (Select 8 credits from two or more categories below)

- Developmental Psychology\*\* **or**
- PSYC 300 Abnormal Psychology **or**
- PSYC 332 Psychology of Personality **or**
- PSYC 336 Social Psychology **or** PSYC 363 Community Psychology

### 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.

## Psychology Minors

---

### Child Psychology Minor

To complete a psychology minor, students are required to take a minimum of 20 credits of psychology. Twelve of these 20 credits must be taken at Metropolitan State and 12 credits must be upper division. According to university general education policy, 12 credits of the minor may overlap with general education/liberal studies credits.

The child psychology minor is designed for students who are interested in the theory and application of psychology to children. Such students might be interested in working with quality child care programming, education, prevention/early intervention work or in areas of social services in which a

working knowledge of children's development and emotional needs is essential. The minor fits well with other majors including social work and human services.

### **Requirements (20 credits)**

#### **Required Courses (8 credits from the following)**

- PSYC 100 General Psychology
- PSYC 308 Child Psychology

#### **Guided Electives (4 credits)**

- PSYC 330 Psychology of Learning: Contemporary Theories and Applications
- PSYC 327 Psychological Testing
- PSYC 385 Educational Psychology
- PSYC 356 Early Childhood Development within a Social, Cultural and Historical Context

#### **Additional Electives (8 credits from the following)**

- PSYC 339 Working with Children in the Middle Years
- PSYC 102 Dynamics of Parent/Child Relationships
- PSYC 305 Behavior Disorders in Children
- PSYC 390 Mental Retardation: Issues, Assessment and Intervention
- PSYC 393 Special Education Overview
- PSYC 306 Child Abuse
- PSYC 212 Introduction to Diversity and Ethics in Psychology
- PSYC 313 Family Systems
- HSFS 342 Children in U.S. Society
- PSYC 360 Friday Forum Topics relevant to child psychology (.5 semester credits per forum)

## **Psychology Minors**

---

### **Educational Psychology Minor**

To complete a psychology minor, students are required to take a minimum of 20 credits of psychology. Twelve of these 20 credits must be taken at Metropolitan State and 12 credits must be upper division. According to university general education policy, 12 credits of the minor may overlap with general education/liberal studies credits.

The 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)**

**Required Courses (8 credits)**

- PSYC 100 General Psychology
- PSYC 385 Educational Psychology

**Guided Electives (4 credits)**

- PSYC 330 Psychology of Learning: Contemporary Theories and Applications
- PSYC 327 Psychological Testing
- PSYC 384 Educational Futures
- PSYC 324 Practical Behavior Analysis and Modification

**Additional Electives (8 credits)**

- PSYC 339 Working with Children in the Middle Years
- PSYC 392 Psychology and Education of the Gifted
- PSYC 305 Behavior Disorders in Children
- PSYC 390 Mental Retardation: Issues, Assessment and Intervention
- PSYC 393 Special Education Overview
- PSYC 301 Adolescent Psychology
- PSYC 212 Introduction to Diversity and Ethics in Psychology
- PSYC 313 Family Systems
- PSYC 357 Observing and Assessing Young Children: Birth through Age Five
- PSYC 415 Principles of Teaching and Learning in Early Childhood
- PSYC 360 Friday Forum Topics relevant to educational psychology (.5 credits per forum)

## **Psychology Minors**

---

**Industrial and Organizational Psychology Minor**

To complete a psychology minor, students are required to take a minimum of 20 credits of psychology. Twelve of these 20 credits must be taken at Metropolitan State and 12 credits must be upper division. According to university general education policy, 12 credits of the minor may overlap with general education/liberal studies credits.

**Requirements (20 credits)**

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.

**Required Courses (8 credits)**

- PSYC 100 General Psychology

- PSYC 344 Personnel and Industrial Psychology  
(also listed as HRM 330 Personnel and Industrial Psychology)

**Guided Elective Courses (4 credits from the following)**

- PSYC 317 Human Factors
- PSYC 327 Psychological Testing
- PSYC 303 Artificial Intelligence
- PSYC 307 Data/Statistical Analysis for the Behavioral Sciences **or**
- STAT 201 Statistics I

**Other Elective Courses (8 credits from the following)**

- PSYC 314 Group Dynamics and Facilitation
- PSYC 323 The Nature of Creativity: A Psychological Perspective
- HSTD 394 Staff Training and Adult Development
- PSYC 319 The Impact of Technology on Human and Organizational Behavior
- PSYC 212 Introduction to Diversity and Ethnicity in Psychology
- PSYC 107 Career Planning and Development
- HSTD 389 Organizational Development and Change
- PSYC 360 Friday Forum Topics relevant to organizational and industrial psychology (.5 credits per forum)

## **Psychology Minors**

---

**Psychology Minor for Law Enforcement Major**

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)****Required Courses (8 credits)**

- PSYC 100 General Psychology
- STAT 201 Statistics I **or**
- PSYC 307 Data/Statistical Analysis for the Behavioral Sciences
- PSYC 333 Psychology of Victims

**Guided Electives (8 credits)**

- A developmental psychology course
- PSYC 300 Abnormal Psychology
- PSYC 336 Social Psychology **or**
- PSYC 363 Community Psychology

**Other Electives (4 credits or more)**

Students are to select at least one additional elective learning opportunity in psychology.

## **Psychology Minors**

---

**Mental Health Psychology Minor**

To complete a psychology minor, students are required to take a minimum of 20 credits of psychology. Twelve of these 20 credits must be taken at Metropolitan State and 12 credits must be upper division. According to university general education policy, 12 credits of the minor may overlap with general education/liberal studies credits.

The mental health and psychology minor is designed for students who are interested in the theory and application of mental health issues. Such students might be interested in working with chronically mentally ill, wellness efforts, chemical dependency (with dual diagnosis), in social work positions or in areas of social services in which a working knowledge of mental health is essential. The minor fits well with other majors including social work and human services.

**Requirements (20 credits)****Required Courses (8 credits)**

- PSYC 100 General Psychology
- PSYC 300 Abnormal Psychology

**Guided Electives (4 credits from the following)**

- PSYC 327 Psychological Testing
- PSYC 345 Biopsychology
- PSYC 400 Advanced Abnormal Psychology
- PSYC 508 Mental Health and the Law

**Other Elective Courses (8 credits from the following)**

- PSYC 102 Dynamics of Parent/Child Relationships
- PSYC 305 Behavior Disorders in Children
- PSYC 390 Mental Retardation: Issues, Assessment and Intervention
- PSYC 406 Introduction to Clinical Psychology
- PSYC 212 Introduction to Diversity and Ethics in Psychology
- PSYC 313 Family Systems
- PSYC 360 Friday Forum Topics relevant to mental health and psychology (.5 credits per forum)
- PSYC 330 Psychology of Learning
- PSYC 343 Drugs and Behavior: An Introduction

## **Religious Studies Minor**

---

Religion is a central part of all cultures. From an academic perspective, the study of religion offers powerful insights into human behavior and cultures. Religious beliefs inform what people value and how they act. Religious differences are often used for political purposes, such as those seen in international conflicts and in American politics. On a personal level, many students have grown up with religious beliefs that sometimes sustain, and sometimes restrain, their development. Studying religion provides students, no matter what their upbringing, opportunities to expand both their personal perspectives and their analytical, critical thinking skills.

Sometimes students fear a conflict between the academic study of religion and personal faith., The teachers of the religious studies courses believe the study of religion can strengthen both thinking abilities and personal beliefs. These courses in religious studies present a diversity of traditions and offer students an opportunity to study religion in a supportive academic atmosphere. The courses incorporate multicultural perspectives, especially issues of race, gender, class, sexuality, disabilities and other differences.

### **Requirements (19-21 total credits)**

- RELS 301 Introduction to Religious Studies  
This required course may be waived with faculty approval given comparable previous study.

### **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.

- RELS 301 Introduction to Religious Studies
- RELS 302 Introduction to the Hebrew Bible (the Old Testament)
- RELS 303 Introduction to the Christian Scriptures (the New Testament)
- RELS 304 Introduction to World Religions
- RELS 305 Jewish-Christian Encounter
- RELS 306 The Spiritual Journey
- RELS 308 World of Islam
- REL 333 Race and Religion
- RELS 344 Religion and Psychology
- RELS 355 Religion and Politics in America
- RELS 366 Religion, Morality and Contemporary U.S. Society
- RELS 377 Women and Religion
- RELS 390 Zen Buddhism in American Culture
- RELS 555 Religion and Politics in America

### **Research and Information Studies Minor**

---

The study of information explores information studies as a discipline. Students develop professional level research skills and strategies using research libraries, online databases, regular collections and special collections and archives. In addition to the joy of intellectual curiosity, courses cover many

current issues including privacy, censorship, international sources, the evaluation of arguments, and the publishing industry. This is a useful minor for students interested in continuing their post-BA studies in the fields of library science, law, writing and professional communication.

## **Requirements (20 total credits)**

### **Required Courses (12 credits)**

- INFS 315 Searching for Information
- INFS 338 The Craft and Commerce of Book Publishing
- INFS 345 Research in Special Collections and Archives

### **Electives (8 credits)**

Choose two of the following:

- INFS 335 Best Books for Young Adults Internship
- INFS 518 Information Issues
- INFS Field Experience in Library Services or a Museum
- MDST 580 Issues in Communication Technology
- ARTS 302 Exhibition Practices: Group Internship

## **Risk Management Minor**

---

This minor is designed for College of Management majors and student who have satisfied the following prerequisites or their equivalents:

- ACCT 210 Financial Accounting
- MKTG 300 Marketing Principles

The Risk Management and Insurance Minor at Metropolitan State University provides the student an in-depth study of the risk management process and the operational, legal, moral, and social issues surrounding the life, health, property, and casualty insurance industries along with the employee benefits area. The financial consequences of being exposed to pure risk are explored for individuals and businesses. The tools for handling these exposures are critically analyzed along with the process of implementing financial and other strategies to prepare for possible outcomes.

This minor introduces students to the risk management discipline and multiple career paths, including corporate risk manager, benefits manager, insurance agent/broker, underwriter, loss adjuster, consultant, and personal financial planner.

All courses for the Risk Management and Insurance minor at Metropolitan State University are only offered on an online basis.

## **Curriculum Requirements (16 Credits)**

### **Required Courses (12 credits)**



- RMI 300 Insurance and Risk Management (4 credits)
- RMI 304 Life, Health, and Accident Insurance (2 credits)
- RMI 306 Property and Casualty Insurance (2 credits)
- BLAW 310 Business Law: UCC and Contracts (4 credits)

### **Elective Courses (4 credits)**

- PFIN 101 Personal Finance and Investing (3 credits)
- MKTG 435 Sales and Sales Management (4 credits)
- HRM 544 Employee Benefits Management (4 credits)
- MKTG 430 Professional Sales (2 credits)

## **Sales Management Major BAS**

---

This BAS program is designed to build on specific, related, AAS programs offered primarily by technical colleges. Therefore this AAS is only available to students who have completed specific related AAS programs approved by an official articulation agreement between Metropolitan State and the college offering the AAS degree.

The 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 AAS degree as stipulated in the approved articulation agreement
- GPA of 2.5 or higher in AAS
- Completion of an approved BAS Degree Plan
- All foundation courses must be successfully completed before admission to the major

### **Requirements**

The degree requirements have five components:

#### **1. 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. Completion of an AAS does not satisfy MnTC or Metropolitan State University's General Education Liberal Studies Requirement.

#### **2. COM Foundation Courses (22 credits)**

To complete this BAS in 120 credits, you must successfully complete the first three courses (MIS 100, MATH 115, and STAT 201) or equivalent courses as part of your AAS degree.

- MIS 100 Fundamentals of Information Technology in Organizations
- MATH 115 College Algebra (or higher)
- STAT 201 Statistics I
- ECON 201 Macroeconomics
- ECON 202 Microeconomics
- ACCT 210 Financial Accounting

**3. Business Core Courses (24 credits)**

- MKTG 300 Marketing Principles
- MGMT 310 Management Principles and Practices
- MIS 310 Principles of Management Information Systems
- FIN 390 Principles of Finance
- DSCI 434 Introduction to Operations Management

**4. Required Courses (20 credits)**

- MKTG 310 Consumer and Professional Buyer Behavior
- MKTG 350I Internship
- MKTG 435 Sales and Sales Management
- MKTG 456 Professional Negotiations  
(may be substituted with approval from the Marketing Curriculum Coordinator)

**5. Capstone (Choose one of the following)**

- ENTR 490 Challenges and Choices in Small Business /Entrepreneurship **or**
- MGMT 499 Case Studies in Strategic Management

\* Free waiver examinations are available for "testing out" of these courses. Contact your advisor or the College of Management Advising Center for information.

## Screenwriting Major BA

---

The screenwriting major provides a multi-disciplinary experience intended to nurture original cinematic voices. A core curriculum of screenwriting courses are supplemented with studies in creative writing, theater, film studies, production and literature. This holistic approach recognizes the benefit of engaging in a range of complementary fields of study that contribute to capable, curious, and creative screenwriters, writers/directors, and directors. The program is designed to cultivate and encourage creative and critical thinking. Graduates will be prepared for careers in screenwriting, advanced study in graduate school, and a variety of entry level positions in film, television, cable and emerging media/technologies.

**Required Courses (39-40 total credits)**

- SCRW 313 Beginning Screenwriting

- SCRW 314 Intermediate Screenwriting
- SCRW 415 Advanced Screenwriting

**Choose one of the following two**

- SCRW 315 Electronic Cinema Production
- SCRW 410 Digital Film Production
- SCRW 416 Senior Project in Screenwriting or Internship
- MDST 371 American Film: Traditions and Trends

**Choose one of the following two**

- MDST 370 Contemporary Cinema
- MDST 378 World Cinema

**Choose one of the following three**

- WRIT 251 Introduction to Creative Writing
- WRIT 353 Writing Short Fiction
- WRIT 358 1,000 Words or Less

**Choose one of the following four**

- THEA 400 Playwriting
- THEA 345 Acting III
- THEA 387 Theater History II
- THEA 540 Directing and Creating Theater

**Choose one of the following seven**

- MDST 560 Writing for Television **or**
- LIT 301 The Short Story
- LIT 342 American Literature: 1870 to Present
- LIT 315 Gender in Literature and Film
- LIT 502 Literary Theory and Criticism Since 1950
- HUM 321 Myth
- THEA 321 Directed Readings in Theater

**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.

**Internships**

Internships in screenwriting, film, television, cable, and emerging media/technologies are highly recommended and serve as effective stepping stones to careers and personal growth. Students in the

past have interned for companies in the Twin Cities, Los Angeles and New York. Guidance for arranging internships in Los Angeles and New York is offered through the screenwriting program.

### **Other Graduation Requirements**

To graduate from Metropolitan State University with a bachelor of arts in screenwriting, students must complete at least 120 semester credits. Forty of these semester credits must be at the upper-division level (courses numbered 300 or above). In addition, students must complete while at the university, or transfer to the university, a number of courses to meet the general education and liberal studies requirements. Students must complete a minimum of 20 credits of the screenwriting major at Metropolitan State University.

## **Social Gerontology Minor**

---

The gerontology minor has four required core courses and one course elective. Students without experience in this area are strongly urged to do an internship for their elective. Students may use alternative learning strategies to satisfy up to eight required credits. Four credits in general education/liberal studies may be used to meet minor requirements. This minor fits well with other majors including social work and psychology.

### **Required (20 total credits)**

#### **Required Core Courses (16 credits)**

- HSSG 374 Aging in America: A Personal Challenge
- HSSG 376 Mental Health and Aging
- HSSG 377 Physical Health and Aging
- HSSG 380 Aging: Planning and Policy Making

#### **Elective Courses (4 credits from the following)**

- HSA 362 Human Services Administration
- HSA 369 Program Evaluation
- HSDS 308 Aging and Disabilities
- HSER 346 Counseling and Interviewing Skills
- HSER 351 Crisis Intervention Skills and Strategies
- HSER 352 Family Counseling
- HSER 354 Ethical Issues in Human Services
- HSFS 399 Selected Topics in Family Assistance
- HSSG 378 Thanatology: The Study of Death and Dying
- HSSG 383 Selected Topics in Social Gerontology
- HSTD 393 Training Design and Instruction

## Social Science Major BA

---

As a social science major, students may choose from five program options--generalist, global studies or any one of three disciplinary tracks--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 are:

- to know and understand the essential concepts of social science;
- to comprehend the historical foundations and theoretical approaches of social science;
- to plan and carry out social science research; to develop higher order thinking skills by analyzing and interpreting social science literature;
- to write analytically in a style that is informed, well-reasoned and literate;
- to recognize and understand the social significance of gender and sexual orientation, race and ethnicity, religion, social class and physical ability;
- to understand and utilize a global perspective; and
- to develop civic skills and ethical awareness by participating in community-based learning and program internships.

### Requirements (36 total credits)

- At least half of the credits required for the major 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 major requirements. The university's degree audit will specify transfer courses that are directly equivalent to major requirements; other transfer courses must be approved by a faculty advisor in the department.
- Students may not apply transfer credits in criminology to the major.

**Generalist Track*****Lower-division Electives (up to 9 credits)***

Students may select courses in anthropology, geography, political science, social science, and sociology. Students may not apply more than 6 credits in any one discipline.

***Survey Courses (12 credits, select one course from each of the three disciplines)***

- ANTH 301 Approaches to Cultural Anthropology **or**
- ANTH 302 Gender and Culture
- POL 301 Citizenship in a Global Context **or**
- POL 321 World Politics
- SOC 301 Contemporary Sociology **or**
- SOC 302 Interpersonal and Social Power: A View from Below

***Core Courses (15-16 credits)***

- SSCI 365 Social Science Group Internship: Civic Engagement and Public Life
- SSCI 311 Research Methods in Social Science
- SSCI 501 Great Ideas: Classics of Social Science
- SSCI 451 Social Science Capstone: Thesis Seminar **or**
- SSCI 452 Social Science Capstone: Integrative Seminar

**Note:** Sequencing: SSCI 311, SSCI 501 and SSCI 451 or SSCI 452 must be taken in three separate semesters in the order listed above.

***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*****Lower-division Electives (up to 9 credits)***

Students may select courses in anthropology, geography, political science, social science, and sociology. Students may not apply more than 6 credits in any one discipline.

***Lower-division Required Courses (6 credits)***

- SSCI 100 Introduction to Social Science
- GEOG 201 Introduction to Geography

***Survey Courses (8 credits, select two courses from two different disciplines)***

- ANTH 302 Gender and Culture **or**
- ANTH 325 Women, Development and Social Change

- POL 301 Citizenship in a Global Context **or**
- POL 321 World Politics
- SOC 303 Ethnic Conflict in Global Perspective **or**
- SOC 304 Social Movements in Global Perspective

***Core Courses (15-16 credits)***

- SSCI 365 Social Science Group Internship: Civic Engagement and Public Life
- SSCI 311 Research Methods in Social Science
- SSCI 501 Great Ideas: Classics of Social Science
- SSCI 451 Social Science Capstone: Thesis Seminar **or**
- SSCI 452 Social Science Capstone: Integrative Seminar

**Note:** Sequencing: SSCI 311, SSCI 501 and SSCI 451 or SSCI 452 must be taken in three separate semesters in the order listed above.

***Upper-division Electives (to reach 36 credits)***

Students may select courses from the following list:

- ANTH 301 Approaches to Cultural Anthropology
- ANTH 302 Gender and Culture
- ANTH 320 Anthropology in the Global Age
- ANTH 321 Cultural Anthropology: Focus on Mexico and Central America
- ANTH 325 Women, Development and Social Change
- POL 323 The Middle East: Conflict and Change
- POL 301 Citizenship in the Global Context
- POL 321 World Politics
- POL 303/SOC 303 Ethnic Conflict in Global Perspective
- POL 304/SOC 304 Social Movements in Global Perspective
- SSCI 301 Politics, Markets and Society
- SSCI 396T Travel and Culture Theory Seminar

**Anthropology Track*****Lower-division Electives in Anthropology (up to 9 credits)***

Students may also take SSCI 100 Introduction to Social Science.

***Survey Course (4 credits, select one course)***

- ANTH 301 Approaches to Cultural Anthropology **or**
- ANTH 302 Gender and Culture

***Core Courses (15-16 credits)***

- SSCI 365 Social Science Group Internship: Civic Engagement and Public Life
- SSCI 311 Research Methods in Social Science

- SSCI 501 Great Ideas: Classics of Social Science
- SSCI 451 Social Science Capstone: Thesis Seminar **or**
- SSCI 452 Social Science Capstone: Integrative Seminar

**Note:** Sequencing: SSCI 311, SSCI 501 and SSCI 451 or SSCI 452 must be taken in three separate semesters in the order listed above.

***Upper-division Electives in Anthropology (to reach 36 credits)***

Select 300-level courses in anthropology.

**Political Science Track**

***Lower-division Electives in Political Science (up to 9 credits)***

Students may also take SSCI 100 Introduction to Social Science.

***Survey Course (4 credits, select one course)***

- POL 301 Citizenship in a Global Context **or**
- POL 321 World Politics

***Core Courses (15-16 credits)***

- SSCI 365 Social Science Group Internship: Civic Engagement and Public Life
- SSCI 311 Research Methods in Social Science
- SSCI 501 Great Ideas: Classics of Social Science
- SSCI 451 Social Science Capstone: Thesis Seminar **or**
- SSCI 452 Social Science Capstone: Integrative Seminar

**Note:** Sequencing: SSCI 311, SSCI 501 and SSCI 451 or SSCI 452 must be taken in three separate semesters in the order listed above.

***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.

**Sociology Track**

***Lower-division Electives in Sociology (up to 9 credits)***

Students may also take SSCI 100 Introduction to Social Science.

***Survey Course (4 credits, select one course)***

- SOC 301 Contemporary Sociology **or**
- SOC 302 Interpersonal and Social Power: A View from Below



***Core Courses (15-16 credits)***

- SSCI 365 Social Science Group Internship: Civic Engagement and Public Life
- SSCI 311 Research Methods in Social Science
- SSCI 501 Great Ideas: Classics of Social Science
- SSCI 451 Social Science Capstone: Thesis Seminar **or**
- SSCI 452 Social Science Capstone: Integrative Seminar

**Note:** Sequencing: SSCI 311, SSCI 501 and SSCI 451 or SSCI 452 must be taken in three separate semesters in the order listed above.

***Upper-division Electives in Sociology (to reach 36 credits)***

Select 300-level courses in sociology.

## **Social Studies Teaching Major BS**

---

**(Social Studies Licensure Grades 5-12)**

The BS in Social Studies Teaching Option is designed to provide students with both a strong foundation in social science disciplines and the intellectual skills necessary for excellence as an urban school teacher, grades 5 through 12. The major meets the Minnesota Board of Teaching standards for social studies and combined with the program offered through the university's Urban Education Program, provides a path to licensure as a social studies teacher, grades 5-12.

The Social Studies Major (Urban Teacher Program) begins with several basic assumptions about the attributes of an effective social science teacher:

- Effective social studies teachers share with other liberally educated people the ability to think critically and communicate fluently.
- Effective social studies teachers care deeply about their subject and are able to convey that passion and interest to their students.
- Effective social studies teachers are interdisciplinary; they can synthesize and apply core concepts from a variety of social science fields to enhance their own and their students understanding of a topic or subject area.
- Effective social studies teachers have developed a sociological imagination: they are able to link personal experience with larger socioeconomic forces and help their students do the same.
- Effective social studies teachers are culturally reflective and aware; they are willing to engage in an ongoing process of reflection and analysis of the social and cultural roots of their own values, behaviors and beliefs, and those of the students and community they will be working with.
- Effective social studies teachers are empowered; they are able to think realistically and hopefully about ways citizens can act positively to change their communities.
- Effective social studies teachers have acquired the passion and tools for life long learning.

**Major Requirements (43-46 total credits)****Foundation Courses (21-22 credits)**

Students are required to complete 9 credits from at least two disciplines in the foundation area for admission to the Urban Teacher Program. The following three courses are required:

- GEOG 201 Introduction to Geography
- POL 101 Introduction to American Government and Politics
- SSCI 100 Introduction to Social Science

***Choose three of the following history courses:***

- HIST 101 The American Past: To 1865
- HIST 102 The American Past: From 1865
- HIST 103 World History I: Patterns of Civilization to 1500
- HIST 104 World History II: The Modern World, 1500 to the Present

***Choose one of the following courses:***

- ECON 201 Macroeconomics **or**
- SSCI 301 Politics, Markets and Society

### **Core Courses (18-20 credits)**

***Choose one of the following courses:***

- ANTH 302 Gender and Culture **or**
- HIST 394 Comparative Women's History

***Choose one of the following courses:***

- ETHS 302 Immigration and the New World
- ETHS 309 Race and Public Policy
- ETHS 311 Understanding Racial and Ethnic Groups in the United States

***Choose one of the following courses:***

- ETHS 232 American Indians in Minnesota
- ETHS 332 Topics in Contemporary Native North America

***Both of the following courses are required:***

- HIST 301 Historical Interpretation
- POL 321 World Politics

**Note:** Students should complete at least two lower division history courses before taking HIST 301.

### **Capstone Course (4 credits)**

Students are required to complete at least 30 credits in the major before taking the following required course:

- SSCI 401 Social Studies Capstone

## 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.

## Social Work Major BSW

---

The mission of the Metropolitan State University Social Work Program is to integrate the values, knowledge and skills inherent to social work into an academic program that will enable graduating, multicultural competent Bachelor's level students to engage in generalist social work practice that will meet the needs of the increasingly racially diverse Twin Cities communities. The program will prepare students for generalist social work practice with client-systems of various sizes and types with special emphasis on people of color and communities of color. This program will build on a Liberal Arts base and will provide a foundation curriculum that contains the profession's values, knowledge and skills.

### 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 post-secondary 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
  - SOWK 522 Social Work Practice II

**2. Racial/Ethnic Analysis (4 credits)**

- SOWK 341 Comparative Racial/Ethnic Analysis I
- SOWK 542 Comparative Racial/Ethnic Analysis II

**3. Social Policy (6 credits)**

- SOWK 109 Introduction to Social Work
- SOWK 360 Social Welfare History and Policy

**4. Research (6 credits)**

- SOWK 351 Social Research
- SOWK 552 Community Research and Advocacy

**5. Human Behavior in Social Environment (6 credits)**

- SOWK 331 Human Behavior in the Social Environment I
- SOWK 332 Human Behavior in the Social Environment II

**6. Social Work Field Courses (14 credits)**

- Field Practicum
  - SOWK 391 Community Learning Center Practicum
  - SOWK 591 Social Work Senior Practicum
- Field Seminar
  - SOWK 381 Community Learning Center Seminar
  - SOWK 582 Social Work Capstone Seminar

## **Sociology Minor**

---

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 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 minor.

**Introductory (3-4 credits)**

- SOC 101 Introduction to Sociology

**Survey (4 credits, select one)**

- SOC 301 Contemporary Sociology **or**
- SOC 302 Interpersonal and Social Power: A View from Below

**Upper-division Electives in Sociology (12 credits)**

Select 300-level courses in sociology.

Select one of the following two courses:

- SOC 309 Homelessness: Critical Issues for Policy and Practice **or**
- SOC 310 City Life: Space, Places and Community

Students may also take the following courses as upper-division electives for the sociology minor:

- SSCI 311 Research Methods in Social Science **and**
- SSCI 501 Great Ideas: Classics of Social Science

---

**Studio Arts Minor**

Since the beginning of human history, people have had a need to create images and objects. These impulses emerge for different reasons--communication, commerce, an act of devotion, a necessity for utilitarian wares, personal expression, decoration, therapy and so on. Courses offered in studio arts allow students of various skill levels to examine the history of art and craft, sharpen critical thinking skills, and explore the possibilities of the sometimes instinctive and elusive creative process. A minor is offered in studio arts.

**Requirements (20 total credits)****Required Course (4 credits)**

- ARTS 106 Introduction to Drawing

**Electives (16 credits from the following)**

- ARTS 300 Museum and Galleries
- ARTS 302 Exhibition Practices: Group Internship
- ARTS 304 Topics in Fiber
- ARTS 306 Intermediate Drawing
- ARTS 307 Painting
- ARTS 309 Photography: History of a Visual Art Form
- ARTS 414 Advanced Projects in Studio Arts

## Technical Communication Major BA

---

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 user-centered design for digital and print 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.

### 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 (articulation agreements supercede this limit).

#### Prerequisites (6 credits)

- COMM 171 Desktop Computer Design for Communication (2 credits)
- INFS 115 Information Access (2 credits)
- WRIT 301 Introduction to Professional and Technical Writing Careers Â (2 credits)

#### Required Courses (34-35 credits)

- WRIT 271 Technical Writing (3 credits)
- WRIT 350I Writing Internship (1-4 credits)
- WRIT 371 Editing (4 credits)
- WRIT 372 Document and Information Design I Â (4 credits)
- WRIT 373 Writing and Designing for the Web I
- WRIT 461 Writing and Technical Communication Capstone (4 credits)
- MDST 580 Issues in Communication Technology (4 credits)
- MDST 583 Online Education and Training (4 credits)

#### *Choose ONE of the five courses listed below:*

- WRIT 531 Advanced Writing (4 credits)
- WRIT 532 Writing About Place (4 credits)
- WRIT 541 Writing for Publication or Profit (4 credits)
- WRIT 575 Environmental Communication (4 credits)

- WRIT 599 Topics in Technical Communication (4 credits)

All 500 level courses are considered advanced and students should check all prerequisites and for greater success at this level.

## Technical Communication Minor

---

The technologies around us change rapidly and constantly, and the Technical Communication minor teaches students how to communicate about technology to a wide range of audiences, using print and online media. Students pursuing degrees in many areas (such as computer science; natural science; business; or liberal arts) may enhance their marketability due to the applied nature of the minor. Graduates will be able to apply principles of audience analysis to technical communication situations; analyze and create a website that effectively communicates with its audience; and apply technical communication skills to all of their writing.

The goal of the minor is to strengthen students' abilities to write about technology and to use technology to write. You will learn basic principles of editing, document design, web design, and writing about technical topics.

### Required Courses (17 credits)

Up to eight (8) credits may be transferred

- WRIT 271 Technical Writing (3 cr)
- WRIT 301 Introduction to Professional and Technical Writing Careers (2 cr)
- WRIT 371 Editing (4 cr)
- WRIT 372 Information and Document Design I (4 cr)
- WRIT 373 Writing and Designing for the Web I (4 cr)

Transfer courses may be applicable to minor requirements. The university's degree audit system (DARS) will specify transfer courses that are directly equivalent to minor requirements; other transfer courses must be approved by the coordinator of the technical communication minor. For more information, please contact Fred Carpenter at 651-999-5958 or send an email to [techcomm@metrostate.edu](mailto:techcomm@metrostate.edu).

## Technology Management Major BAS

---

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.

### **Required Technical (Core) Courses (26 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 (2credits)
- IT 1210 Materials & Processes - Forming (4 credits)
- IT 1220 Materials & Processes - Separating (4 credits)
- IT 1310 Mechanical Power (2 credits)
- IT 1350 Electronic Technology (4 credits)
- IT 1410 Communication Technology (3 credits)
- IT 1460 Technical Graphics (3 credits)
- IT 2250 Construction Technology (2 credits)
- IT 2370 Automation Technology (3 credits)
- IT 3310 Fluid Power (3 credits)
- IT 4537 Industrial Design (3 credits)

### **Required Professional (Core) Courses (18 credits)**

Taken by all students in the program, offered by Bemidji State University.

- IT 3870 Technical Sales/Presentations (2 credits)
- IT 3880 Human Resource Development (2 credits)
- IT 3890 Material Handling and Plant Layout (2 credits)
- IT 4877 Industrial Maintenance and Safety (3 credits)
- IT 4878 Quality Assurance (3 credits)
- IT 4890 Industrial Organization & Leadership (3 credits)
- IT 4897 Project Management (3 credits)

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 credits)
- IT 3100 Orientation (2 credits)

Twenty-six block credits transfer from the technical college system. Students may earn 17 additional credits as electives depending on previous technical college work.



## Theater Major BA

---

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. ABA 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 (Metro)

### Requirements (35-37 total credits)

#### **Minneapolis Community and Technical College or equivalent two-year college (minimum 12-14 credits)**

- THTR 1104 Introduction to Acting (3 credits) **or**
- THTR 1160 Multicultural Acting (3 credits) **or**
- THTR 2105 Introduction to Acting II (3 credits)
- THTR 2150 Theater History I (3 credits)
- THTR 1145 Stagecraft: Design and Lighting (3 credits)
- THTR 1161-69 Theatre Topics (1-2 credits) **or**
- Any THEA course (2-4 credits MSU)
- THTR 2145 Introduction to Directing (3 credits)

#### **Metropolitan State University (22 credits)**

Metropolitan State University courses are listed in suggested order.

- THEA 321 Directed Readings in Theater
- THEA 345 Acting III\*
- THEA 351 Production/Performance Lab

- THEA 387 Theater History II
- THEA 400 Playwriting I
- THEA 540 Directing and Creating Theater\*

\*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 Production/Performance 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.

## Electives

Theater majors are encouraged to enhance their degree programs by completing elective courses in some of the following areas: Shakespeare, creative writing, screenwriting, studio arts, music, experimental 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

---

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.

The theater minor should be supported by courses in: Shakespeare, creative writing, screenwriting, studio arts, music, experimental intermedia arts, media studies, literature and storytelling.

## Requirements (22 total credits)

Courses are listed in suggested order.

- THEA 321 Directed Readings in Theater
- THEA 331 Voice: Speaking from Experience **or**
- THEA 345 Acting III\*
- THEA 351 Production/Performance Lab
- THEA 387 Theater History II
- THEA 400 Playwriting I
- THEA 540 Directing and Creating Theater\*

\*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 Production/Performance 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**

---

The training and adult development minor focuses on employee/staff training and adult development and examines the training roles and functions within human services organizations. Attention is given to identifying training needs, strategies for meeting those needs, information on adult learning and the overall purpose of employee development and training. Students learn how to develop and design complete training programs and are prepared to work in organizations as trainers, managers or directors.

The training and adult development minor is a 20-credit curriculum option with two main components:

- Three required four-credit courses intended to acquaint students with theoretical and practical components of adult learning and theory, training design and instruction, and the overall purpose of training and adult development;
- Two elective four-credit courses are selected from a series of courses; and
- Students who have not worked in training and adult development are advised to complete a pre-practicum and practicum internship in training and adult development. Students with extensive experience in training and adult development may receive credits through the assessment of prior learning process or take an additional elective course.

### **Requirements (20 Credits)**

#### **Required Core Courses (12 credits)**

- HSTD 394 Staff Training and Adult Development
- HSTD 393 Training Design and Instruction
- HSTD 389 Organizational Development and Change

#### **Elective Courses (4-8 credits from the following)**

Students may select at least two courses from this following list as electives:

- HSA 369 Program Evaluation
- HSER 331 Human Services Group Practicum and Seminar (prerequisite HSER 320)
- HSER 395 Human Services and Diversity
- HSTD 386 Creative Problem-solving Concepts and Methods
- HSTD 390 Conflict Resolution
- HSTD 397 Career Pathing
- HSTD 498 Organization Consulting Approaches and Techniques
- HRM 310 Human Resource Management
- MDST 484 Media in the Corporation
- MDST 583 Online Education and Training
- PSYC 302 Adult Development and Lifelong Learning
- PSYC 327 Psychological Testing

- PSYC 385 Educational Psychology

## **Urban Early Childhood Education (Birth-Grade 3 Licensure) BS**

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 Web site or call 651-999-5920 for more information.

### **Requirements (78 total credits)**

#### **Professional Education (47 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
- EDU 323 Urban Pre-K & Kindergarten Curriculum and Practicum
- EDU 325 Emergent Literacy in Urban ECE
- EDU 330 Teaching Children's Literature Urban Grades K-6
- EDU 331 Physical Development, Health, Nutrition, Effects of Drugs in ECE
- EDU 333 Assessment of Learning in Grades K-6
- EDU 341 The Child and the Family in an Urban Setting
- EDU 361 The Arts in ECE and Elementary Education
- EDU 383 Information Technology in K-12 Education
- EDU 481 Urban Primary Grades 1-3 Curriculum & Practicum
- EDU 483 Foundations of Reading in Urban Grades K-6
- EDU 484 Teaching Children with Disabilities
- EDU 486 Teaching Math and Science in Primary Grades 1-3
- EDU 487 Methods of Teaching Reading in Urban Grades K-6
- LAED 440 Methods of Teaching Language Arts in Urban Grades K-6

#### **Required Psychology Courses (15-16 credits)**

At least 8 credits of the following courses must be taken in order to be admitted to the UTP. Admission to the UTP is not required to enroll in the following courses, and they can be used to meet university GELS requirements

- PSYC 308 Child Psychology
- PSYC 356 Early Childhood Education within a Historical, Social, and Cultural Context **or**
- EDU 430 Historical and Cultural Foundations of Education
- PSYC 357 Observing and Assessing Young Children
- PSYC 359 Positive Behavior Guidance
- PSYC 417 Language and Communication Development in ECE

### **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)
- EDU 485 Student Teaching in Urban Pre-K & Kindergarten Classroom (2-4 credits)
- EDU 490 Student Teaching in Urban Primary Grades 1-3 Classroom (2-4 credits)

## **Urban Secondary Education for Grades 5- 12 Licensure**

---

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 Web site or call 651-999-5920 for more information.

### **Course Requirements for Teaching Licensure (38 credits)**

#### **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 (3 credits)
- EDU 203 Multicultural Education (3 credits)

### **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.

- EDU 300 Assessment of Learning and Teaching in Diverse Urban Classrooms
- EDU 306 Urban Middle School & High School Teaching Methods
- EDU 310 Teaching and Assessing Students with Disabilities
- EDU 311 Urban Teaching Practicum and Seminar
- EDU 383 Information Technology for K-12 Learning and Teaching
- EDU 400 Literacy Education in Urban Schools
- EDU 415 Managing Learning in Diverse Urban Classrooms
- EDU 430 Historical and Cultural Foundations of Urban Education
- EDU 435 Teaching ELL Students in Content Area Classrooms
- EDU 450 Advanced Urban Teaching Practicum and Seminar

### **Content Area Majors for Grades 5-12 Licensure**

In addition to required education courses for licensure (above), teacher candidates must complete required course work in the specific content area they will be licensed to teach. Click the link below corresponding to the content area of interest for major requirements:

- BS in Life Sciences Teaching for students pursuing life sciences with general science licensure;
- BS in English Teaching for students pursuing communication arts and literature licensure;
  - **For English Teaching Major only:**
    - LAED 445 Teaching Writing and Communications in Urban Grades 5-12 **and**
    - LAED 450 Teaching Language Arts in Urban Middle and High Schools
- BS in Mathematics Teaching for students pursuing mathematics licensure; or
- BS in Social Studies Teaching for students pursuing social studies licensure.
  - **For Social Studies Teaching Major only:**
    - SSSED 450 Social Studies Methods for Urban Classrooms grades 5-12

### **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.

### **Student Teaching (8 credits, 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**

- EDU 470 Student Teaching Urban High School

## **Urban Elementary Education (PreKindergarten-Grade 6 Licensure) BS**

---

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 Web site or call 651-999-5920 for more information.

### **Requirements (83 total credits)**

#### **Cluster 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
- EDU 203 Multicultural Education

#### **Cluster 2: Pre-Requisites for Core and Professional Methods Courses (8 credits)**

UTP Admission is not required to take the following courses. However, these courses can be used to partially fulfill university General Education or MN Transfer Curriculum requirements.

- PSYC 308 Child Psychology
- PSYC 357 Observing and Assessing Young Children
- PSYC 359 Positive Behavior Guidance

#### **Cluster 3: Pre-Requisites for Core and Professional Methods Courses (6 courses)**

UTP Admission is not required to take the following courses. However, the following courses are required before taking Cluster 6 Professional Methods Courses Group II. Students should take these subject area courses to partially fulfill university General Education or MN Transfer Curriculum requirements.

### ***Mathematics (2 courses)***

#### ***One of the following:***

- MATH 110 Math for Liberal Arts **or**
- MATH 115 College Algebra **or**
- STATS 201 Statistics I **and**
- MAED 106 Math for Elementary Teachers

### ***Science (2 courses)***

Courses must be from any two sciences such as Astronomy and Biology, Chemistry and Earth Science, Environmental Science and Geology, or Natural History and Physics. Some suggested courses are:

- BIOL 101 Introduction to Life Sciences
- BIOL 111/111L General Biology 1
- CHEM 111/111L General Chemistry 1
- GEOL 110 Introduction to Earth Sciences
- NATH 201 Nature Study
- NATH 203 Plants and Human Affairs
- NATH 204 Environmental Science
- PHYS 110 Introduction to Physics
- PHYS 111 General Physics I - Algebra Based

### ***Social Studies (2 courses)***

One course must be from the following areas: Geography, American Government of U.S. History or World History. Some suggested courses are:

- GEOG 201 Introduction to Geography
- POL 101 Introduction to American Government and Politics
- HIST 101 The American Past: To 1865
- HIST 102 The American Past: From 1865
- HIST 103 World History I: Patterns of Civilization to 1500
- HIST 104 World History II: The Modern World, 1500 to the Present

### **Cluster 4: Core Professional Education Courses Â (24 credits)**

All 300-400 level EDU courses require admission to the Urban Teacher Program or department approval in order to enroll.

- EDU 323 Urban Pre-K and Kindergarten Curriculum and Practicum
- EDU 330 Teaching Children's Literature for Urban Grades K-6



- EDU 331 Physical Development, Health and Nutrition and Effects of Drugs in ECE
- EDU 333 Assessment of Learning in Urban Primary Grades 1-3
- EDU 341 The Child and the Family in the Urban Setting
- EDU 361 The Arts in Early Childhood Education
- EDU 383 Informational Technology for K-12 Education
- EDU 430 Historical and Cultural Foundations of Education

#### **Cluster 5: Professional Methods Courses Group I (16 credits)**

- EDU 345 Integrated Classroom Management Methods in Urban Grades K-6
- EDU 435 Teaching and Assessing English Language Learners
- EDU 481 Urban Primary Grades 1-3 Curriculum and Practicum  
Co-requisite: EDU 311 Urban Teaching Practicum
- EDU 483 Foundations of Reading in Urban Grades K-6
- EDU 484 Teaching and Assessing Young Children with Disabilities

#### **Cluster 6: Professional Methods Courses Group II (17 credits)**

Completion of courses in clusters 3 and 5 are required to take the following courses.

- EDU 487 Methods of Teaching Reading in Urban Grades K-6
- LAED 440 Methods of Teaching Language Arts in Urban Grades K-6
- MAED 440 Teaching Mathematics to Urban Learners in Grades K-8
- SCED 440 Science Curriculum and Differentiated Instruction in Urban Grades K-6
- SSSED 440 Social Studies Curriculum and Differentiated Instruction in Urban Grades K-6

#### **Cluster 7: 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

## **Violence Prevention and Intervention Minor**

---

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.

### **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.

### **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
- HSER 301 Violence: Individual, Community and Global Responses
- HSER 305 Community Violence Prevention Internship

### **Electives (8 credits from the following)**

- HIST 315 Civil Rights Movement in the 1960s
- HIST 341 The Vietnam War
- HIST 335 Soldiers and Society: The Civil War and Reconstruction
- HIST 354 History of the Holocaust
- HSCD 300 Chemical Dependency Concepts
- HSCO 321 Juvenile Delinquency: Prevention and Intervention
- HSCO 325. Institutional Corrections: History and Future Trends
- HSCO 326 Community Corrections
- HSER 302 Advocacy in Violence Prevention
- HSER 351 Crisis Intervention Skills and Strategies
- HSTD 390 Conflict Resolution
- PSYC 304 Battered Women: An Historical and Social Perspective
- PSYC 304T Violence Against Women Theory Seminar
- PSYC 306 Child Abuse
- PSYC 333 Psychology of Victims
- PSYC 333T Victimization Theory Seminar
- PSYC 334 Peace Studies and the Psychology of Peace
- PSYC 341 Violence and the Media: Psychological Effects of Film and Popular Music
- PSYC 363 Community Psychology
- SOC 306 Deviance and Social Control

## 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 offers a number of programs: undergraduate majors in writing and in technical communication, an undergraduate minor in creative writing, and an MS in technical communication.

### Writing Major BA

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 one of two tracks for the writing major: a creative writing track (including fiction, poetry, creative nonfiction and children's writing) or 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, public relations, grant writing, multimedia writing, employee communications, Web content development, community relations, marketing communications, speech writing and other forms of corporate or nonprofit writing and editing.

### Creative Writing Track (37-39 credits, not including prerequisites)

Up to 8 credits of the Writing Major may be taken at the lower division

#### *Prerequisites (2 credits)*

COMM 171 Desktop Computer Design for Communication or equivalent

#### *Required (21-23 credits)*

- INFS 115 Information Access **or**
- INFS 315 Searching Information
- WRIT 251 Introduction to Creative Writing
- WRIT 357 Writers as Readers\*
- WRIT 371 Editing
- WRIT 531 Advanced Writing **or**

- WRIT 532 Writing About Place
- WRIT 481 Advanced Creative Writing\* (capstone)

***Electives (16 credits)***

- WRIT 324 Topics in Writing
- WRIT 352 Writing Memoir and Creative Nonfiction\*
- WRIT 353 Writing Short Fiction\*
- WRIT 354 Writing Poetry\*
- WRIT 355 Writing Children's Literature\*
- WRIT 356 Writing Humor\*
- WRIT 358 1000 Words or Less\*
- WRIT 481 Advanced Creative Writing
- WRIT 531 Advanced Writing
- WRIT 532 Writing About Place
- WRIT 541 Writing for Publication and Profit
- WRIT 583 Writing Major Projects
- WRIT 599 Topics in Technical Communication
- INFS 338 The Craft and Commerce of Book Publishing
- 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)*****Prerequisites (2 credits)***

- COMM 171 Desktop Computer Design for Communication or equivalent

***Required (26 credits)***

- INFS 315 Searching Information
- WRIT 301 Introduction to Professional and Technical Writing
- WRIT 341 Newswriting and Reporting **or**
- WRIT 342 Writing for Magazines
- WRIT 371 Editing
- WRIT 461 Writing and Technical Communication Capstone
- WRIT 531 Advanced Writing **or**
- WRIT 532 Writing About Place
- WRIT 372 Document and Information Design I

***Electives (12 credits)***

- WRIT 261 Business Writing **or**
- WRIT 271 Technical Writing
- WRIT 324 Topics in Writing
- WRIT 350I Writing Internship

- WRIT 373 Writing and Designing for the Web I
- WRIT 541 Writing for Publication and Profit
- WRIT 571 Advanced Editing
- WRIT 575 Environmental Communication
- WRIT 583 Writing Major Projects
- COMM 361 Managerial Communication
- COMM 380 Public Relations Writing
- INFS 338 The Craft and Commerce of Book Publishing
- MKTG 347 Advertising Copywriting
- SCRW 315 Electronic Cinema Production
- Four credits in creative writing, screenwriting, playwriting, literature or linguistics.

## COURSE DESCRIPTIONS

Continue to next page.

# Course Description

☐ denotes courses that are being offered during the current term

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

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

## **ACCT 210**      [Financial Accounting](#)      4

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.

## **ACCT 310**      [Financial Reporting](#)      4

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

**ACCT 320**      [Strategic Management Accounting](#)

4

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

**ACCT 340**      [Accounting Information Systems](#)

4

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 first class meeting.

**ACCT 510**      [Advanced Financial Reporting](#)

4

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](#)      4

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

**ACCT 515**      Financial Statement Analysis      4

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

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

**ACCT 520**      [Advanced Strategic Management Accounting](#)      4

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

*Prerequisite(s):* ACCT 320 Strategic Management Accounting



*Other Information:* Note: From Horngren textbook read Chapter 14 pages 500 - 508 and prepare problems 17, 18, 27, and 28. Also read Chapter 15 pages 540 - 553.

**ACCT 530**      Business Taxation      4

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

*Prerequisite(s):*      ACCT 310 Financial Reporting

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

**ACCT 531**      Individual Tax Planning      4

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

*Prerequisite(s):*      ACCT 530 Business Taxation

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

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

*Prerequisite(s):*      ACCT 510 Advanced Financial Reporting

**ACCT 565**      Current Topics in Accounting      4

An in-depth study of emerging issues and timely topics in financial accounting, management accounting, and/or tax, the course focuses on research, case analysis, class presentations and research papers. The course 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

**ANTH 101**      [Human Origins](#)      3

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.

**ANTH 301**      [Approaches to Cultural Anthropology](#)      4

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](#)      4

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 304**      Anthropology of Religion      4

This course takes a cross-cultural approach to religion in relation to the individual life cycle, social order and relations, and culture change.

Students examine theoretical constructs and methods and their relation to a variety of religious beliefs and practices in the United States and globally.

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

**ANTH 308** Archeology: Explaining the Past 4

Is archeology an adventurous expedition into prehistory, a scientific endeavor or a raiding of the past? How does archeological explanation differ from other explanations of the past? This course examines how an archeological record is created and the assumptions archeologists use to decipher that record. This course is an introductory course to the subdiscipline of archeology, with particular emphasis on native peoples of North America. Students learn how and why archeologists seek meaning in material objects and how they relate those objects to past cultural behavior. An optional visit to a local archeological excavation is scheduled.

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

**ANTH 309** New Neighbors: The U.S. Hmong Community 4

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.

**ANTH 320** [Anthropology in the Global Age](#) 4

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

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

<b>ANTH 321</b>	<b>Cultural Anthropology: Focus on Mexico and Central America</b>	<b>4</b>
-----------------	---	----------

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.

<b>ANTH 325</b>	<b>Women, Development and Social Change</b>	<b>4</b>
-----------------	---	----------

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.

<b>ARTS 106</b>	<b><a href="#">Introduction to Drawing</a></b>	<b>4</b>
-----------------	--	----------

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.

<b>ARTS 200</b>	<b><a href="#">Creating Change through Communication, Writing and the Arts</a></b>	<b>3</b>
-----------------	--	----------

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

thinking, investigation and imagining new solutions to problems. Note: This course meets the GELS Goal IX Civic and Ethical Responsibility.

*Other Information:* Note: This course meets the GELS Goal IX Civic and Ethical Responsibility.

**ARTS 300**      [Museums and Galleries](#)      4

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.

**ARTS 302**      [Exhibition Practices: Group Internship](#)      2

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.

**ARTS 304**      Topics in Fibers

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 surface design.) Note: This course may be taken four times for credit as long as the topic is different.

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

**ARTS 306**      Intermediate Drawing      4

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](#)      4

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 309**      Photography: History of a Visual Artform      4

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

**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.

*Other Information:* Prerequisite: Instructor's consent.

**BIOL 101**      [Introduction to the Life Sciences](#)      4

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 098 Introduction to Mathematical Thinking  
OR  
MATH 099 Developmental Mathematics Using ALEKS OR  
MATH 102 Mathematics of Sustainability or placement at or above College Algebra level on the University's assessment test.

**BIOL 105**      [Human Biology](#)      4

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 098 Introduction to Mathematical Thinking  
OR  
MATH 099 Developmental Mathematics Using ALEKS OR  
MATH 102 Mathematics of Sustainability or placement at or above College Algebra level on the University's assessment test.

**BIOL 106**      [Biology of Women](#)      4

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 098 Introduction to Mathematical Thinking  
OR  
MATH 099 Developmental Mathematics Using ALEKS OR  
MATH 102 Mathematics of Sustainability or placement at or above College Algebra level on the University's assessment test.

**BIOL 111**      [General Biology I](#)      5

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      5

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  
BIOL 111 General Biology I AND  
MATH 120 Precalculus

**BIOL 301**      Genetics      5

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

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

**BIOL 302**      Cell Biology and Histology      5

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**

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

**BIOL 304**      Molecular Biology      5

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

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

**BIOL 310**      Ecology      5

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  
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 120 Precalculus

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

**BIOL 311**      Plant Physiology

5

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  
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 120 Precalculus

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

**BIOL 312**      Evolution

5

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

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

**BIOL 315****Limnology****5**

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

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

**BIOL 318****Spatial Ecology****5**

This course covers spatial patterns and processes in ecology and evolution and the use of geographic information systems (GIS) in natural resource management. Centered on conservation biology and landscape ecology, topics include microevolution, provenance studies and adaptation, animal behavior, invasion biology, community ecology, and biogeography. Students learn how to collect, organize, display, analyze and present digital geographic data using ArcGIS. Lab activities include both field work and computer (GIS) work. Course includes both lecture and lab.

*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

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

**BIOL 320****Ecosystem and Global Ecology****5**

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

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

**BIOL 321**      Comparative Vertebrate Anatomy      5

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

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

**BIOL 322**      [Comparative Animal Physiology](#)      5

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

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

**BIOL 323**      Developmental Biology      5

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

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

**BIOL 325**      Pollution Ecology      3

This course examines the ecology of environmental pollution from a biological, paleolimnological and international perspective. Topics include acidification, eutrophication, metal and organic contamination, soil erosion, species introductions and extirpations, and climate change. Intended for biology 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

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

**BIOL 330**      Biology of Microorganisms      5

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

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

**BIOL 406**      Biology of Cancer      3

Covers the genetic, physiological, and molecular principles underlying the causes and treatments of cancer. It emphasizes the regulatory pathways and their genetic flaws that govern cell proliferation, angiogenesis, malignancy and metastasis. Intended for majors/minors.

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

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

**BIOL 469**      [Seminars in Biology](#)      1

This course takes advantage of the many scientific seminar presentations offered in the Twin Cities Area by educational institutions such as Metropolitan State University and the University of Minnesota and by non-profit organizations such as the Minnesota Native Plant Society and the St. Paul Audubon Society etc. The student chooses ten one-hour seminars to attend. This course can, with instructor permission, be taken more than once for credit.

*Prerequisite(s):* BIOL 112 General Biology II and at least 5 credits of upper division coursework in biology AND  
CHEM 112 General Chemistry II AND  
WRIT 231 Writing II

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

**BIOL 479**      [Special Topics in Biology](#)

This course covers advanced biological topics that vary from semester to semester. Because the content of each section of this course is different, students may take this course more than once for credit.

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

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

**BIOL 489**      [Senior Research in Biology](#)

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

*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

*Other Information:* Note: Instructor's permission required.

**BLAW 310**      [Business Law: UCC and Contracts](#)      4

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.

**BLAW 320**      [Legal Environment of Organizations](#)      4

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

**BLAW 430**      [Marketing and Advertising Law](#)      4

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

**BLAW 9000**      BLAW Policy and Content      0

**CFS 262**      [Computer and Operating Systems Fundamentals I](#)      4

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 instructor's consent

**CFS 264**      [Computer and Operating Systems Fundamentals II](#)      4

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](#)      4

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

**CFS 380**      [Digital Evidence Analysis](#)      4

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 480**      [Introduction to Electronic Discovery](#)      4

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

**Prerequisite(s):** CFS 380 Digital Evidence Analysis

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

<b>CFS 499</b>	Computer Forensics Internship/Capstone	3
----------------	---	---

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  
POL 331 Law and the Legal Process

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

This course is an introduction to concepts, methods and vocabulary of the science of chemistry. Topics include scientific method, the history of chemistry, as well as measurement and problem-solving in chemistry, the nature of matter and energy, atoms, molecules, chemical reactions, chemical bonding, the periodic table, solid, liquids, gases and chemical solutions. This course is designed to serve students preparing for Chem 111 General Chemistry as well as students seeking a general education science course with lab. Includes lab.

**Prerequisite(s):** MATH 098 Introduction to Mathematical Thinking

OR

MATH 099 Developmental Mathematics Using ALEKS OR

MATH 102 Mathematics of Sustainability or placement at or above College Algebra on the university's assessment test.

*Other Information:* Overlap: Chem 151 Chemistry, Society and the Environment; Chem 101 Chemistry for the Non-Scientist (no longer offered)

**CHEM 111**      [General Chemistry I](#)      5

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 111L**      General Chemistry I Laboratory      0

This laboratory course must be taken concurrently with CHEM 111 General Chemistry I. Laboratory activities include the introduction to a variety of physical and chemical techniques used in biology and chemistry laboratories.

**CHEM 112**      [General Chemistry II](#)      5

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

**CHEM 112L**      General Chemistry II Laboratory      0

This laboratory course must be taken concurrently with CHEM 112 General Chemistry II. Laboratory activities include acid-base titrations, oxidation-reduction reactions, inorganic syntheses, elementary spectrophotometry, and explorations of chemical equilibria.

**CHEM 151**      [Chemistry, Society and the](#)      4

Principles of chemistry as they apply to important environmental and societal issues. Energy sources, alternative fuels, radioactivity, global warming, ozone, pollution, acid rain, plastics and polymers, drug development, nutrition and genetic engineering. Includes lab. Fulfills MnTC goals 3 and 10.

*Prerequisite(s):* MATH 098 Introduction to Mathematical Thinking  
OR  
MATH 099 Developmental Mathematics Using ALEKS OR  
MATH 102 Mathematics of Sustainability or  
placement at or above College Algebra level on the  
University's assessment test.

**CHEM 231**Organic Chemistry I

4

Topics include structure and nomenclature, bonding theory, reaction mechanisms, stereochemistry, reaction kinetics and thermodynamics, instrument methods [e.g. NMR, IR, MS] and the syntheses and reactions of various functional groups of organic compounds. Molecular modeling software will assist in visualizing structures and reaction mechanisms, and in the interpretation of various spectra. First of a two semester sequence intended for students majoring in science, and intending to pursue graduate or professional degrees that require organic chemistry.

*Prerequisite(s):* CHEM 112 General Chemistry II AND  
CHEM 112L General Chemistry II Laboratory

*Corequisite(s):* CHEM 231L Organic Chemistry I Lab

**CHEM 231L**Organic Chemistry I Lab

1

This course provides the laboratory experience to accompany Chem 231 Organic Chemistry I. This course introduces the techniques, specialized equipment, instrumental methods and safety procedures common in an organic lab setting. Students get hands-on experience with the instrumentation, equipment, hazardous material procedures, and multi-step methods employed in the synthesis of larger, more complicated organic structures from simpler molecules.

*Prerequisite(s):* CHEM 112 General Chemistry II AND  
CHEM 112L General Chemistry II Laboratory

*Corequisite(s):* CHEM 231 Organic Chemistry I

**CHEM 232**

## Organic Chemistry II

4

**Prerequisite(s):** CHEM 231 Organic Chemistry I

**Prerequisite(s):** CHEM 231 Organic Chemistry I OR  
CHEM 231L Organic Chemistry I Lab

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

24/297

*Prerequisite(s):* CHEM 112 General Chemistry II AND  
MATH 210 Calculus I AND  
MATH 211 Calculus II

*Other Information:* Approved Course  
Overlap: Student cannot receive credit for both  
CHEM 305 Thermodynamics and PHYS 305  
Thermodynamics.

**CHEM 479** Special Topics in Chemistry

This course will include an in depth study of a specific area of chemistry, and may include offerings in forensic chemistry, food chemistry, polymers, thermodynamics, medicinal chemistry, environmental chemistry, or other areas of interest or not represented in regular course offerings within the department.

*Prerequisite(s):* CHEM 112 General Chemistry II AND  
CHEM 112L General Chemistry II Laboratory  
Note: Some topics may have additional  
prerequisites.

**CJS 101** [Introduction to Criminal Justice](#) 3

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.

**CJS 110** [Careers in Criminal Justice](#) 3

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.

**CJS 200** [Literature in Criminal Justice](#) 3

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):* CJS 101 Introduction to Criminal Justice or instructor's consent. AND  
WRIT 131 Writing I

**CJS 210**      [Constitutional Law](#)      3

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 101 Introduction to Criminal Justice AND  
CJS 200 Literature in Criminal Justice or  
instructor's consent.

**CJS 300**      [Corrections](#)      3

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 101 Introduction to Criminal Justice AND  
CJS 200 Literature in Criminal Justice or  
instructor's consent.

**CJS 302**      [Juvenile Justice](#)      3

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 101 Introduction to Criminal Justice AND CJS 200 Literature in Criminal Justice or Instructor's consent.

**CJS 305**                      The Criminal Court System                      3

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

**CJS 310**                      Introduction to Security Management                      3

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.

**CJS 315**                      The Dynamics of Criminal Sexual Assault                      3

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.



**CJS 318**      **Women and Crime**      **3**

This course will be comprised of material on three main topics: women as offenders, women as victims of gendered violence, and women working in the criminal justice system. Women's involvement in criminal activity has been ignored by traditional criminological theories/theorists. This course will examine the frequency and nature of women's involvement along with the more modern theories which we can use to understand these phenomena. Students will also learn about the issues surrounding gendered violence including stalking, domestic violence, and sexual assault. Finally, students will learn about the special issues surrounding women's work in the traditionally male-dominated fields of corrections and law enforcement.

**CJS 320**      [Applied Criminology](#)      **3**

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 101 Introduction to Criminal Justice AND  
CJS 200 Literature in Criminal Justice or  
Instructor's consent.

**CJS 325**      [Inside-Out: Prison Exchange Program](#)      **3**

The "Inside-Out" Prison Exchange Program is an opportunity for a small group of students from Metropolitan State University and a group of residents who are in area correctional facilities to exchange ideas and perceptions about crime and justice, the criminal justice system, corrections and imprisonment. It is a chance for all participants to gain a deeper understanding of the criminal justice system through the marriage of theoretical knowledge and practical experience achieved by weekly meetings extended throughout the semester.

*Prerequisite(s):*      CJS 101 Introduction to Criminal Justice AND  
CJS 200 Literature in Criminal Justice or  
Instructor's consent.

**CJS 333**      [Gangs](#)      **3**

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.

**CJS 335**      **Murder: A Global Perspective**      3

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](#)      3

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](#)      3

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](#)      3

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](#)      3

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.

**CJS 350**      [Citizenship: Community Involvement](#)      3

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 101 Introduction to Criminal Justice AND CJS 200 Literature in Criminal Justice or instructor's consent.

**CJS 354**      [Restorative Justice](#)      3

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

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

**CJS 356**      Urban Violence      3

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.

**CJS 360**      [Diversity Issues in Criminal Justice](#)      3

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 101 Introduction to Criminal Justice AND  
CJS 200 Literature in Criminal Justice or  
instructor's consent.

**CJS 365**      [Criminal Justice and the Media](#)      3

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](#)      3

This course will provide the student with a general overview and a better understanding of the wide range of disciplines found within the forensic sciences. Fundamental topics such as forensic anthropology, forensic entomology, forensic pathology, and forensic accounting will be discussed. In addition 'traditionally' recognized topics in forensic science such as DNA, Trace Evidence, Impression Evidence, Drugs, and Questioned Documents will be covered. The course instructor will utilize multi-media in a lecture format, utilizing case-studies, video supplements and expert guest speakers.

**CJS 370**      [Probation and Parole](#)      3

This course examines both probation and parole and how each field plays an integral part in the criminal justice system. Students are given an historical background of probation, become familiar with present day policies and procedures and are introduced to treatment philosophies and

future trends. Throughout the course, students also supervise a mock caseload of probationers and parolees.

**CJS 375**                      [Criminal Justice Ethics](#)                      3

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 101 Introduction to Criminal Justice AND  
CJS 200 Literature in Criminal Justice or  
instructor's consent.

**CJS 377**                      [Criminal Justice Practicum](#)

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**                      [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.

**CJS 387**                      White Collar Crime                      3

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.

**CJS 388**                      [Crime Analysis](#)                      3

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

knowledge and skills associated with the different functions of a crime analyst.

*Prerequisite(s):* CJS 101 Introduction to Criminal Justice AND  
CJS 200 Literature in Criminal Justice or  
Instructor's consent.

**CJS 483**      [Research Seminar in Criminal Justice](#)      3

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 101 Introduction to Criminal Justice AND  
CJS 200 Literature in Criminal Justice

**CJS 490**      [Criminal Justice Capstone](#)      4

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.

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

**CM 002**      Online COM Program Information Meeting      0

The Program Information Meeting is designed to test your knowledge after reviewing the (COM) Undergraduate Academic Advising Online website <http://www.metrostate.edu/com/advising/index.html>. The purpose of the PIM quiz is to give you feedback, and guide you through the policies and procedures at Metropolitan State University. The COM PIM consists of 24 questions randomly selected from a larger question bank. Questions vary in format, including multiple choice, matching, true and false. Correctly answering 80%, or 40 out of 50 points, is passing. You may re-take the quiz until you pass it.

**CM 003**      Business Online Orientation      0

**COMM 010**      [Communication, Writing and the Arts Internship Group Meetings](#)      0

Students interested in completing an internship experience should simultaneously enroll in this workshop. The goal of this workshop is to help students gain the most from their internship by analyzing their experiences as interns and sharing those experiences with other students. The groups meet twice each semester. See the Class Schedule for more information. Corequisites: ARTS 350I Arts Individual Internship or COMM 350I Communication Individual Internship or IMDA 350I Intermedia Arts Individual Internship or INFS 350I Information Studies Individual Internship or MDST 350I Media Studies Individual Internship or MUSC 350I Music Individual Internship or SCRW 350I Screenwriting Individual Internship or THEA 350I Theater Individual Internship or WRIT 350I Writing Individual Internship. Grading is Pass/No Credit.

*Other Information:*    Corequisite: A College of Arts and Sciences/professional communication internship.

**COMM 103**      [Public Speaking](#)      3

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.

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

**COMM 103P**      [Public Speaking Proficiency Test](#)      3

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

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



**COMM 171**      [Desktop Computer Designing for Communication](#)      2

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

**COMM 200**      [Creating Change through Communication, Writing and the Arts](#)      3

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

**COMM 231**      [Introduction to Interpersonal Communication](#)      3

Students learn the characteristics and process of interpersonal communication including perception, speech and language, nonverbal behaviors, listening and feedback, conflict and conflict resolution, the ethics of interpersonal communication, relationship development and maintenance. The ability to recognize cultural similarities and differences is emphasized, as is the ability to recognize one's own communicative biases and behaviors. Evaluation is based, in part, on the ability to recognize characteristics of interpersonal communication and apply verbal and nonverbal interpersonal strategies in a wide variety of social and work situations. Overlap: Comm 232 Interpersonal Communication Theory Seminar.

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

**COMM 231T**      Interpersonal Communication Theory Seminar      3

This seminar is open to students who have studied interpersonal communication concepts and skills and have made a conscious effort to



apply those concepts and skills to their communication settings and environments. This learning might result from developmental seminars in the business world, from a counseling setting or from pursuing independent study of interpersonal communications. The seminar focuses on theoretical perspectives of interpersonal communication including perception, verbal message construction, nonverbal message construction, language attributes, feedback, listening and conflict resolution. It includes lectures, discussion, analysis of interpersonal communication and simulations. This theory seminar is evaluated satisfactory/nonsatisfactory only. No other letter grade is assigned. Overlap: COMM 231 Interpersonal Communication and Comm 331 Interpersonal Communication for the Helping Professions.

*Other Information:* Overlap: COMM 231 Interpersonal Communication and Comm 331 Interpersonal Communication for the Helping Professions.

**COMM 233**      [Introduction to Intercultural Communication](#)      3

This introductory course explores definitions of intercultural communication, traditional spheres of influence that shapes intercultural encounters globally and locally, and skills that can assist students to improve intercultural communication. Students experience intercultural communication situations and episodes in class and in the community. Skill building for interculturally sensitive communication in a variety of settings including work, family, and daily encounters are discussed and analyzed. Current events involving the Twin Cities and greater Minnesota are explored for students' responses and recommendations for improved communication strategies.

**COMM 301**      [Connections: Introduction to Communication Studies](#)      2

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.

**COMM 320**      [Individual Rights and Public Discourse](#)      4

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.

*Other Information:* Note: COMM 320 is required for all public relation majors.

**COMM 321**      [Gender, Sport and Communication in the U.S.](#)      4

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.

*Other Information:* Note: This course fulfills GELS Goal I.

**COMM 331**      [Intermediate Interpersonal Communication](#)      4

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 232 Interpersonal Communication Theory Seminar.

**COMM 332**      [Negotiation And Mediation Skills](#)      4

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.

**COMM 333**      [Intermediate Intercultural Communication](#)      4

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.

**COMM 341**      [Family Communication](#)      4

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.

**COMM 341T**      Family Communication Theory Seminar      4

This seminar is open to students who have studied family communication concepts and skills and have made a conscious effort to apply those concepts and skills to communication settings and environments that address multiple families. This learning might result from family-related professions or family-intense volunteer experiences or independent study. The seminar focuses on such topics as family development, power, conflict and decision making, and stress and communication within the family. Evaluation includes analysis of family communication. This theory seminar is evaluated satisfactory/nonsatisfactory only. No other letter grade is assigned. Overlap: COMM 341 Family Communication.

*Other Information:*    Overlap: COMM 341 Family Communication.

**COMM 351**      [Communication in Work Groups](#)      4

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.

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

**COMM 351T**      Communication in Work Groups  
Theory Seminar      4

This seminar is designed for sophisticated communication students who have significant prior learning in group communication. The seminar is a condensed and abbreviated version of the course of the same name. After a review of the subject, the seminar focuses on group theory of project teams, task and relational issues in groups, and group communication skills. Most of the seminar time is spent on actual group analysis. It is assumed students are currently engaged in one or more work or project teams. This theory seminar requires a diagnostic evaluation for entrance, and is evaluated satisfactory/nonsatisfactory only. No other letter grade is assigned.

**COMM 352**      [Organizational Communication](#)      4

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.

**COMM 361**      [Managerial Communication](#)      4

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.

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

**COMM 361T**      Managerial Communication Theory      4  
Seminar

This seminar is open to students who have experience managing people, interviewing, drafting written materials, and delivering oral and written reports in their roles as managers of profit or nonprofit institutions or volunteer organizations. The seminar focuses on the theoretical perspective of communication as a dynamic process involving both verbal and nonverbal elements. Using their experiences in directing others' behavior toward an institutional goal, participants respond to reading, lectures and student presentations on topics such as conflict, style, ethics and diversity issues. This theory seminar requires a diagnostic evaluation for entrance and is evaluated satisfactory/nonsatisfactory only. No other letter grade is assigned. Overlap: COMM 361 Managerial Communication.

*Other Information:* Overlap: COMM 361 Managerial Communication.

**COMM 380**      Public Relations Writing      4

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.

*Other Information:* Note: COMM 380 required for all public relations majors.

**COMM 381**      Public Relations Principles      4

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.

*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 381T** Public Relations Theory Seminar 4

This seminar is for people who have experience with public relations concepts and processes. The experience may come from professional experience or independent study. The seminar addresses elements of the public relations process: research and planning, setting objectives, developing strategies, implementing programs and evaluating results. Overlap: COMM 381 Public Relations Principles.

*Other Information:* Overlap: COMM 381 Public Relations Principles.

**COMM 383**      **Employee Communication**      2

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.

**COMM 385**      **Media Relations**      **4**

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

**COMM 431**      Advanced Interpersonal Communication                  4

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.

<b>COMM 433</b>	<b>Advanced Intercultural Communication</b>	<b>4</b>
-----------------	---	----------

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.

<b>COMM 452</b>	<b><u><a href="#">Advanced Organizational Communication</a></u></b>	<b>4</b>
-----------------	---	----------

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.

<b>COMM 481</b>	<b><u><a href="#">Advanced Public Relations</a></u></b>	<b>2</b>
-----------------	---	----------

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

<b>COMM 482</b>	<b><u><a href="#">Applied Communication Research Capstone</a></u></b>	<b>4</b>
-----------------	---	----------

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):* COMM 385 Media Relations AND  
COMM 452 Advanced Organizational  
Communication

*Other Information:* Pre-requisite: Students must complete COMM 385 or COMM 452 prior to taking this course. Note: Consult with your Professional Communication major Advisor prior to registration.

**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.

**DENH 310** [Collaborative and Advanced Dental Hygiene Practice](#) 4

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.

*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 Healthcare Delivery 3

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.



*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

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.

**DENH 340** Educational Concepts in Dental Hygiene 3

This course is designed to introduce the student to educational methodologies for effective instruction in dental hygiene education. Topics include teaching/learning styles, instructional methods/strategies, use of instructional objectives, classroom assessment techniques, and evaluation in dental hygiene educational settings.

*Other Information:* Prerequisite: Acceptance to the BSDH or Post-Baccalaureate Certificate program.

**DENH 410** [Evidence-Based Dental Hygiene Practice](#) 3

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.

*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 Theory and Lab](#) 3

This course focuses on the principles, handling characteristics, placement,

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

*Other Information:* Approved Course  
Prerequisites: Acceptance into the Baccalaureate Degree Completion Program (BSDH) or Post-Baccalaureate Certificate Dental Hygiene Program.

### **DENH 430P** Dental Hygiene Capstone

This capstone course is designed to provide students an opportunity to apply into practice the knowledge and principles learned in the dental hygiene courses within the Bachelor of Science degree completion program or enhance a bachelor degree. This course provides students with the opportunity to develop the expanding role of the collaborative and advanced dental hygienist in a community health setting. Students will experience use of portable, mobile and teledentistry equipment options for delivery of dental services. A learning contract will be developed, implemented, and evaluated by the student and course instructor.

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

### **DENH 440** Restorative Functions Clinic 1

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

*Prerequisite(s):* DENH 420 Restorative Functions Theory and Lab

### **DENH 499** [Special Topics in Dental Hygiene](#)

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

### **DSCI 420** [Project Management](#) 4

This course focuses on developing the skills needed to become a successful project manager and project team member. Topics covered include all aspects of project management from project initiation issues and project planning to scheduling, 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 4

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](#) 4

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](#) 4

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.

**DSCI 532** Introduction to Management Science 4

This independent study introduces applications of scientific approaches to management problems to help managers make better decisions. Students learn, with a minimum of mathematics, how to formulate decision problems, how to solve them using management science concepts, and how to apply the solutions obtained. Topics include multiple criteria decision making, decision analysis, game theory, linear programming and optimization techniques, forecasting methods, and simulation.

*Prerequisite(s):* MATH 210 Calculus I AND  
STAT 201 Statistics I or equivalent with  
instructor's consent.

**DSCI 535** Advanced Topics in Operations Management 4

This course is designed to introduce students to advanced topics in operations management, project management, and managerial decision making and problem solving methods. Prerequisite: Senior standing.

*Other Information:* Prerequisite: Senior standing.

**DSCI 9028** Online PMP/CAPM Preparation Workshop

12 week module online to prepare Project Management Professional candidates to take and pass the PMP and CAPM exams.

**ECON 201**      [Macroeconomics](#)      3

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

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.

**ECON 311**      [Economics of the Environment](#)      4

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      4

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](#)      4

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](#)      4

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      4

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](#)      4

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      4

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](#)      4

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](#)      4

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.

**ECON 497**      Economic Research and Forecasting      4

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

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

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

**EDU 123**      [Exploring Urban Education](#)      1

This elective course is intended to help students decide whether or not to pursue a career in urban teaching. Students will experience urban classrooms, schools, and community settings, and will meet with teachers and other personnel involved with urban youth. Introductory information about the Urban Teacher Program (UTP) will be presented, along with opportunities to meet some UTP faculty and staff. Course activities include visits to urban schools, discussions, and reflections. There are no pre-requisites for this class.

*Other Information:*      Note: This is an elective course. It does not satisfy any degree, licensure, or GELS requirements. Class will meet 3 times in urban schools TBD after the first class session.

**EDU 150**      Preparing for the MTLE Basic Skills Test

This elective course prepares prospective teachers to take the Minnesota Teacher Licensure Examinations (MTLE) Basic Skills Test that is required for initial state teaching licensure. The course includes written and computerized applications as methods of instruction. Students will have opportunities to practice essential skills in preparation for successfully passing the MTLE Basic Skills Test that assesses reading, writing, and mathematical competence. Each class session will be held in a computer lab with individual computers provided for each student. There are no pre-requisites for this course, and it does not meet any program



requirements.

**EDU 200**      [Introduction to Urban Education and Reflective Teaching](#)      3

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

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

**EDU 202**      Effects of Drugs on Learning      2

This course provides prospective teachers with an overview of the licit and illicit drugs used by children and adolescents. The course develops awareness of what teachers should know about commonly prescribed medications intended to help students remain in the instructional setting and be productive learners. The course also emphasizes awareness of child and adolescent drug abuse and addiction, along with responsibilities and strategies for intervention on behalf of students' wellness.

*Other Information:*    Note: this course is a recommended elective for students interested in teaching in middle schools or high schools. It is no longer required for admission to the Urban Teacher Program.

**EDU 203**      [Multicultural Education](#)      3

This course introduces prospective urban teacher candidates to core concepts and approaches of multicultural education including issues related to student, family and community diversity based on race,

culture, language, class, gender, sexual orientation and disability. Issues of oppression, privilege and equity in relation to schools and society are also addressed as students use their life experiences as a multicultural reference point to begin to understand the life experiences of the diverse students who attend urban public schools. Emphasis is placed on demonstrating the multicultural competence required of all successful teachers working with diverse urban youth. Clinical field experience hours are part of the course requirements.

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

<b>EDU 204</b>	Urban Field Experience and Seminar	1
----------------	------------------------------------	---

This elective practicum is designed to give prospective applicants to the Urban Teacher Program the opportunity to document and reflect upon at least 40 hours working with diverse youth in urban settings in order to partially fulfill program admission requirements. Such field experience could include, but is not limited to, classroom observation and assistance, after school tutoring, volunteering with a community organization, and after school or summer youth programs. Periodic seminars and journaling help prospective urban teacher candidates reflect upon their field experiences, and prepare for the program admission process.

*Other Information:* Note: Department approval required to register. Contact the Urban Teacher Program field coordinator at [utp-field@lists.metrostate.edu](mailto:utp-field@lists.metrostate.edu). Clinical field experience (5-10 hours) is part of the requirements for this course.

<b>EDU 300</b>	<a href="#"><u>Assessment of Learning and Teaching in Urban Grades 5-12</u></a>	3
----------------	---	---

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.

<b>EDU 306</b>	<u><a href="#">Urban Middle School and High School Methods</a></u>	4
----------------	--	---

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.

<b>EDU 310</b>	<u><a href="#">Teaching and Assessing Students with Disabilities in Urban 5-12 Classrooms</a></u>	3
----------------	---	---

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 320**      Urban Teaching Seminar for Infants and Toddlers      1

This practicum is for transfer students who did not fully complete the requirements of EDU 321 for experience with diverse infants and toddlers in an urban setting. Department approval required.

*Other Information:*    Note: Department approval required to register.

**EDU 321**      [Urban Infant-Toddler Curriculum and Practicum](#)      4

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 and Kindergarten Curriculum and Practicum](#)      4

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 Urban Early Childhood Education 2

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 330** Teaching Children's Literature for Urban Grades K-6 3

The primary focus is the development of an appreciation for children's literature through immersion into a variety of authors, illustrators, and genres. Students will read, discuss, and evaluate a wide array outstanding children's literature. Students will explore writing styles and techniques, and their enhance understanding and enjoyment of children's literature. Session topics will focus on student motivation, classroom organization, and teaching with children's literature. Central to all topics is the use /inclusion of literature that is multicultural/multiethnic.

**EDU 331** [Physical Development, Health, Nutrition and Effects of Drugs in ECE](#) 3

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 Urban Grades K-6](#) 2

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.

<b>EDU 333</b>	Assessment of Learning in Urban Grades K-6	3
----------------	---	---

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

*Prerequisite(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.

<b>EDU 341</b>	The Child and the Family in an Urban Setting	3
----------------	---	---

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](#)      3

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

*Prerequisite(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 and Elementary Education      3

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 for K-12  
Education](#)      2

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 (e-mail, word processing, Internet navigation) and activated NetDirect e-mail account with the university.

**EDU 400**      [Literacy Education in Urban Schools](#)      3

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 5-12 Classrooms](#)      3

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](#)      3

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 ELL Students in Urban K-12 Classrooms      3

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      3

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.

**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.

**EDU 451**      [Immigrants and Refugees in Urban  
Schools](#)      2

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

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

**EDU 452** Theories and Methods of Language Learning 3

This course starts with the fundamentals of the first and second language acquisition, and differences between child, adolescent, and adult language acquisition. Students will learn and demonstrate strategies to develop skills in listening, speaking, reading, and writing across the K-12 curriculum. Other topics are: differences between literacy development in the first language and the second language and implications for teaching English learners; and communication techniques that enhance student learning. Students will become familiar with a variety of methods, approaches, techniques, and programs; and will investigate issues related to the full inclusion of English learners in the school setting; and that both language learning and subject matter learning are essential to student success. The teaching of reading and writing across the curriculum will be emphasized, as well as the use of technology. Urban field experience in grades K-12 is part of the course requirements.

*Prerequisite(s):* EDU 200 Introduction to Urban Education and Reflective Teaching AND  
EDU 203 Multicultural Education OR  
LING 316 The Nature of Language or by  
departmental approval.

**EDU 460** [Student Teaching in the Urban Middle School \(grades 5-8\)](#) 8

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 in the Urban High School (grades 9-12)**

8

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.

**EDU 475****Student Teaching in the Urban Infant-Toddler Classroom**

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 481****Urban Primary Grades 1-3 Curriculum and Practicum**

4

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 and Language Arts](#)      4

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.

*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 483**      [Foundations of Reading in Urban Grades K-6](#)      3

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



reading and other literacy practice.

<b>EDU 484</b>	Teaching and Assessing Young Children with Disabilities	3
----------------	--	---

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.

<b>EDU 485</b>	<u><a href="#">Student Teaching in the Urban PreK-Kindergarten Classroom</a></u>
----------------	--

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 486**      [Teaching Math and Science In Urban Grades 1-3](#)      4

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

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

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

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

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

**EDU 490**      [Student Teaching in the Urban Primary Grades 1-3](#)

Supervised student teaching with children in urban primary grades (1-3) classrooms for required for teacher candidates seeking early childhood licensure (Birth-Grade 3). Placement is for a minimum of three full-time weeks (2 credits) in combination with other student teaching placements to a maximum of fifteen full-time weeks (9 credits) in a single placement

depending on the teacher candidate's Individualized Student Teaching Plan that is developed with and approved by the teacher candidate's advisor and the Field Experience Coordinator. Weekly reflections, periodic seminars with other student teachers, and the development of a standards-based portfolio are also required.

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

**EDU 495**      [Student Teaching in the Urban Elementary School K-6](#)      8

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.

**EDU 499**      Special Topics in Education

This course presents topics of interest for undergraduate students in the Urban Teacher Program. 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. Depending on the topic offered, this class may count as a major requirement course; otherwise, it is considered an elective.

**ENTR 352**      Technology Management for  
Entrepreneurs      2

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

*Other Information:*    Approved Course

**ENTR 353**      [Finance for Entrepreneurs](#)      2

This course blends financial theory and current industry trends and practices to instruct students on various aspects of financing an entrepreneurial venture. Major topics include attracting seed and growth capital from sources such as venture capital, investment banking, government, and commercial banks. Among the issues discussed are valuing a company, going public, selling out, acquisitions, bankruptcy. Course format includes: case analysis, writing a financial plan, and readings. Prerequisites: ACCT 210 Financial Accounting and its prerequisites. Note: Students must have writing skills at an intermediate level or higher. This course is appropriate for students at a junior level or above who have an existing business or are interested in starting their own business.

*Prerequisite(s):*      ACCT 210 Financial Accounting

**ENTR 354**      Entrepreneurship and Law      2

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

*Other Information:*    Note: Students must have writing skills at an intermediate level or higher. This course is appropriate for students at a junior level or above who have an existing business or are interested in starting their own business. Major elective for Business Administration and Management majors.

**ENTR 355**      [Entrepreneurship and Marketing](#)      2

This course focuses on the unique marketing challenges faced by startup businesses and emerging businesses. Through case studies, active participation and guest speakers, students will learn skills for planning, utilizing creativity and innovation to counter large budgets, and building experience and reputation. The course is based upon an identified business opportunity and addresses strategic planning, marketing research and guerrilla marketing tactics.

**ENTR 356**      Writing a Marketing Plan      2

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

**ENTR 490**      [Challenges and Choices in Small Business and Entrepreneurship](#)      4

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):*      FIN 390 Principles of Finance AND  
MGMT 310 Management Principles and Practices  
AND  
MKTG 300 Marketing Principles

*Other Information:*      Note: Course is a requirement for the  
Entrepreneurship Minor and a major elective for  
Business Administration, Management, and  
Marketing majors.

**ENTR 492**      Entrepreneurship in Practice      4

This course combines theory with practice to offer students opportunities to understand the dynamics of being a business owner through personal and professional development. The course culminates with the preparation of a business plan. Course includes live case studies with local businesses followed by each owners visit to class. Lab work is structured to enhance personal and professional skills and includes a personal online mentor. This course is designed for students wondering if they should

start a business and the personal and professional requirements needed. A personal entrepreneurship strategy is also part of the course outcome. Note: Students must have writing skills at the intermediate level or higher.

*Prerequisite(s):* ACCT 210 Financial Accounting AND MKTG 300 Marketing Principles or instructor's permission.

*Other Information:* Note: Students must have writing skills at the intermediate level or higher.

**ENTR 592**      Entrepreneurship in Practice      4

This course combines theory with practice to offer students opportunities to understand the dynamics of being a business owner through personal and professional development. The course culminates with the preparation of a business plan. Course includes live case studies with local businesses followed by each owners visit to class. Lab work is structured to enhance personal and professional skills and includes a personal online mentor. This course is designed for students wondering if they should start a business and the personal and professional requirements needed. A personal entrepreneurship strategy is also part of the course outcome.

*Prerequisite(s):* MKTG 300 Marketing Principles or instructor's permission.

*Other Information:* Pending  
Approved Course  
Note: Students must have writing skills at the intermediate level or higher.

**ETHS 100**      [Introduction to Ethnic Studies](#)      4

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.

**ETHS 200**      [Theories of Race, Ethnicity and Culture](#)      4

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.

**ETHS 232**      [American Indians in Minnesota](#)      2

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.

**ETHS 244**      [African Americans in Minnesota](#)      2

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

**ETHS 250**      [Social and Cultural Ecologies of Latinos in the United States](#)      4

This class introduces students to socio]historical, cultural, and political issues and debates concerning Latinas and Latinos in the United States, including but not limited to immigration, language, education, public policy, popular culture, and cultural politics.

**ETHS 252**      Chicanos/Latinos in Minnesota      2

This course studies the history and experience of Chicanos and Latinos in Minnesota, including the origins of the Chicano/Latino community, social and political histories, and contemporary issues affecting Chicanos and Latinos in Minnesota. Focuses include immigration to the state, agricultural and urban labor and settlement patterns, contemporary immigrations streams, and community organizations developed to assist Latinas/os.

**ETHS 262**      Asian Americans in Minnesota      2

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

**ETHS 302**      [Immigration and the New World](#)      4

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.

**ETHS 303**      Politics of Resistance and Protest  
Movements      4

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.

**ETHS 304**      Environmental Justice and Public  
Policy      4

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.

**ETHS 305**      Major Issues in U.S. Race Relations      4

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.

**ETHS 306**      [Politics of Mixed Racial Identity](#)      4

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.



**ETHS 309**      [Race and Public Policy](#)      4

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

*Other Information:*    Overlap: POL 309 Race and Public Policy

**ETHS 311**      [Understanding Racial and Ethnic Groups in the United States](#)      4

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.

**ETHS 315**      Color of Incarceration      4

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?

**ETHS 316**      Race and Religion      4

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

**ETHS 331**      American Indian History      4

This course examines American Indian history from the Indian and mainstream cultures' viewpoints. It briefly addresses pre-contact time

and topics in the seventeenth through nineteenth centuries. Topics include family life, political/economical issues, food production/economy, religion/language, legends/storytelling and the arts, as well as other topics of student interest. Students incorporate community-based experience into their course work. (Also listed as Hist 310 American Indian History.)

**ETHS 332**      [Topics in Contemporary Native North America](#)      4

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.

**ETHS 334**      American Indian Spirituality      4

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.

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

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

**ETHS 336**      American Indian Literature      4

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.)

**ETHS 341** African American History 4

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. (Also listed as EthS 341 African American History.)

*Other Information:* Overlap: HIST 311 African American History

**ETHS 342** Contemporary Issues in Black Studies 4

Using contemporary Black Studies paradigms and theoretical schemata, this course will not only examine contemporary issues facing the Black community in a engaged historical and political economic context--making relevant connections to the contemporary phenomena and its subsequent articulation in the 21st century--but will also traverse a range of contentious views regarding root causes of, possible solutions for, and persistent dialectics within Black communities. this trinity of approaches will offer assistance as we acquire and increase our understanding regarding local (and global) transatlantic-Black communities.

**ETHS 343** Civil Rights Movement in the 1960s 4

The Civil Rights revolution of the 1960s represents the culmination of decades of efforts, 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, 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. Assignments include library research. (Also listed as Hist 315 Civil Rights Movement in the 1960s.)

**ETHS 344** African-American Literature 4

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.)

*Other Information:* Overlap: HIST 311 African American Literature.

**ETHS 352****Latina/o Cultural Politics****4**

This course studies the cultural politics of US Latino identity formation through an examination of the English-language literary, filmic, and artistic production of Latinos in the United States, with variable topical focuses on the role of education, coming of age narratives, migration and melancholy, Diaspora and the border, the function of memory, assimilation, and gender and sexuality.

**ETHS 354****Chicana/o Gender and Sexuality****4**

This course studies concepts of gender and sexuality in Mexican America, specifically the formation of gender identity of Mexican American men and women as it is informed by different political and social histories, and how these gender identities relate to sexuality (heterosexual, lesbian, and gay). Particular foci of the course are La Chicana (the Mexican American woman), machismo and marianismo, the Mexican American family, Chicana feminist thought, and contemporary Chicana/o lesbian and gay expressions of identity. The course approaches its topics through an interdisciplinary framework using scholarship, memoir, manifesto, and popular culture.

**ETHS 361****History of Asian Americans****4**

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.

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

**ETHS 363****Asian American Women: Myths and Realities****4**

This course examines myths and ideological teachings concerning Asian American women, and how these shape their experiences in the United States. Analyses of myths about Asian American women as obedient, submissive, and as sexual objects will be explored. Scholarly writings that present knowledge and critical understanding of these women's experiences and their issues will be part of course readings and discussions.

**ETHS 370****Black Intellectual Thought****4**

This course will foreground Black intellectual thought spanning from the

18th century through the 21st century. It charts a genealogy of Black Intellectual thought (and the purveyors of this thought) as a necessarily political response to America's racist social, political, and economic regimes. It considers the extent to which thinkers articulate political, aesthetic and socioeconomic agendas and their possible collaboration with or response to critical events (historically and contemporarily) as well as strategies employed and promoted concerning citizenship, political enfranchisement, intellectual development, notions of Black identity, religious, capitalist and intellectual formations, Pan-Africanism, popular culture and so forth. this course will consider "Black Intellectual Thought" as a force always engaged with various modes of power and knowledge production.

*Other Information:* Approved Course  
 Course Pending Approval  
 Noter: Students are recommended to have completed, Ethnic Studies 200: Theories of Race, Ethnicity, and Culture and Ethnic Studies 341: African-American History.

### **ETHS 380** Special Topics in Ethnic Studies

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.

### **ETHS 400** [Applied Research for Social Change](#) 4

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.

### **ETHS 499** Ethnic Studies Capstone 4

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.

### **ETHS 499T** Ethnic Studies Capstone Theory Seminar 4

This course is designed to engage ethnic studies majors in a final

integrative experience in regularly scheduled seminars. Students explore major issues surrounding race, ethnicity and culture while completing a senior research project.

**FC 001**                      First College Individualized Degree  
Program Information Meeting                      0

Students new to Metropolitan State University who are interested in learning more about planning individualized degrees through the First College are asked to attend the last hour of any New Student Orientation listed in the Class Schedule, or to call the First College Advising Center and request the general information packet.

**FC 399**                      First College Topics:

The topics covered in the different sections of this course vary from semester to semester. Students should consult the Class Schedule for the subject area each semester.

**FIN 390**                      [Principles of Finance](#)                      4

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

**FIN 392**                      [Corporate Finance](#)                      4

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

*Corequisite(s):*              FIN 550 International Finance

**FIN 497**                      Options, Futures, and Other  
Derivatives                      4

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

*Prerequisite(s):* FIN 392 Corporate Finance

**FIN 511**      [Investments and Portfolio Analysis](#)      4

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.

**FIN 550**      [International Finance](#)      4

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.

*Corequisite(s):* FIN 392 Corporate Finance

*Other Information:* Overlap: IBUS 550 International Financial Management.

**FIN 595**      [Advanced Corporate Finance](#)      4

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

**GEOG 201**      [Introduction to Geography](#)      3

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.

**GEOL 110**      [Introduction to Earth Sciences](#)      4

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 099 Developmental Mathematics Using ALEKS OR  
MATH 102 Mathematics of Sustainability OR  
MATH 098 Introduction to Mathematical Thinking

**GEOL 112**      Evolution of the Earth      4

This course introduces and develops major concepts in our understanding of earth's history - geologic time, global atmospheric evolution and climate change, plate tectonics, evolution of life, and the causes of major extinctions. Readings, presentations, and laboratory activities will emphasize the scientific nature of evidence for ancient earth history.

*Prerequisite(s):*      MATH 098 Introduction to Mathematical Thinking OR  
MATH 099 Developmental Mathematics Using ALEKS OR  
MATH 102 Mathematics of Sustainability or placement at or above the College Algebra level on the University's placement exam.

**GEOL 118**      [Environmental Geology](#)      4

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



energy resources, and pollution and remediation of water and air quality.

*Prerequisite(s):* MATH 098 Introduction to Mathematical Thinking  
OR  
MATH 099 Developmental Mathematics Using ALEKS OR  
MATH 102 Mathematics of Sustainability or  
placement at or above College Algebra level on the  
University's assessment test. In addition,  
proficiency in using the internet is a requirement  
for this class.

**GEOL 314** Earth Surface Processes 5

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

*Prerequisite(s):* GEOL 110 Introduction to Earth Sciences AND  
GEOL 118 Environmental Geology AND  
MATH 110 Math for Liberal Arts AND  
MATH 115 College Algebra AND  
MATH 120 Precalculus AND  
NSCI 204 Environmental Science

**GNDR 201** [Introduction to Gender and Women's Studies](#) 4

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

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

**GNDR 220**      [Introductory Topics in Gender Studies](#)

This course explores, at an introductory level, contemporary and historical issues not represented in regularly scheduled courses in the Gender Studies program or in other departments.

**GNDR 270**      [Gender, Race and Popular Culture](#)      3

What is a stereotype? How are stereotypes created and maintained? Do mass media promote stereotypical images of certain social groups? Students answer such questions by evaluating popular conceptions of race and gender. This introductory humanities course stimulates critical thinking through an analysis of the representations of women and minority groups in television, film, newspapers and magazines.

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

**GNDR 300**      Topics in Gender Studies:

This course explores contemporary and historical issues not represented in regularly scheduled courses in the Gender Studies program or in other departments.

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

**GNDR 345**      Global Perspectives on Gender      4

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

*Prerequisite(s):* WRIT 131 Writing I or equivalent, or have

**GNDR 365**      The Cultural Politics of GLBT  
Sexuality      4

This course studies the socio-cultural, political, and conceptual bases of contemporary identity formation in gay, lesbian, transgender and bisexual communities. Variable topics of study, focused primarily on the United States, examine the development of communal and political GLBT identity rooted in the philosophical, social, and political debates and challenges among and between GLBT people since 1945: the Homophile movement of the 1950s and 1960s, the Stonewall Riot of 1969 and Gay liberation movements of the 1970s, lesbian feminism and the politicization of sexuality, the HIV Crisis, GLBT civil rights and public policy, transgender politics, race and its relationship to sexuality, and cultural, literary, and filmic expressions of GLBT identity.

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

*Other Information:*      Overlap: PHIL 365 The Cultural Politics of GLBT Sexuality.

**GNDR 369**      GLBT Issues In Literature and Film      4

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 "gltb" people, by "gltb" 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):*      WRIT 131 Writing I or equivalent, or have instructor's permission.

**GNDR 402**      Gender Studies Capstone      4

Students reflect critically on the theories, methods and issues in gender studies by designing an independent research or creative project in consultation with a faculty member affiliated with the Gender Studies Program. This course is a requirement for students completing a gender studies major.

*Prerequisite(s):*      WRIT 231 Writing II or equivalent, GNDR 501, and completion of majority of course work for major, or have instructor's permission.

<b>GNDR 501</b>	<a href="#"><u>Research and Theory in Gender Studies</u></a>	4
-----------------	--	---

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

<b>HIST 101</b>	<a href="#"><u>The American Past: To 1865</u></a>	3
-----------------	---	---

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.

<b>HIST 102</b>	The American Past: From 1865	3
-----------------	------------------------------	---

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.

<b>HIST 103</b>	<a href="#"><u>World History I: Patterns of Civilization to 1500</u></a>	3
-----------------	--	---

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.

<b>HIST 104</b>	<b>World History II: The Modern World, 1500 to the Present</b>	<b>3</b>
-----------------	--	----------

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.

<b>HIST 301</b>	<b><u><a href="#">Historical Interpretation</a></u></b>	<b>4</b>
-----------------	---	----------

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

<b>HIST 303</b>	<b>U.S. Economic Life: Business</b>	<b>4</b>
-----------------	-------------------------------------	----------

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.

<b>HIST 304</b>	<b>U.S. Economic Life: Working People</b>	<b>4</b>
-----------------	---	----------

What was the role of working people in the development of economic life in the U.S.? Who were the artisans and small entrepreneurs in the cities and the towns of rural America? How did slaves, sharecroppers and farmworkers contribute to the settlement of the continent? Students study what workers did, who they were, including women and people of color, how they contributed economically to society, and how work

changed over time.

*Prerequisite(s):* WRIT 131 Writing I or equivalent.

**HIST 305**      [U.S. Economic Life: Technology](#)      4

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](#)      4

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 310**      American Indian History      4

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 4

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](#) 4

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** The American Presidents 4

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**      The Civil Rights Movement in the      4  
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      4

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      4

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      4

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 4

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 4

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

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      4

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 335**      A New Birth of Freedom: U.S. Civil War and Reconstruction      4

This course examines the political, social and military conflicts that divided the United States during the years 1845-1876, the era of the American Civil War and Reconstruction. Readings in primary documents, such as letters and diaries, supplement secondary sources and library research in the study of Southern slavery and the secession crisis, emancipation and the destruction of slavery, the political and economic organization of societies for war, the evolution of warfare, and the struggles over Reconstruction in Congress and the postwar South.

*Prerequisite(s):* WRIT 131 Writing I or equivalent.

**HIST 336**      The American Half Century: U.S. History Since World War II      4

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 4

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 339** [History of Sexuality: Modern Perspectives](#) 4

This course will examine the tension between the private life and public controversies about sexual expression and identity in modern U.S. history. Students will consider the preconditions that gave rise to collective behavior calling for increased regulation of private life as well as examine when, why, and how groups organized to reclaim individual rights to free expression. Consequently, this course is organized around the following sources of public debate about sexuality over time: reproduction and reproductive freedom; patterns of sexual behavior within and outside of the family; consumer culture and mass media; and the formulation of sexual identities.

*Prerequisite(s):* WRIT 131 Writing I or equivalent.

**HIST 340** Special Topics and Issues in History

This course is offered during the academic year to allow faculty or visiting professors to deal with more specialized historical topics and issues in their areas of expertise. Students should check the Class Schedule for descriptions of specific course offerings. This course is intended for a variety of students, but individuals registering should have at least some introductory college-level experience in history.

*Prerequisite(s):* WRIT 131 Writing I or equivalent.

**HIST 341**      [The Vietnam War](#)      4

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      4

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**      From Reagan to Obama: America Since 1980      4

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.

**HIST 346**      [Minnesota History](#)      4

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](#)      4

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      4

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      4

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 4

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 of Contemporary Europe in Historical Perspective 4

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 4

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.

**HIST 361** Africa: From Ancient Times to 1800 4

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 4

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](#) 4

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](#) 4

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.

*Other Information:* Prerequisite: WRIT 131 Writing I or equivalent.

**HIST 371** Understanding Modern Japan 4



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 4

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 382** Latin American History I: To 1910 4

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 America History II: 1910 to Present 4

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 391**      The Crusades: Origins and Global Perspectives      4

Lasting from c. 1095 until the sixteenth century, the crusades had an impact on late medieval and early modern Europe and world history. Taking many forms and reaching many places, the crusades reflected and affected great change all over Europe, from the papacy to the Holy Land, Spain, and central Europe and the Baltic regions. They also reflected changing perceptions of many peoples in relation to each other, especially of Europeans in relationship to eastern Christians, Muslims, Jews, and "heretics." This course examines the crusades in their historical context and the historical debate surrounding them.

*Prerequisite(s):* WRIT 131 Writing I or equivalent.

**HIST 394**      Comparative Women's History      4

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      4

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      4

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 401** Topics Proseminar 4

This proseminar is an advanced-level discussion course, required for history majors. It focuses intensively on scholarly literature produced by historians around a specific topic. The topic changes from one offering to the next; the topic will be stated in the university's course schedule each semester. In each offering, students will read and carefully analyze several historical monographs and analyze the methods and approaches used by the assigned authors.

*Prerequisite(s):* HIST 301 Historical Interpretation or registration with instructor's permission.

**HIST 451** American Women's Movements 4

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.

**HIST 490** [Historian as Investigator: Historical Research](#) 4

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 instructor's consent.

**HIST 531** Religion and Politics in America 4

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

*Prerequisite(s):* WRIT 131 Writing I or equivalent.

*Other Information:* Overlap: RELS 355/555 Religion and Politics in America and Hist 331 Religion and Politics in America.

**HMNG 101** Beginning Hmong I 4

Students are introduced to the White Hmong spoken, written and extended language. Students learn the basic sound system, grammar and the Romanized Popular Alphabet orthography and basic communication skills.

**HMNG 102** Beginning Hmong II 4

Building on HMNG 101, Students become able to ask for and give information both orally and in writing, and learn basic numerical, etiquette and telephone skills in Hmong. Specialized vocabulary and phrases are tailored to students' communication needs.

*Prerequisite(s):* HMNG 101 Beginning Hmong I or instructor's consent.

**HRM 310** [Human Resource Management: A Strategic Framework](#) 4

Consistent with current management thought this course examines the importance of human capital in organizations. Human Resource Management theories, trends, policies and practices are studied from a

strategic management, decision-making perspective covering staffing compensation, employee development, employee relations, labor relations and related areas. A case study approach is used and outside research is required.

*Other Information:* Recommended: MGMT 310 Principles of Management or MGMT 320 Organizational Behavior. Note: HRM 310 is recommended for general management and business administration students in addition to human resource management professionals.

**HRM 330**      [Personnel and Industrial Psychology](#)      4

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.

*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](#)      4

Key laws, administrative regulations and selected court cases which impact day-to-day, employee-employer relationships are the focus of this course. Students explore formulation of policies and programs that respond to issues such as equal employment opportunity, wage and salary administration, safety and health, employment at will, immigration, drug testing, and labor/management relations in unionized organizations.

*Other Information:* Recommended: MGMT 310 Principles of Management or MGMT 320 Organizational Behavior. Note: This course is recommended for general management and business administration students in addition to human resource

**HRM 380**      [Managing Employee Health and Safety](#)      4

This course covers the basics of developing an effective and compliant Health & Safety program. It will lead the student through the process of evaluating health and safety risks and developing required OSHA programs to manage those risks. Topics to be covered include: OSHA recordkeeping, hazard communication, personal protective equipment, machine safeguarding, electrical safety, ergonomics, chemical safety, employee health and wellness and workplace security. By the end of the course, the student will have the knowledge and the tools to develop a Health and Safety program.

**HRM 520**      [Staffing Organizations](#)      4

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](#)      4

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](#)      4

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](#)      4

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.

**HRM 550**      Employee/Labor Relations      4

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](#)      4

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.

**HRM 9019**      Benefits Management      0

**HSA 360**      Health Care Management and Supervision      4

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.

**Other Information:** Overlap: HSA 362 Human Service Administration I



Course Description  
and HSA 362T Human Service Administration  
Theory Seminar.

**HSA 362**      [Human Services Administration](#)      4

This course, designed for those planning careers in human services administration, provides insight into some of the common problems and concerns of management in a human services agency. Students use actual case studies to focus on examples of organizational planning, community relations, the decision-making process and personnel management. Overlap: HSA 360 Health Care Management and Supervision I and HSA 362T Human Service Administration Theory Seminar.

*Other Information:* Overlap: HSA 360 Health Care Management and Supervision I and HSA 362T Human Service Administration Theory Seminar.

**HSA 362T**      Human Services Administration  
Theory Seminar      4

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.

*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](#)      4

This course covers funding development principles, supporting marketing strategies and grantsmanship principles essential to the nonprofit sector. It stresses skills used to seek funding sources and to plan, negotiate, and manage grants and development projects. Evaluation is based in part on a major funding project researched and presented by the student.

**HSA 366**      Computer Applications in the  
Human Services      4

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.

**HSA 369**      [Program Evaluation](#)      4

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.

**HSA 370**      [Supervision in Human Services](#)      4

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.

**HSA 372**      [Administration of Early Childhood Programs](#)      4

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.

**HSCD 100**      [Use and Abuse of Drugs: An Introduction](#)      3

This course covers fundamental physiological, psychological, and sociological aspects of use and abuse of psychoactive drugs. Drug categories covered are: narcotics, stimulants, depressants, hallucinogens, alcohol, marijuana and inhalants.

**HSCD 200**      [Pharmacology of Drugs Abuse](#)      4

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.

**HSCD 202**      Adolescent Chemical Dependency      2

This independent study explores the basics: geography, etiology, professional literature, special populations and practical counseling and treatment approaches to addressing the alcohol and drug use problems of adolescents. Prerequisite: Basic coursework in chemical dependency, adolescent psychology or equivalent with instructor's consent.

*Other Information:* Prerequisite: Basic coursework in chemical dependency, adolescent psychology or equivalent with instructor's consent.

**HSCD 300**      [Chemical Dependency Concepts](#)      4

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.

**HSCD 301**      [Chemical Dependency and the Family](#)      4

This course is designed to teach students to understand the family dynamics of the person who is chemically dependent and to learn skills which will help them to work with these families at a beginning level. Course topics include family relationships and chemical dependency, and treatment theories and counseling techniques for individuals and their family members.

*Other Information:* Note: This course is useful for students interested in family studies.

**HSCD 302**      [Chemical Dependency Assessment and Diagnosis](#)      4

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 303**      [Cultural Aspects of Chemical Dependency](#)      4

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

**HSCD 304**      [Chemical Dependency and Native Americans](#)      3

This course provides a basic understanding of the unique cultural, historic and legal status of the American Indian. Topics covered include; population demographics; the shifting public policies toward American Indians; the historic rise of chemical dependency among American Indians bio-psycho-social and economic needs and resources of the American Indian. This course focuses on culture, history and related chemical dependency issues from the American Indian perspective.

**HSCD 306**      [Prevention of Substance Abuse](#)      4

This course will focus on how prevention practitioners can design and implement scientifically defensible prevention principles, programs and practices that meet the needs of their own communities. The course will examine science-based prevention and its relevance, the theoretical approaches to evidence-based prevention, and identify effective prevention principles, programs and practices. Special emphasis will be placed on adapting evidence-based models to meet local needs and interests. Successful completion of the course will qualify students for certification as a Certified Prevention Professional (CPP) through the Minnesota Certification Board.

**HSCD 308**      Adolescent Chemical Dependency      4

This course explores the bio-psycho-social developmental issues and tasks of adolescence, substance use trends, risk and protective factors and recognition of the signs of potential substance abuse problems. Methods of screening, assessing and treating adolescents and how to involve the family and other collaterals in the treatment process are addressed. Interventions and approaches that are identified as "best practices" are emphasized. Legal and ethical issues of screening, assessing and treating teens are addressed.

*Other Information:*    Prerequisites: Basic coursework in chemical dependency, adolescent psychology or equivalent with instructor's consent.

**HSCD 308T**      Adolescent Chemical Dependency      4  
Theory Seminar

This seminar is open to students with experience in adolescent chemical dependency. The seminar examines theoretical components of adolescent chemical dependency, such as the epidemiology, theories/models of addiction, treatment approaches, professional literature, and practice issues important to the understanding of adolescent chemical dependency. Prerequisite: Obtain and complete a diagnostic test from the Teaching Center. Overlap: HSCD 308 Adolescent Chemical Dependency (FDIS).

*Other Information:*    Overlap: HSCD 308 Adolescent Chemical Dependency (FDIS).

**HSCD 309**      [Co-Occurring Disorders: Substance Abuse and Mental Health](#)      4

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.

**HSCD 311T**      Chemical Dependency Theory      4  
Seminar

This seminar is open to students with professional experience in the chemical dependency field. It examines the various influences which have

affected and molded the treatment of chemically dependent persons. Topics covered include: the influence of history, scientific research, economics, technology, professionalism, and future trends in chemical dependency treatment.

**HSCD 320**      [Alcohol and Drug Counseling Pre-Practicum Seminar](#)      1

This course is designed to help students evaluate their readiness, prepare for and then select a practicum site for Alcohol and Drug Counseling. Examples of course topics include: examination of personal readiness, practicum or career goals, review an array of possible practicum sites and making an appropriate selection for practicum.

*Other Information:*    Prerequisite: Successful completion of at least 24 credits of alcohol and drug counseling courses.

**HSCD 380**      [Alcohol & Drug Counseling Group Practicum I](#)      4

This course is intended to provide students with the opportunity to demonstrate the knowledge and skills acquired during their academic coursework and transfer it into clinical settings. This internship requires students to demonstrate competence in the Transdisciplinary Foundations of 8 Practice Dimensions (12 core functions) of alcohol and drug counseling, including culturally competent and professionally ethical practice.

*Other Information:*    Pre-Requisites: Successful completion of at least 32 credits of alcohol and drug counseling courses.

**HSCD 390**      [Alcohol & Drug Counseling Group Practicum II](#)      4

The alcohol and drug counseling group internship is intended to provide students with the opportunity to demonstrate the knowledge and skills acquired during their academic coursework and transfer it into clinical settings. This Internship requires students to demonstrate competence in the Transdisciplinary Foundations and 8 Practice Dimensions (12 core functions) of alcohol and drug counseling, including culturally competent and professionally ethical practice. In the classroom portion of this course, students will review and critically analyze counseling style, diversity, ethics and the agency in which they are conducting their internship. In addition, they will continue to practice and enhance clinical skills and techniques.

*Prerequisite(s):*      HSCD 380 Alcohol & Drug Counseling Group Practicum I Must have successful completed.

*Other Information:* Co-Requisites: Students must have an alcohol and drug counseling internship which has been approved by the faculty, while taking this course.

**HSCD 400**      [Best Practices in Drug and Alcohol Counseling](#)      4

This course's goal is to improve outcomes in the practice of alcohol and drug counseling by linking scientific research to treatment practice. As such, the course explores current best practices in alcohol and drug counseling, such as transtheoretical stages of change, motivational enhancement techniques, and so on. The student also selects, researches, and completes a study project, which explores an evidence-based approach to alcohol and drug counseling, in depth. Counseling skills are practiced in this course.

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

**HSCD 450**      Senior Seminar: Alcohol and Drug Counseling      4

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.

*Other Information:* Prerequisite: Completion of at least 32 credits in the alcohol and drug counseling major, must have been completed or is currently or enrolled in an internship.

**HSCO 321**      [Juvenile Delinquency: Prevention and Intervention](#)      4

This course explores the causes of juvenile delinquency and the social and psychological factors involved in the predictive studies and theories concerning the development of delinquency and the intervention processes. Topics also include formation of youth gangs, methods of coping with gang activity, the types of crimes committed by children and youths, narcotics problems, neglected and dependent children, the



youthful offender and wayward minor, the operation of the juvenile court, and crime prevention and intervention programs.

**HSCO 325**      Institutional Corrections: History and Future Trends      4

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.

**HSCO 326**      [Community Corrections](#)      4

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.

**HSCO 327**      [Women Offenders in Correctional Facilities](#)      4

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.

**HSCO 332**      [Rehabilitation of the Public Offender](#)      4

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](#)      4

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.

**HSDS 304**      [Introduction to Disabilities](#)      4

Introduction to disabilities prepares students who desire to learn about and potentially work in the field of disabilities. Using a diversity model and social perspective approach, students learn about issues common to persons with diverse disabilities. Perspectives of disabilities that recognize disability as a culture and acknowledge the potential and capabilities of persons with disabilities are offered. Course materials include definitions, psychosocial considerations and societal perspectives.

**HSDS 305**      Disability Rights: History and      4  
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.

**HSDS 306**      Community Resources and Services      4  
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

**HSDS 307**      Blind, Deaf Blind, and Deaf Culture,      4  
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.



**HSDS 308****Aging and Disabilities**

4

The aging of persons with disabilities is a new phenomenon due to improved health and advances that have increased their life-span. In addition, the aging of the baby-boomers is increasing the population of persons acquiring disabilities as they age. Is our society prepared to meet the needs of both groups? How can we prepare to assist all older persons in maintaining quality of life as they age? The need for collaboration across disability and aging networks to analyze these questions is a focus of this course.

**HSDS 400****Current Issues and Special Topics in Disability Studies**

Current Issues and Special Topics in Disability Studies investigate the disability studies and rights perspectives of disability topics and research in depth. This is an intensive writing course in which students use critical thinking to research their own areas of interest in addition to other course materials. It is recommended that students have prior experience with disability topics and issues in addition to the desire to apply critical thinking in their research.

**HSER 001****New Student Orientation and Degree Planning Workshop**

0

**HSER 255****[Introduction to Human Services: History and Trends](#)**

4

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. 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. Human Services majors are required to take this course as HSER 355. Overlap: HSER 355 Introduction to Human Services: History and Trends.

*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. Overlap: HSER 355 Introduction to Human Services: History and Trends

**HSER 300**      [Violence: Origins and Explanations](#)      4

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.

*Other Information:* Prerequisite: Courses in psychology or sociology.

**HSER 301**      Violence: Individual, Community  
and Global Responses      4

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.

**HSER 302**      [Advocacy in Violence Prevention](#)      4

This course is designed to build skills in the practice of advocacy for those who work with issues of violence and who work across systems such as the police, courts, child welfare, and families. The course will cover individual, community, and systems advocacy, and the relation of advocacy to social reform issues and systems change.

*Other Information:* Prerequisite: One course in the social sciences is required.

**HSER 303**      Disability Awareness      4

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.

**HSER 304T**      Elder Abuse Theory Seminar      4

Nationally and in Minnesota, the issue of domestic elder abuse has been invisible to most of society. However as the population ages, elder abuse

continues to grow. This course will explore theories that were historically and are now currently attached to domestic elder abuse. Elder justice means assuring adequate public-private infrastructure and resources to understand, detect, intervene in, treat, prevent, and prosecute elder abuse.

**HSER 305**      Community Violence Prevention  
Group Practicum      4

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.

**HSER 320**      [Human Services Pre-Practicum](#)  
[Group Seminar](#)      1

This course is designed to help students evaluate their readiness, prepare for and then select an internship site for Human Services. Examples of course topics include: examination of personal readiness, internship or career goals, review an array of possible internships and making an appropriate selection for practicum.

*Other Information:*      Prerequisite: This course is required to be taken the semester prior to when the student would begin the internship experience.

**HSER 331**      [Human Services Group Practicum](#)  
[and Seminar](#)      4

This seminar is designed to provide an opportunity for student interns and faculty to meet and discuss progress being made during internship, provide support and address problems and concerns. The seminar includes: lecture, discussion, and group work topics pertinent to the students' internship.

*Other Information:* Prerequisite: Completion of the Pre-practicum Seminar (HSER 320), the semester prior to taking this course.

**HSER 344**      [Counseling Theories and Techniques](#)      4

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](#)      4

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.

**HSER 346T**      Counseling and Interviewing Theory Seminar      4

This seminar is limited to people with volunteer or paid counseling experience. Students relate counseling theory and principles to their own experience, through discussion, role playing and class presentations. Prerequisite: Obtain and complete diagnostic test/or essay from the Teaching Center. Overlap: HSER 346 Counseling and Interviewing Skills.

*Other Information:* Overlap: HSER 346 Counseling and Interviewing Skills.

**HSER 348**      [Group Counseling](#)      4

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

**HSER 350**      Issues in Adolescent Counseling      4

This course develops a number of theoretical approaches for working with youth. Issues raised are appropriate for counseling in individual and family settings. Concepts include the nature and meaning of adolescence, youth culture, youth alienation, sex roles, conflict and the generation gap.

**HSER 351**      Crisis Intervention Skills and Strategies      4

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.

*Other Information:*    Overlap: HSER 360 Crisis Intervention Theory Seminar.

**HSER 351T**      Crisis Intervention Theory Seminar      4

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.

*Other Information:*    Overlap: HSER 351 Crisis Intervention Skills and Strategies.

**HSER 352**      [Family Counseling](#)      4

This course explores the dynamics and processes of family interactions and counseling from the viewpoint of a family counselor. Some of the major theories of family counseling are discussed, with particular emphasis on the theories of Virginia Satir. Evaluation is based in part on a final conference with the instructor. This course is designed for students seeking self-understanding, as well as for students pursuing careers in the human services.

**HSER 353**      [Social Casework Methods](#)      4

This course familiarizes students with social casework practices. It focuses on the process of engagement (intake) assessment and contracting with diverse systems in an urban environment. Emphasis is on the beginning skills in interviewing, assessment and treatment planning, including advocacy and referral.

**HSER 354**      [Ethical Issues in Human Services](#)      4

Students confront complex ethical and moral issues in their professional and personal lives. In this course, students study and apply the cultural, social, legal, economic, theological and philosophical bases for making such decisions. Each student learns to articulate coherent arguments involving at least two divergent views of many current ethical issues confronted in human services today. Students select, research and present an individual project on a major ethical issue relevant to their professional interests in human services.

**HSER 355**      [Introduction to Human Services: History and Trends](#)      4

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. 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. Human Services majors are required to take this course as HSER 355. Overlap: HSER 255 Introduction to Human Services: History and Trends.

*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 355T**      Introduction to Human Services: History and Trends      4

This seminar is open to students with significant work, volunteer or professional, experience in the human service field. The seminar is designed to examine various developments, trends, research and theoretical approaches to human service work and to have students relate these to their own experience. Prerequisite: Students must obtain and complete diagnostic test from the Teaching Center. Overlap: HSER 255/355 Introduction to Human Services: History and Trends.



*Other Information:* Overlap: HSER 255/355 Introduction to Human Services: History and Trends.

**HSER 357**      [Behavior Modification](#)      4

This independent study covers procedures used in behavior modification and the underlying concepts on which it is based. Students read and complete exercises in a text. In addition, they complete a project demonstrating the application of behavior modification procedures. Evaluation is based on answers to study questions, three tests, and evaluation of a written report of a real or simulated behavior modification project.

**HSER 358**      [Cross-cultural Counseling](#)      4

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.

**HSER 395**      [Human Services and Diversity](#)      4

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.

**HSER 400**      Mentoring Children in the Urban  
Community      2

This group internship offers students an opportunity to learn via guided experience principles for effective mentoring of school-aged children living in an urban environment. The internship is offered in two-semester blocks in order to accommodate the p-12 school year. Students are expected to register for two consecutive semesters for two credits each semester. The mentor-interns meet weekly with their mentorees at designated school sites and attend monthly seminars in order to develop their relationship-building skills and to sharpen their ability to enhance assets in school-aged urban children in culturally-contained as well as multicultural contexts.

**HSER 455**      [Human Services Capstone Seminar](#)      4

This course comes at the end of the student's senior course work in human services. Students complete a human services portfolio assignment demonstrating what they have learned in human services over the period of time while studying in this program. This assignment helps students to reflect on their academic course of study (both theoretical and practical) and how it applies to the professional practice of human services. The written portfolio provides evidence of competence and is a way for students to demonstrate readiness for graduation and work as Human Services professionals. In order to complete the portfolio assignment students must complete at least ten (10) hours of community service in a Human Services Agency with a Human Services professional. The course culminates with students giving presentations on the agency studied and written about in their portfolio.

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

**HSFS 143**      [The Family: A Social/Psychological Exploration](#)      4

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.

**HSFS 338**      [Family: Racial, Gender and Class Dimensions](#)      4

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.

**HSFS 339**      [Issues and Actions in Family Policy](#)      4

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.

**HSFS 341**      [Work and Family](#)      4

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.

**HSFS 342**      Children in U.S. Society      4

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.

**HSFS 399**      [Selected Topics in Family Assistance](#)      2

The topics covered in the different sections of this course vary from semester to semester. The focus of each section is on the concerns as well as the supports needed by selected types of family arrangements. The purpose of the course is to familiarize students with the specific, respective issues of different family configurations as well as to allow students to critique appropriate strategies for helping and empowering them. Possible topics include: working with foster families, working with GLBT families, working with grand-parent-headed families, working with teen families, working with homeless families, working with families of offenders working with bi-racial families and so on. Students should consult the Class Schedule for family types featured each semester. Note: This course may be taken four times for credit as long as the topic is different.

*Other Information:*      Note: This course may be taken four times for credit as long as the topic is different.

**HSG 284**      Civic Engagement: Focus in Later Life      4

Civic Engagement: Focus in Later Life offers exciting perspectives on the increasing demographics of older persons worldwide. People in their later lives are increasingly dedicated to civic, social, and creative causes. In this course, students will examine the contributions of older persons in making the world a better place to live for all generations. The course uses

resources, research and inspiring stories to illustrate the accomplishments of older persons. Students may register for this course at either a 200 or 300 level. The 300 level applies theoretical concepts.

<b>HSG 374</b>	<b>Aging in America: A Personal Challenge</b>	<b>4</b>
----------------	---	----------

This course, designed for students in human services fields who work with the aged, and students considering gerontology as a vocation, is an overview of the field and not appropriate for professionals. Topics include understanding the physiological, psychological and sociological aspects of aging, as well as myths about aging, health and social needs of the aging, and community resources and programs. The course includes field trips.

<b>HSG 376</b>	<b>Mental Health and Aging</b>	<b>4</b>
----------------	--------------------------------	----------

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.

<b>HSG 377</b>	<b>Physical Health and Aging</b>	<b>4</b>
----------------	----------------------------------	----------

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.

<b>HSG 378</b>	<b>Thanatology: The Study of Death and Dying</b>	<b>4</b>
----------------	--	----------

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.

<b>HSG 380</b>	<b>Aging: Planning and Policy Making</b>	<b>4</b>
----------------	--	----------

This course covers various aspects of public policy development and planning for the aged by federal, state and local agencies. Topics include how policies are planned and implemented, the effects of policies on program services, the roles and functions of community organizations and

how they relate to governmental factions in developing, maintaining and upgrading services and programs for the aged.

**HSG 383**                      Selected Topics in Gerontology                      4

This independent study is for students who intend to work as professionals in the gerontology field and wish to study a specific topic in-depth. Assignments and prerequisites depend on the selected topic.

**HSG 384**                      Civic Engagement: Focus in Later Life                      4

Aging and Activism will focus on the increasing demographics of older persons specifically in the United States, but also include global topics. Older persons are increasingly defying stereotypes through their dedication to civic, social, and creative causes. In this course, students will examine the contributions of older persons in making the world a better place for individuals of all ages.

**HSSG 284**                      Civic Engagement: Focus in Later Life                      4

Civic Engagement: Focus in Later Life offers exciting perspectives on the increasing demographics of older persons worldwide. People in their later lives are increasingly dedicated to civic, social, and creative causes. In this course, students will examine the contributions of older persons in making the world a better place to live for all generations. The course uses resources, research and inspiring stories to illustrate the accomplishments of older persons. Students may register for this course at either a 200 or 300 level. The 300 level applies theoretical concepts.

**HSSG 376**                      [Mental Health and Aging](#)                      4

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.

**HSSG 377**                      Physical Health and Aging                      4

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.

**HSSG 378**      [Thanatology: The Study of Death and Dying](#)      4

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.

**HSSG 380**      Aging: Planning and Policy Making      4

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.

**HSSG 383**      Selected Topics in Social Gerontology      4

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.

**HSTD 386**      [Creative Problem-solving Concepts and Methods](#)      4

This course acquaints students with the principles and techniques of creativity, which is the ability to transcend traditional ideas, rules, patterns, relationships or the like, and to create meaningful new ideas, forms, methods and interpretations. Various theories, processes and principles are used to solve problems in professional and personal situations. The various methods help students develop imaginative and positive responses to challenges and opportunities in business, education and human services, and serves as an aid to personal development and social awareness. Theory analysis and direct experiential application of problem-solving techniques are integral components of this course.

**HSTD 389**      Organizational Development and Change      4

This course provides an overview of organization development principles necessary for any type of organization to effectively cope and react to inevitable change that will impact organizational effectiveness and survival. Addresses the theory and practice of organizational

development including: initial diagnosis, entry, contracting, data collection, data analysis, action planning, approaches to implementing planned change, and evaluation of planned change effectiveness. Today, every manager, at any level, must be capable of dealing with certain change in a proactive manner.

**HSTD 390**      Conflict Resolution      4

This course examines causes and underlying factors of interpersonal conflict in human interactions. The course covers principles and techniques to diagnose conflict, develops an understanding of issues causing conflict, differentiates between various types of conflict, explores the variety of forces and factors which push conflict in a productive or dysfunctional direction, and develops personal skills to influence outcomes to the inevitable conflict situations one encounters in one's personal and professional lives.

**HSTD 393**      [Training Design and Instruction](#)      4

This course is for students who want to learn how to design training and teach adults in an organizational setting. Students develop an understanding of the role and impact of training in helping organizations reach objectives. Topics include adult learning theory, needs assessment, instructional design, media selection and how to present training content to different audiences.

**HSTD 393T**      Training, Design and Instruction  
Theory Seminar      4

This theory seminar is ideal for students with some training experience. The course examines the primary and auxiliary uses for the training needs analysis and makes a distinction between the proactive and reactive approaches to meeting needs for training. Students demonstrate knowledge of steps and procedures involved in developing/writing a needs analysis, write a training program and conduct evaluations. This course emphasizes active learning.

**HSTD 394**      Staff Training and Adult  
Development      4

Students in this course focus on staff development and training techniques, and examine their roles and functions within nonprofit and public/governmental organizations. Attention is given to the identification of training needs, strategies for meeting those needs, information on adult learning, the use of evaluations, and the overall purpose of staff development and training within an organization. Students develop a hypothetical staff development program as a major project. Recommended: Some preparation in psychology.

*Other Information:* Recommended: Some preparation in psychology.

**HSTD 394T**      Staff Training and Adult  
Development Theory Seminar      4

Students in this theory seminar 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. Prerequisite: Obtain and complete diagnostic test/or essay from the Teaching Center. Overlap: HSTD 394 Staff Training and Development.

*Other Information:* Overlap: HSTD 394 Staff Training and Development.

**HSTD 395**      [Disability and Career Development](#)      4

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.

**HSTD 395T**      Disability and Career Development  
Theory Seminar      4

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.

**HSTD 397**      [Career Pathing](#)      4

Career Pathing is a computer-enhanced independent study and is intended for students who know their own career goals, but want to enhance their knowledge of career development and how to use this information. The content covers career development theory and

applications and topics relevant to adult career planning. Those adult career-planning topics include cultural diversity, dynamics of layoffs, career change and reentry of workers. The student-designed term project is intended to help students in their own work settings. Career Pathing is ideal for managers trying to help their employees; the independent study is also useful to counselors, other human services workers those needing career planning knowledge for their clients, and adult learners wanting to enhance their knowledge and credentials. Overlap: HSTD 397T Career Pathing Theory Seminar

*Other Information:* Overlap: HSTD 397T Career Pathing Theory Seminar

**HSTD 397T** Career Pathing Theory Seminar 4

Career Pathing is a computer enhanced course, 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 course 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 course is also useful to counselors and other human services workers and for those needing career planning knowledge for their clients, and adult learners wanting to enhance their knowledge and credentials. Overlap: HSTD 397 Career Pathing.

*Other Information:* Overlap: HSTD 397 Career Pathing

**HSTD 398T** Disability and Career Development Theory Seminar 4

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 will receive current legal findings, and employers' perspectives on hiring. Other topics will include different models of disability; technological and computerized assistance; and issues of mild, moderate, and invisible disabilities.

**HSTD 399** The Changing Workplace 4

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.

**HSTD 399T**      The Changing Workplace      4

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.

**HSTD 498**      Human Services Organization  
Consulting Approaches and      4  
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):*      HSTD 393 Training Design and Instruction or  
equivalent. AND  
HSTD 394 Staff Training and Adult Development

**HSTD 498T**      Human Services Organization  
Consulting Approaches and      4  
Techniques

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.

**HUM 101**      [The World of Ideas: Ancient and Medieval](#)      3

This course surveys some of the key questions and diverse answers raised in Western literature through the end of the Middle Ages. Emphasis is placed on student participation in classroom discussion of texts and short writing assignments. The instructor offers help in understanding the assigned readings and their historical context, but students are expected to develop their own interpretations.

**HUM 102**      The World of Ideas: Modern      3

This course is a survey of some of the key questions and diverse answers raised in Western literature since the end of the Middle Ages. Emphasis is placed on student participation in classroom discussion of texts and short writing assignments. The instructor offers help in understanding the readings assigned and their historical context, but students are expected to develop their own interpretations.

**HUM 310**      [The First Civilizations](#)      4

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      4

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      4

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      4

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      4

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      4

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      4

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

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

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

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 4

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 folklore. 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.

**HUM 333** [The Photo and the Other](#) 4

This course introduces students to visual culture theory with an emphasis on the photographic image. The course examines how photography has shaped Western culture's understanding of how to "read" images of people and their spaces for their status, meaning and utility within a community. Contemporary theories debate the place of the photo in distinguishing and contesting our representations of people in terms of race, ability, class, gender, sexuality and size. Students will learn how modern views of photography as both an art and a science create an often contradictory set of beliefs about what a photo shows that is "real" or "true."

**IBUS 311** [International Business Environment and Operations](#) 4

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 4

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

**IBUS 350** Legal Aspects of International Business 4

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.

*Other Information:* Required: Intermediate writing skills.

**IBUS 491** Doing Business in China, Hong Kong and Taiwan 4

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, South and SE Asia 4

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      4

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](#)      4

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.

**ICS 100**      [Introduction to Computer Technology Concepts](#)      2

This course is designed for students who have limited knowledge of computer technology and applications. An overview of computer hardware, software, networking and applications throughout society forms the core of the course. Students gain an understanding of the internal workings of a computer sufficient for personal computer use or purchase. Students also consider current issues and trends in technology. Students who want hands-on experience with software should consider taking ICS 120 Microcomputer Applications in addition to this course. This is not a lab course. This course cannot be applied to the computer information systems or computer science majors.

**ICS 120****Microcomputer Applications****2**

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.

**ICS 125****Understanding and Using the Internet****4**

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, information browsing and searching, and the first generation of web design and implementation. This is a lab-based course.

*Other Information:* Prerequisites: Exposure to PC applications and the world-wide web. Note: Attendance at first meeting is mandatory.

**ICS 125T****Understanding and Using the Internet Theory Seminar****4**

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 web design and implementation. This is a lab-based course and previous exposure to the Internet is not required.

**ICS 140****Programming Fundamentals****4**

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, Strings, 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

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

**ICS 141**      [Programming with Objects](#)      4

In this course, students continue to learn how to structure and design object-oriented computer programs. Topics include objects, classes, containment, inheritance, polymorphism, and GUI layout managers. Students write programs involving multiple classes. Language features such as methods, abstract class, interfaces, parameter passing, arrays of objects, exceptions are emphasized. Problem-solving and algorithm-design techniques are explored using pseudocode, Unified Modeling Language (UML) class diagrams, and simple patterns. Design of good test cases and debugging techniques are highlighted. 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 180**      [Java for Transfer Students](#)      4

This accelerated programming and design course covers the material in both ICS 140 Programming Fundamentals and ICS 141 Programming with Objects during a single semester. It is designed for students who have experience programming in C, C++, or C#, but who need to learn the Java language. See the descriptions of ICS 140 and ICS 141 for a list of topics covered. Majors can substitute this course for ICS 141 Programming with Objects. Credit is not given for more than one of ICS 141 Programming with Objects, or ICS 180 Java for Transfer Students.

*Prerequisite(s):* MATH 215 Discrete Mathematics students must have previous programming experience in C, C++, or C#.

**ICS 225**      [Web Design and Implementation](#)      4

This course focuses on how to design and implement information services over the Internet from the client side. The course focuses on both usability and client-side scripting. Topics include the principles, strategies and policies of web page design, including the rules of good interface design, human factors, ethical concerns and information security. Through labs and programming projects, students also learn how to use current scripting and markup languages and how to employ state-of-the-art tools



to embed interactive pages into Web-based applications.

*Prerequisite(s):* ICS 141 Programming with Objects or equivalent Java experience, rudimentary knowledge of web searching and some previous exposure to writing web pages using HTML or XHTML.

**ICS 240**      [Programming with Elementary Data Structures](#)      4

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, sorting, complexity analysis, and documentation. Design, testing, and complexity analysis 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.

**ICS 265**      C Programming      3

This course is designed to provide a fast-paced exposure to the C programming language for students majoring in a computer-related discipline. The following topics are briefly reviewed using C syntax: looping, selection, variables, scope rules, functions and pass-by-value arguments. New topics include pass-by-address arguments, formatted and unformatted I/O, user defined types (enum, struct, union), preprocessing directives, file handling, pointers, pointer arithmetic, string manipulation and selected library functions.

*Prerequisite(s):* ICS 141 Programming with Objects or equivalent programming experience or instructor's consent.

**ICS 266**      Object-oriented Programming with C++      3

This course is designed to provide a fast-paced exposure to beginning and intermediate level C++ programming, including classes, inheritance, multiple inheritance, encapsulation, polymorphism, operator overloading and virtual functions.

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

<b>ICS 268</b>	<b>Rapid Application Development Using Visual Basic</b>	<b>3</b>
----------------	---	----------

This course uses a project-based approach to learning the concepts and techniques of rapid application development using the Visual Basic language. Students prototype user-friendly forms, set properties and write code. Applications to access and update information in a database are implemented. This is a programming course.

*Prerequisite(s):* ICS 141 Programming with Objects or equivalent experience. No previous exposure to Visual Basic is required.

<b>ICS 311</b>	<b>Database Management Systems</b>	<b>4</b>
----------------	------------------------------------	----------

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.

<b>ICS 311T</b>	<b>Database Management Systems Theory Seminar</b>	<b>4</b>
-----------------	---	----------

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 311 Database Management Systems

*Prerequisite(s):* ICS 141 Programming with Objects or equivalent

knowledge of Java. AND  
MATH 215 Discrete Mathematics (may be taken concurrently).

*Other Information:* Overlap: ICS 311 Database Management Systems

**ICS 321**      [Multimedia Design and Programming](#)      4

This course studies the principles and practices of multimedia design and production. Students learn about planning, organizing and managing a multimedia production. The class works through various stages of production using several multimedia authoring tools including: screen layout and interface design; creation and modification of graphic elements; project layout, design and navigation; scripting (programming).

*Prerequisite(s):* ICS 140 Programming Fundamentals or a major in Media Studies and instructor's consent.

**ICS 325**      [Internet Application Development](#)      4

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 340**      Data Structures      4

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](#)      4

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                      4  
   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 370**                      [Software Design Models](#)                      4

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 381**                      [Societal Issues in Computing](#)                      3

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.

*Other Information:* Prerequisite: Fulfill university general education

**ICS 381T**      Societal Issues in Computing Theory      3  
Seminar

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.

*Other Information:*    Note: Fulfill University general education writing requirements.

**ICS 382**      [Computer Security](#)      4

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 390**      [Future Trends for Computers and Technology](#)      3

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.

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

**ICS 425**      [Client/Server Architectures](#)      4

This course is a study of scaling client/server applications enterprise-wide. The course examines why ordinary client/server tools do not scale enterprise wide, and examines the extensions necessary in DB linkage, OS extensions, and networking connections necessary for scaling. The MVC

II (Model-View-Controller) design pattern and other useful design patterns will be used to explain typical architectural approaches.

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

**ICS 440** Sequential and Parallel Algorithms 4

This course is designed to provide a more advanced study of computer algorithms to the CS majors. The students study the methodologies of algorithm design and algorithm complexity analysis for both conventional machine architecture and parallel machine architecture with parallel algorithm design.

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

**ICS 441** [Foundations of Computing Theory](#) 4

This course establishes the mathematical and logical foundations of the discipline of computer science, with a concentration on the foundations of algorithmics. The concept of Turing Machines is used throughout the course as the means to establish these foundations. It uses these foundations to address the issues theoretically unsolvable problems, and of time and space complexity of algorithms for solvable problems.

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

**ICS 460** [Computer Networks](#) 4

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 4

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 462**                      Operating Systems                      4

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 470**                      Software Engineering                      4

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

**ICS 470T**                      Software Engineering                      4

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

**ICS 490**                      Special Topics in Information and  
Computer Sciences

This course is an in-depth study of some aspect of computer science or computer information systems that is not part of a regular course. Special

topics courses of current interest are offered on an occasional basis. Students may repeat ICS 490 under different topics for additional credit. Some topics may have prerequisites. See the Class Schedule for additional information.

## ICS 492 Seminar on Emerging Technologies

This series of workshops is intended to provide students with hands-on experience with current and emerging technologies and tools. Students will learn design principles and implementation practices on a variety of platforms. Specific topics will vary. ICS 492 can be taken more than once as a major elective with advisor approval.

***Other Information:*** Prerequisites will vary by topic. Instructor permission may be required prior to registration.

## ICS 499 ICS Capstone Project 4

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.

## IDST 310 Principles of Civic Engagement 4

The goal of this is to help prepare students for a lifetime of responsible citizenship and civic engagement. As a foundation course, it will have rigorous civic and community engagement components.

<b>IDST 320</b>	The Civil Rights Movement of the 20th Century and its Implication for the	4
-----------------	---	---

The Civil Rights Movement of the 1960's was a result of and connected directly to the Civil Rights protests and activities of African Americans in earlier decades of the 20th Century. After studying the 20th Century Civil Rights Movement and the 60's, we will study the state of Civil Rights for African Americans today and explore issues of citizen involvement.

*Other Information:* Pending  
Course Pending Approval



<b>IDST 321</b>	<b>Human Rights and the Educated Citizen</b>	<b>4</b>
-----------------	--	----------

This course introduces student to the concepts of the Universal Declaration of Human Rights (UDHR) and human rights, Western and non-Western conceptions of human rights, and the complex nature of human rights issues influenced by individual, cultural, and social values. Students will also gain a framework for analytical skills essential to human rights work and the complexity and interdependency of human family which will promote an understanding of the individual, local, and global forces that create abuses and potential solutions at the local, national, and international level. Through community involvement, students will be able to connect human rights theories and cases around the globe to our local community and vice versa and will develop an action plan for a local organization of their choice or in their personal environment. The course will also provide students a great opportunity to take concrete action on human rights issues and get involved in "change" or initiating change in the local community.

<b>IDST 330</b>	<u><a href="#">Women in Math, Science and Technology</a></u>	<b>4</b>
-----------------	--	----------

This interdisciplinary course explores the history, theory and methods of analysis for understanding institutional barriers to women's participation in math, science, and technology. Students will explore the history of women's participation, the ways in which the philosophy of science has created an exclusive view of science itself as well as science education, the educational and professional climate for women in these fields, and the ways in which stereotypical images of women in literature and film continue to influence women's participation.

<b>IDST 332</b>	<b>Conversations on Contemporary China</b>	<b>4</b>
-----------------	--	----------

Discuss China's immersion into the 21 century global world and its impact on American people; analyze the practice of socialism with Chinese characters; study the traditional values of the Chinese culture; explore the notion of an educated person from a nonwestern tradition point of view and the importance of global citizenship; examine recent developments in China from pop culture to leadership shift. The course will utilize case study approach and introduce life stories to help students understand contemporary China. Major events and news occurring in China will be debated and discussed. Prerequisite: 30 credits

<b>IDST 350</b>	<b>The Art of Freshwater Fishing</b>	<b>3</b>
-----------------	--------------------------------------	----------

This course teaches students a way of thinking about fish in their natural environment, to understand how these creatures live, breed, behave, feed, and go through their life cycles. Toward that end, students do a lot of

problem-solving exercises that challenge the ways they have traditionally thought about fish. There are no easy answers in this subject, and there are areas of mystery. The intended result of this course is not only to learn to catch more fish, but learn to enjoy them as creatures and to care for them and the lakes and rivers that are their homes. A considerable amount of time is spent learning about lakes and rivers as ecological systems, how fish go about living with those systems, and how human civilization impacts on lakes and rivers. The planet is in trouble and everyone needs to learn to be better stewards of the land and waters. This course encourages a deeper understanding of the natural environment and the need to protect it so that future generations can enjoy the sport of fishing.

**IDST 352**      Nature and Human Development      4

This course provides students with the opportunity to explore the relationship between humans and nature and how each affects the other. The focus of study will be the analysis and critical evaluation of our development as persons and as a society in connection with built and natural environments, explore alternative constructions, and explore our conceptions of nature in terms of one of more developmental models as well as how nature is portrayed in literature and the arts. This course requires reflective thinking, personal exploration, and is writing-intensive; students who have completed their GELS writing requirement will be well-prepared for success in this class.

**IDST 370**      Cinema, Self and Other      4

This course offers an interdisciplinary approach to analyzing how identities (cultural, sexual, ethnic, etc.) are constructed in and through film. It provides students with the basic vocabulary and primary theoretical approaches to film analysis and asks them to consider how various points of view and social and political issues are presented and framed, and how our fears and fantasies about others are projected on the screen. Students will help select the films for viewing and discussion, keep a journal of responses to our readings and films, and present a film analysis on one of our themes.

**IDST 385**      [Turning Points: Self-Transformation](#)      4

Researchers define turning points as a "major transformation in views about the self, identity or the meaning of life." They occur as new things are learned, rendering us amenable to change, and produce perceived, long-lasting redirection in the path of a one's life. Psychologists associate turning points with transitions and stages of human development defined and explored by Erik Erikson. Ignoring uplifting turning points and with distressing turning points in mind, the philosopher Frederick Nietzsche wrote "that which does not kill us makes us stronger." Retirement or loss of retirement income, end of a love affair, reaching the "golden years"

(maturity) or learning that one (or a family member) has a fatal disease are examples of turning points. Portrayals, in film and literature, of individuals coping with obstacles to happiness or overcoming adversity dramatize turning points. Rhetorical, films and literature are cultural artifacts that comfort, guide generations and teach us how to live! Lessons learned from contemporary films and classical literature are a primary focus of this course.

**IDST 401**      [Interdisciplinary Topics in Educational Perspectives](#)      4

This course 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, introduces students to a broader range of ideas and learning strategies, and prepare students for advanced work in graduate or professional studies. See the Class Schedule for topics to be addressed when this course is offered.

**IMDA 340**      [Intermedia Arts](#)      4

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.

**IMDA 352**      Creativity      4

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.

**IMDA 430**      Collaboration      4

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.

**IMDA 459**      Creative Project Capstone

This project allows students to work directly with faculty to create an original production relevant to their particular artistic focus.  
Prerequisites: Two courses in Media and Fine Arts or instructor's consent.

*Other Information:* Prerequisite: Two courses in Media and Fine Arts or instructor's consent.

**INFS 115**      [Information Access](#)      2

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.

*Other Information:* Note: Attendance at the first class meeting is mandatory.

**INFS 315**      [Searching for Information](#)      4

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.

**INFS 335**      Best Books for Young Adults  
Internship      4

Group Internship. Contact Metropolitan State internship office.

**INFS 338**      [The Craft and Commerce of Book  
Publishing](#)      4

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.

**INFS 340**      Research in Special Collections in      4  
Libraries and Archives

Students will be introduced to field research in special library/archive collections at the University of Minnesota, St. Paul Public Library, Hennepin County Libraries, the Minnesota Historical Society and the Minneapolis Institute of Art. Students will have an opportunity to develop individual research projects using these unique special collections. Online research with special collections around the United States will also be a part of the course.

**INFS 518**      Information Issues:      4

Description Pending.

**LAED 440**      Teaching Reading and Language      3  
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.

**LAED 440**      Methods of Teaching Language Arts      3  
in Urban Grades K-6

This course provides pre-service Early Childhood and Elementary teachers with the theoretical foundations and practical skills necessary to become reflective professionals who can design and implement effective language arts instruction for economically, academically, culturally, racially and linguistically diverse children. The course emphasizes the social constructivist perspective of reading and writing development which includes the importance of the total learning environment - school, home and community.

*Prerequisite(s):*      EDU 481 Urban Primary Grades 1-3 Curriculum

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

**LAED 445** Teaching Writing and Communications in Urban Grades 5-12 4

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 School](#) 4

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

**LAW 104**      [Emergency Medical Responder Law Enforcement](#)      4

This course meets the Minnesota POST Board first-aid requirement for law enforcement officers. The course emphasizes development of skills in patient assessment and emergency medical procedures for personnel likely to respond to traffic accidents and other medical emergencies. Successful completion results in Minnesota EMS Regulatory Board Emergency Medical Responder Registration.

**LAW 220**      [Legal Issues in Law Enforcement](#)      3

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 AND  
CJS 200 Literature in Criminal Justice or  
instructor's consent.

**LAW 230**      [Patrol Operations](#)      3

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 AND CJS 200 Literature in Criminal Justice or instructor's consent.

**LAWE 240**      [Minnesota Criminal and Traffic Codes](#)      3

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 AND CJS 200 Literature in Criminal Justice or instructor's consent.

**LAWE 250**      [Law I](#)      3

This course provides a review of broad legal principles relevant to criminal and juvenile law, as well as review Minnesota Criminal and Traffic Codes. Students will learn the law and be able to apply the law to a given set of facts to arrive at a reasonable and lawful conclusion in their role as a police officer. This course also serves to fulfill some of Minnesota's Police Officer Standard's and Training learning objectives to be a police officer in Minnesota.

**LAWE 251**      Law II      2

This course is a continuation of LAWE 250 (Law I) regarding Minnesota Criminal and Traffic Codes to provide an understanding of the legal principles in order for students to appropriately apply the law to a given situation and ensure individual constitutional rights are maintained.

**LAWE 301**      [Community-Oriented Policing](#)      3

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):* CJS 101 Introduction to Criminal Justice AND CJS 200 Literature in Criminal Justice or Instructor's consent.

**LAWE 325**      [Criminal Procedure and Investigation](#)      3



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 AND CJS 200 Literature in Criminal Justice or instructor's consent.

**LAW 330**      [Critical Issues in Law Enforcement](#)      3

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 AND CJS 200 Literature in Criminal Justice or instructor's consent.

**LAW 331**      [Current Issues: Applied Policing within Communities](#)      4

This course examines current issues confronting law enforcement officers and their agencies relative to the provision of police services to local communities. An example of the issues which are examined include: the role of police in a democratic society; management and policy development in law enforcement agencies; the paradigm shift from professional crime control policing to community oriented policing; police selection, training and socialization; the importance of diversity in policing and its relevance to provision of services to diverse communities; and the psychological and physical challenges associated with policing.

*Prerequisite(s):* CJS 101 Introduction to Criminal Justice AND CJS 200 Literature in Criminal Justice or Instructor's consent and must be admitted to the online major completion program for licensed peace officers.

**LAW 370**      [Assisting Families in Crisis](#)      3

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 AND  
CJS 200 Literature in Criminal Justice or  
instructor's consent.

**LAW 400** Managing Police Organizations 4

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.

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

**LAW 410** Managing Human Resources in Law Enforcement 4

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.

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

**LAW 431** Police Culture 3

This course will explore the complex interactions between police culture and issues relating to integrity and ethics for the police. It will examine the underlying values of the police culture and how those affect police behavior. Loyalty, racism, and use of force issues will be examined.

*Other Information:* Prerequisite: Upper Division status or instructors consent

**LAW 445** Criminal Justice Leadership: Contemporary Issues 4

The course explores past and future trends, challenges, and advancements in criminal justice/law enforcement leadership. Focusing on the stories and lessons learned by leaders throughout the private, nonprofit, and public sectors; while exploring issues of ethics, diversity,

and changing demographics of leadership within the criminal justice profession.

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

**LAWE 453**      Applied Police Research      2

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

*Prerequisite(s):*      LAWE 400 Managing Police Organizations AND  
LAWE 410 Managing Human Resources in Law  
Enforcement

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

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

*Other Information:*    Approved Course

**LAWE 501**      Best Practices in Police Community  
Interactions      3

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

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

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

*Prerequisite(s):* CJS 101 Introduction to Criminal Justice AND  
CJS 302 Juvenile Justice

**LING 111**      [Vocabulary Study](#)      3

This course increases the size of a student's vocabulary, and teaches methods for continuing to learn, remember and use new words after the course is over. The emphasis is on developing and enriching a college-level vocabulary, important for students in any field. Words are learned by studying where they come from and how they are put together, making it easier to remember what they mean and how to use them. The course also emphasizes grammar, dictionary skills and usage.

**LING 316**      [The Nature of Language](#)      4

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.

**LING 326**      [Language and Culture](#)      4

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.

**LING 327**      [Language and Society](#)      4

This course focuses on the mutual interactions of languages and human groups which use them. Using local examples, texts and their own experiences, students examine a variety of language attitudes, forms and choices to determine the influence of geography, social class and ethnicity on what people say and how they are perceived; the politics of language policies and standards; the birth and death of speech communities; and the structures of conversations, politeness and stereotypes.

**LING 346**      Language and Gender      4

Students explore how men's and women's different uses of language correlate with power and status, class, network, race and ethnic group affiliations, as well as with religion, personality, sexuality, and disability.

Coursework involves critical reading of articles from diverse fields, including sociology, psychology, ethnography, speech communication and linguistics; discussions and essays on course material; and journals and research projects. Projects are developed in stages to give students support and promote excellence.

**LING 547**      History of the English Language      4

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

**LIT 100**      [Introduction to Literature](#)      3

This course introduces students to methods of literary analysis and prepares them for further study in university literature courses. Taking a practical, common-sense approach, the course teaches how to pay attention to a text in order to become a better and more appreciative reader of poetry, drama, short stories and novels.

**LIT 300**      [Literary Analysis](#)      3

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 301**      The Short Story      4

This course is designed to help students read short stories with enjoyment, understanding and critical appreciation. It emphasizes twentieth-century writers including women, ethnic and minority writers, and writers both within and outside the European literary tradition.

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

permission.

**LIT 302**      [The Novel](#)      4

This course studies changes in the novel as a literary form, from the eighteenth century in England to the late twentieth century in America. Students learn to think about such matters as character, plot, point of view, structure, irony and narrative technique, and become more attentive and appreciate readers.

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

**LIT 303**      Drama      4

In this class students read and discuss plays from ancient Greece to the present. Discussion focuses on thematic content and dramatic technique considered in light of traditional theory and criticism. Students interpret and evaluate plays in class discussion and in short critical papers.

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

**LIT 306**      Comedy in Literature      4

The history, forms, techniques and theories of comedy in literature are studied in this course. Typical materials covered include comedies by Shakespeare, Chekhov and Moliere; broadcasts by Garrison Keillor; and films by Woody Allen and Charlie Chaplin.

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

**LIT 307**      Poetry      4

Students are introduced to close and careful reading of poetry from many eras and social groups, and to the ways in which poets use rhythm, rhyme, meter, diction, syntax, imagery, metaphor, allusion and blank space to shape a reader's response. The goal is for students to become confident, perceptive and thoughtful readers of past and present poetic art.

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

**LIT 312**      Women Writers      4

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.

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

**LIT 315**                      Gender in Literature and Film                      4

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.

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

**LIT 330**                      [Children's Literature](#)                      4

This course acquaints students with the range and history of children's literature and problems of critical evaluation. Readings typically include books of historical importance, as well as new books from a variety of genres such as folk tales, historical fiction, contemporary realism, fantasy and poetry.

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

**LIT 332**                      [Adolescent Literatures](#)                      4

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.

**LIT 334**                      Nonfiction and Periodicals for  
Multicultural Middle and High  
Schools



This class familiarizes students with different genres of nonfiction and periodicals specifically written for middle and high school students. Students read numerous articles, books, magazines and periodicals written by and for diverse groups. This course also addresses: identifying and building reading skills through appropriate selections of material; techniques for engaging young adults in reading nonfiction and periodicals; and how to conduct and facilitate searches for high-quality literature and information related to completing school assignments.

**LIT 341**      [American Literature: Beginnings-1870](#)      4

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      4

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 345**      Urban Working Class Literature      4

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 347** Hemingway and Friends 4

This course acquaints students with major works of Ernest Hemingway and F. Scott Fitzgerald and introduces other writers of that era who were significant in their lives and work. Discussion of Hemingway and Fitzgerald focuses on major literary influences, characteristic themes and techniques in their work, links between their lives and their fiction, response to their work by their contemporary critics and the general public, and late twentieth century reevaluations of their work.

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

**LIT 349** [American Nature Writers](#) 4

This course familiarizes students with characteristic works of nature writing by U.S. authors. While the course touches on fiction and poetry, emphasis is on major authors, themes and issues in creative nonfiction about the natural world from the beginnings of European settlement to the present. Topics covered include changes over time in American thinking and writing about nature; primitivism and the pastoral; the aesthetics of nature and nature writing; nature writing and spirituality, Romanticism, Modernism, and the natural world; anthropocentrism and biocentrism; ecofeminism; creation of point of view in description and nonfiction narrative; authorial tone and credibility; and the "prophetic tradition" in American nature writing.

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

**LIT 352** The Business Person in American Literature 4

For more than a hundred years, American novels, short stories and plays have been dramatizing the costs and rewards of the competitive struggle and the nature of success and failure, while showing how people from different cultures have pursued "the American dream" in a society where the main business is business. This course examines the place of business in American life as represented by major writers.

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

**LIT 361** African-American Literature 4

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](#)      4

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.

**LIT 363**      American Indian Literature      4

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      4

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.

**LIT 371**      [English Literature: Beginnings-1800](#)      4

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 4

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 374** Legends of King Arthur 4

Recent popular interest in Arthurian literature and cinema offers a chance to incorporate methods of literary study in a form that interests both literature majors and non-majors. A historicist approach to Arthurian legend allows students to examine a number of current theoretical concerns such as changing gender roles and relationships, growth of historical consciousness, and issues of colonization and national identity. Moreover, the inclusion of Arthurian films based on some of the assigned texts provides a basis for discussing questions of genre and of modern uses of older material.

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

**LIT 377** [Shakespeare](#) 4

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.

**LIT 390** Authors and Topics in Literature

Each section of this course selects a different author, topic, genre, period or issue and explores it through the literary study of texts. Course topics and class discussion are intended to engage upper-division students from across the university as well as English majors, to build understanding of the topic under consideration and to develop intermediate-level skills in

the analysis and interpretation of literature. See the Class Schedule for information on individual sections.

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

**LIT 437** Teaching Language Arts in Urban Middle and High Schools 4

In this course, future 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):* WRIT 131 Writing I

**LIT 480** Literature Capstone Seminar 4

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.

*Other Information:* Prerequisite: Students completing an English major must be within two semesters of graduation. Other students must secure the instructor's consent before registering.

**LIT 501** Literary Criticism: Beginnings-1950 4

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](#)      4

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.

**LIT 590**      Advanced Studies in Literature      4

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

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

*Other Information:* Prerequisite: Successful completion of at least two upper-division literature or humanities courses, or instructor's consent.

**MAED 106**      [Math for Elementary Teachers](#)      4

This course provides the background for teaching contemporary mathematics in the elementary school. The use of mathematics manipulatives for modeling the basic operations is emphasized. Set theory, numeration, and the system of whole numbers, integers and

rational numbers are considered. Requirements include knowing what mathematics is expected of and taught to K-6 learners. Mathematics is taught as an integrated and continuous curriculum.

*Other Information:* Note: Does not satisfy GELS requirements. This course is a prerequisite for Urban Elementary Education majors.

**MAED 440** Teaching Mathematics to Urban Learners in Grades K-8 4

This course provides students with the knowledge and experience of intermediate and middle school mathematics to be an effective teacher in urban, multicultural classrooms. The content of this math methods course emphasizes the interconnectedness of curriculum, instruction and assessment. The overarching philosophical framework for this course is the social justice perspective of mathematics education particularly for urban students. Field experience in an intermediate or middle school mathematics classroom is required. Prerequisites for Mathematics Teaching majors: EDU 300 Assessment of Learning and Teaching in Urban Grades 5-12 and EDU 306 Urban Middle School and High School Methods and at least 24 credits of Math courses required for the Mathematics Teaching major. Prerequisite for Urban Elementary Education majors: MATH 106 Math for Elementary Teachers AND one of the following: MATH 110 Math for Liberal Arts OR MATH 115 College Algebra OR STAT 201 Statistics I. Corequisite Mathematics Teaching Majors: EDU 450 Advanced Urban Teaching Practicum and Seminar if plans are to student teach in an urban high school.

*Other Information:* 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 450** [Teaching Mathematics to Urban Learners in Grades 7-12](#) 4

This course provides students with the knowledge and experience of high school mathematics to be an effective teacher in urban, multicultural classrooms. The content of this math methods course emphasizes the interconnectedness of curriculum, instruction and assessment. The overarching philosophical framework for this course is the social justice perspective of mathematics education particularly for urban students. Field experience in a high school mathematics classroom is required.

*Prerequisite(s):* MAED 440 Teaching Mathematics to Urban

## Learners in Grades K-8

*Other Information:* Note: Admission to Urban Teacher Program and department approval required to register. Field experience in a high school mathematics classroom is required. Corequisite: EDU 450 Advanced Urban Teaching Practicum and Seminar if plans are to student teach in an urban middle school.

**MATH 098**      [Introduction to Mathematical Thinking](#)      4

This course prepares students for college-level mathematics. Within a comprehensive conceptual framework, it introduces rational and real numbers, and their arithmetic; variables, algebraic expressions and equations; functions and their numerical, algebraic, geometric and verbal representation; linear functions, quadratic functions; and applications.

*Other Information:* Note: A score of 39 or higher on the Arithmetic portion of the Mathematics Assessment test offered by Diagnostic Services

**MATH 099**      [Developmental Mathematics Using ALEKS](#)      2

This course prepares students for college-level mathematics. Students learn mathematics by using on-line learning technology at home and in the lab. Lab sessions are conducted weekly with instructor supervision. Topics of this course include: real numbers, linear and quadratic equations, functions and their graphs, as well as applications of the above topics.

*Other Information:* Pre-requisites: This course meets weekly in a computer lab. All students must be placed at MATH 099 or above on the mathematics assessment test offered by Diagnostic Services.

**MATH 102**      [Mathematics of Sustainability](#)      4

This course develops and applies mathematical concepts and tools to quantitatively explore environmental sustainability issues. Topics addressed in the course will be explored from environmental, social, and economic perspectives wherever possible, and may include such topics as industrial agriculture, energy sustainability, population growth, ecological footprints and the security of land and water resources. The mathematical concepts developed in this course are motivated through the study of these topics. Particular mathematical concepts include properties of real numbers, rate of change and percentage change, functions and inverse functions (with a focus on linear and exponential



functions), modeling, algebraic simplification of expressions, solving linear equations and inequalities, and practical interpretation of numerical information.

*Other Information:* Pre-requisites: Enrollment is restricted to students who have not completed Goal IV. All students must place into Math 102 on the mathematics assessment test offered by Diagnostic Services.

**MATH 110**      [Math for Liberal Arts](#)

4

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 098 Introduction to Mathematical Thinking  
OR  
MATH 099 Developmental Mathematics Using ALEKS OR  
MATH 102 Mathematics of Sustainability or  
placement at MATH 115 College Algebra on the  
mathematics assessment test offered by Diagnostic  
Services.

*Other Information:* Note: A grade of C- or higher in MATH 98 or  
MATH 102, or placement at MATH 115 College  
Algebra on the mathematics assessment test  
offered by Diagnostic Services.

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

4

This course develops the fundamental concepts of algebra with an emphasis on the classification and analysis of linear, quadratic, polynomial, exponential and logarithmic functions. Applications to the natural and social sciences are given throughout. It aims to provide insights into the nature and utility of mathematics, and helps students develop mathematical reasoning skills.

*Other Information:* Note: A grade of C- or higher in MATH 98 or  
MATH 102, or placement at MATH 115 College  
Algebra on the mathematics assessment test  
offered by Diagnostic Services. Note: This course  
requires any of the TI-83 or TI-84 series graphing  
calculators. Pre-requisite: A grade of C- or higher  
in MATH 98 or MATH 102, or placement at MATH  
115 College Algebra on the mathematics  
assessment test offered by Diagnostic Services.



**MATH 120**      [Precalculus](#)      4

This course is designed to prepare students for calculus. Topics include polynomial, rational, exponential, logarithmic, and trigonometric functions; the algebra of functions; multiple function representations; and an introduction to analytic geometry.

*Prerequisite(s):*      MATH 115 College Algebra or placement at MATH 120 Precalculus on the mathematics assessment test offered by Diagnostic Services.

**MATH 210**      [Calculus I](#)      4

Since its beginnings, calculus has demonstrated itself to be one of humankind's greatest intellectual achievements. This versatile subject has proven useful in solving problems ranging from physics and astronomy to biology and social science. Through a conceptual and theoretical framework this course covers topics in differential calculus including limits, derivatives, derivatives of transcendental functions, applications of differentiation, L'Hopital's rule, implicit differentiation, and related rates.

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

**MATH 211**      [Calculus II](#)      4

This is a continuation of Math 210 Calculus I and a working knowledge of that material is expected. Through a conceptual and theoretical framework this course covers the definite integral, the fundamental theorem of calculus, applications of integration, numerical methods for evaluating integrals, techniques of integration and series.

*Prerequisite(s):*      MATH 210 Calculus I

**MATH 215**      [Discrete Mathematics](#)      4

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

*Prerequisite(s):*      MATH 115 College Algebra

**MATH 251**      Introduction to Probability and Statistics      4

This is a calculus-based course in probability theory and statistics. Topics

include combinatorics and probability models, conditional probability and Bayes' formula, discrete and continuous random variables and their distributions, expectations and variances, stochastic independence, conditional expectations, and applications to statistics.

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

**MATH 301**      [Introduction to Analysis](#)      4

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](#)      4

This is a continuation of Math 211 Calculus II and covers calculus as it applies to functions of several variables. Topics include vectors and plane curves, partial differentiation, curves and vectors in space, multiple integrals, vector fields, line integrals, and Stokes Theorem.

*Prerequisite(s):* MATH 211 Calculus II

**MATH 315**      Linear Algebra and Applications      4

The need to solve systems of linear equations frequently arises in mathematics, the physical sciences, engineering and economics. In this course we study these systems from an algebraic and geometric viewpoint. Topics include systems of linear equations, matrix algebra, Euclidean vector spaces, linear transformations, linear independence, dimension, eigenvalues and eigenvectors.

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

**MATH 340**      [Mathematical Modeling](#)      4

Mathematical modeling is the investigation of real world phenomena using mathematical tools. This course includes topics such as dynamic and stochastic modeling (differential equations and discrete-time equations), as well as optimization modeling. Applications will include problems from such areas as the physical and biological sciences, business, and industry.

**Other Information:** Prerequisites: For Applied Mathematics Majors: MATH 251 Introduction to Probability and Statistics AND MATH 315 Linear Algebra and Applications. Prerequisites: For Mathematics Teaching Majors: MATH 215 Discrete Mathematics, MATH 315 Linear Algebra and Applications, and STAT 201 Statistics I

**MATH 350**      [Ordinary Differential Equations](#)      4

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 370**      Modern Geometry      4

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

**MATH 375**      Complex Variables      4

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      4

This course covers the theory of initial and boundary value problems for linear parabolic, elliptic, and hyperbolic partial differential equations. Topics may include first order equations, second order equations, separation of variables, the Sturm-Liouville problem, transform methods, Green's functions, Fourier series, numerical methods and modeling applications.

*Prerequisite(s):*      MATH 350 Ordinary Differential Equations

**MATH 420** Numerical Analysis 4

This course addresses the theory and practice of numerical methods as they apply in various areas of mathematics. Possible topics include: numerical solution of systems of linear and nonlinear equations, interpolation, numerical differentiation and integration, numerical solution of initial value problems and boundary value problems, and the finite element method to solve partial differential equations.

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

**MATH 450** Operations Research 4

The field of Operations Research studies the mathematical methods developed for solving problems in business, industry, and management science. Following a modeling approach, this course introduces selected topics such as linear programming, integer programming, game theory, Markov chains, and queuing theory.

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

**MATH 471** [Abstract Algebra](#) 4

By extending the familiar concepts of arithmetic, this course introduces abstract algebraic structures. Topics include an introduction to number theory; group theory, including the classification of all finite abelian groups; rings, integral domains, and fields.

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

**MATH 499** Mathematics Senior Seminar 4

This course integrates reading of the mathematical literature with presentation of student developed projects.

*Prerequisite(s):* MATH 471 Abstract Algebra

**MDST 330** Topics in Film Studies 4

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.

*Other Information:* Note: This course may be taken twice for credit as long as the topic is different.

**MDST 361**      Visual Communication      4

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.

**MDST 363**      [Children and the Media](#)      4

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.

**MDST 370**      [Contemporary Cinema](#)      4

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.

**MDST 371**      American Film: Tradition and Trends      4

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.

**MDST 378**      World Cinema      4

An opportunity for students to explore the world, world cultures and film traditions, and world issues through films from around the globe. The goal is to enrich students' film and cultural understanding of selected parts of the contemporary world.

**MDST 484**      [Media in the Corporation](#)      4

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.

**MDST 487**      [Writing and Producing for Radio/Audio](#)      4

This course explores audio as a creative spoken word/sound art form. Students learn the craft of writing for the ear which can be translated to professional work in broadcast media, advertising, speechwriting or work as an independent artist. Through work as writers, directors and voice talent, students produce projects that range from short dialogue pieces and storytelling to news documentaries, podcast and radio plays.

**MDST 560**      Writing for Television      4

This course focuses on the techniques of writing for television with an emphasis on examining the professional writing environment on a television program, the history and trends involved in television writing and creating professional quality scripts. Students should consult the Class Schedule for particular topics and descriptions which include situation comedy, drama and newswriting. Familiarity with script software and full attendance required.

**MDST 580**      Issues in Communication  
Technology      4

This course is concerned with the impact communication technologies have had and continue to have on human societies. The course begins with a brief examination of two technologies that have had a profound impact on how people think about communication. It looks at the background and impact of current technologies. And it also looks at new

and emerging technologies - such as hypermedia, neural nets, virtual reality - speculating about how these technologies will change people in the near future and later in the twenty-first century.

**MDST 583**      [Online Education and Training](#)      4

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

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

**METR 100**      [Getting Credit for What You Know](#)      1

This one-credit course is designed for students who wish to examine the various options for gaining credits for learning outside the formal college or university classroom. Options explored include using military experience toward a degree, taking standardized tests in areas of your learning, earning credit from approved courses offered by business and human service agencies, pursuing assessment of prior experiential learning, and learning about Metropolitan State theory seminars. These options may not duplicate credit that you have already on a college transcript. In the class, students do a self assessment of their skills and abilities, write an educational goals statement, and identify ways to earn credit from non-classroom learning that are consistent with individual goals. Within the class, students will assemble the necessary evidence to directly pursue these alternative options of earning credit.

*Other Information:*      Note: This course assists students in identifying areas of knowledge that may be evaluated as college-level learning, as well as preparing learning portfolios to build on previous non-college learning.

**METR 101**      [Your Academic Journey](#)      3

Students relatively new to university education or those returning to college after a number of years often find the transition difficult. This course is designed to introduce students to Metropolitan State and its academic programs and services. It also helps students self-assess their abilities and gain knowledge in important reading and writing skills, public speaking, listening skills, study skills, and critical thinking. The course provides a firm foundation for all university learning that follows. It is required of all newly-admitted students with less than 16 semester credits. Students with fewer than 30 semester credits, or students who have been away from college for some time, are also strongly encouraged to enroll.



*Other Information:* Note: Students must attend a New Student Orientation before taking this course. Attendance at the first class is required. Bring course text to first class meeting. It is strongly recommended that students registering for Metro 101 also register for section of INFS 115, because the two courses are complementary.

**METR 101T**      Your Academic Journey Theory Seminar      3

This theory seminar is designed for students who have prior knowledge and experience in study skills, critical thinking, liberal education and university resources, but who have not received previous college credit for a first year experience or study skills course.

**MGMT 001**      Business Program Information Meeting      0

Students interested in majors offered by the College of Management (COM) must attend a Program Information Meeting (PIM) in addition to Orientation. At the PIM, students learn about COM requirements, declaring a major, and which courses to take to complete their major. These sessions are designed for students interested in majors in business administration, economics, finance, human resource management, international business, management, management information systems/decision sciences, marketing, or public administration. Individual registration planning assistance is also available.

*Other Information:* Note: Some Program Information meetings are scheduled in coordination with Orientation for new students. These faster-paced and somewhat abbreviated sessions are offered for the convenience of students attending Orientation that day. Students attending these sessions must call 612-659-7269 to sign up in advance for the PIM - registration for the corresponding Orientation session does not automatically include sign up for the PIM.

**MGMT 100**      Introduction to Business      3

This course acquaints students with the American business system. Students learn about the environment of business including the economic, political/legal, socio/demographic, global, technological, and competitive aspects and how they impact organizations. In addition, the various functional areas of business are examined (marketing, management and finance). Students also consider the critical issues that face most



contemporary business organizations (ethical/social issues, cultural diversity and global considerations).

### **MGMT 121**      Topics in Supervision

This independent study focuses on supervision topics that relate to situations confronting the first level management position. Specific topics will vary with the offering but might include decision making, motivation, leadership, discipline, delegating, establishing goals, hiring, firing and evaluation employees, setting priorities, and developing techniques for effective supervisor-employee relationships.

### **MGMT 300**      COM Pathways 2

MGMT 300 provides students selecting any major offered by the College of Management with very specific research, critical thinking and collaborative competencies needed to complete their degree. It also includes College-specific Advising information and resources with the expectation matriculating COM majors will exit the course with a comprehensive degree plan and the skills to complete it. Topics covered in the course include; critical thinking development, development of collaborative skills, and COM's adoption of APA as the accepted style for written assignments in all courses. Pre-requisites for the course include the satisfactory completion of all business foundation courses. This course is a prerequisite to any other course required to complete any major in the College of Management.

### **MGMT 310**      [Management Principles and Practices](#) 4

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.

### **MGMT 320**      [Organizational Behavior](#) 4

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](#)

4

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 350**     Management Topics

The focus and topic of this course change from semester to semester. The topics presented are focused on timely learning opportunities or are designed to take advantage of the availability of community resources in management and/or business administration. Topics are listed in the Class Schedule.

**MGMT 360**     [Managing a Diverse Workforce](#)

4

This course focuses on policies and practices for effectively managing a diverse workforce in private, public and nonprofit organizations. The current context, 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.

**MGMT 365**     Business Futures

4

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

*Prerequisite(s):*        MGMT 100 Introduction to Business

**MGMT 370**     [Hotel and Restaurant Chain Management](#)

4

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

**MGMT 432** Leadership in Practice 4

This course requires students understand leadership theories from historical and contemporary perspectives and encourages skill development relative to effective leadership within the diverse, global nature of organizational life. Students in this course develop an understanding of the complexities of leadership by analyzing real-life situations and circumstances. Students have an opportunity to critique their leadership responsibilities and abilities within an organizational context.

*Prerequisite(s):* MGMT 310 Management Principles and Practices

**MGMT 499** [Case Studies in Strategic Management](#) 4

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.

**MIS 100** [Fundamentals of Information Technology in Organizations](#) 4

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.

<b>MIS 100A</b>	Fundamentals of Information Technology in Organizations- Concepts	2
-----------------	---	---

This two credit course is designed for students who have taken the MIS 100 (formerly MISD 100) waiver exam and who successfully completed only the skills portion, but not the concepts portion. This course focuses on creating computer literate users who can better communicate with the technical people in their organization. It covers computer concepts pertaining to hardware, software, networks, internet and programming. This course is delivered in a lecture format. An e-mail account is required before registration. This course, taken with MIS 100B, fulfills the MIS 100 requirement.

*Other Information:* Note: This section of MIS 100 covers only the concepts of the course and is for students who have waived out of the skills portion of the curriculum.

<b>MIS 100B</b>	Fundamentals of Information Technology in Organizations - Skills	2
-----------------	---	---

This two credit course is designed for students who have taken the MIS 100 (formerly MISD 100) waiver exam and who successfully completed only the concepts portion, but not the skills portion. This course focuses on creating computer literate users who can better communicate with the technical people in their organization. It covers computer skills that introduce students to word processing, graphics, database, spread sheet, business presentation and Internet microcomputer applications. An e-mail account is required before registration. This course, taken with MIS 100A, fulfills the MIS 100 requirement.

<b>MIS 310</b>	<a href="#"><u>Principles of Management Information Systems</u></a>	4
----------------	---	---

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](#)      4

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](#)      4

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      4

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

*Other Information:* Recommended: Completion of all MIS Tier One courses (MIS 320, 328, 335 and 467) before taking this course.

### **MIS 335**      [Management and Use of Databases](#)      4

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 Management Information Systems Function      4

This is an alternate capstone course for MIS majors that emphasizes both the technical and strategic planning and as well as organization frameworks necessary to successfully select, deploy and manage information systems. Other areas of study include the roles of executive and staff, administrative structures, outsourcing decisions & outsourcing frameworks. Several IT management methodologies will be examined, including ITIL and COBIT. This course was formerly numbered MIS 312.

*Prerequisite(s):* MIS 310 Principles of Management Information Systems



*Other Information:* Note: This is a new alternate capstone course for the MIS major. Prerequisite: All work in the MIS major must be completed prior to registration and a minimum of 90 earned credits.

**MIS 450**      [MIS Auditing and Security Controls](#)      4

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

*Other Information:* Recommended: Completion of all MIS Tier One courses (MIS 320, 328, 335 and 467) before taking this course.

**MIS 456**      Supply Chain Information Systems      4

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

*Other Information:* Recommended: Completion of all MIS Tier One courses (MIS 320, 328, 335 and 467) before taking this course.

**MIS 462**      Management of Distributed Computing      4

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

*Other Information:* Recommended: Completion of all MIS Tier One courses (MIS 320, 328, 335 and 467) before taking this course.

**MIS 463** Strategic Management of Technology and Innovation 4

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

*Other Information:* Recommended: Completion of all MIS Tier One courses (MIS 320, 328, 335 and 467) before taking this course.

**MIS 467** [Telecommunications and Internet Management](#) 4

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** Telecommunications Economics and Policy 4

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.

*Other Information:* Recommended: Completion of all MIS Tier One courses (MIS 320, 328, 335 and 467) before taking this course.

**MIS 499** [MIS Capstone](#) 4

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.

*Other Information:* Prerequisite: All work in the MIS major must be completed prior to registration and a minimum of 90 earned credits.

**MIS 533** Special Topics: Emerging Technologies 4

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

*Other Information:* Recommended: Completion of all MIS Tier One courses (MIS 320, 328, 335 and 467) before taking this course.

**MKTG 300**      [Marketing Principles](#)      4

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):* WRIT 231 Writing II OR  
WRIT 261 Business Writing OR  
WRIT 331 Writing in Your Major or equivalent  
intermediate writing course.

*Other Information:* Prerequisite: Intermediate writing skills.

**MKTG 310**      [Consumer and Professional Buyer Behavior](#)      4

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 343**      [Integrated Marketing Communications](#)      4

This course teaches a strategic approach to understanding and executing the full array of marketing communications. Topics include the essential role of integrated marketing communications (IMC) within the marketing function, product and service positioning, and the advantages, disadvantages and uses of various promotional tools such as advertising, sales promotion, publicity, public relations, personal selling and direct marketing. Special attention will be given to the constant changing role of interactive media. The course will focus on the process of developing effective IMC strategies that satisfy both promotional objectives and marketing goals, and developing an IMC plan.

*Prerequisite(s):*      MKTG 300 Marketing Principles

**MKTG 348**      [Advertising Design, Production and Copywriting](#)      4

This course teaches the techniques, theories and processes used by art directors and other advertising and marketing professionals in designing visual communications. Production terminology and practices are covered, including both traditional printing and new media. This course also teaches students how to write compelling advertising copy, incorporating positioning, creative briefs, features and benefits, creation of an advertising premise and copy organization. Students discuss how to work effectively with marketing managers and design/production personnel at both the corporate and agency level as well as outside vendors.

*Prerequisite(s):*      MKTG 343 Integrated Marketing Communications or equivalent with instructor's consent.

**MKTG 371**      [Travel and Tourism Marketing](#)      4

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 420**      [Marketing Research](#)      4

This course examines the processes and techniques used in gathering,

analyzing and reporting information that forms the basis for managerial and marketing decision making. The course content includes the study of both secondary research methods and primary research methods, with the emphasis on survey methods. There is a strong statistical analysis component, and students learn to use SPSS, statistical software used extensively in organizations that perform quantitative research. Students design and implement a marketing research study.

*Prerequisite(s):* MKTG 300 Marketing Principles AND STAT 201 Statistics I Note: If you have not satisfied the pre-requisite of STATS 201 prior to registering for this course, you can take STATS 201 concurrently with this course with instructor's consent.

**MKTG 430** Professional Sales 2

This course covers the knowledge and skills required of an effective salesperson. It takes an in-depth look at methods of identifying prospects, securing appointments, pre-approach planning, gaining attention and interest, understanding prospects' wants and needs, obtaining agreement of concerns and solutions, showcasing product benefits, handling sales resistance, identifying and responding to buying signals, sale-closing techniques, post-call analyses and customer-retention techniques. Students prepare an actual sales presentation.

**MKTG 435** [Sales and Sales Management](#) 4

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 4

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 449**      [Fundamentals of Purchasing Management](#)      2

This course acquaints students wishing to explore career opportunities in professional purchasing. It explains the functions of the professional purchasing manager, the contributions of purchasing to organizational goals, purchasing systems and controls, supplier selection procedures, and performance evaluation of purchasing personnel.

**MKTG 450**      Advanced Purchasing Management      4

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 449 Fundamentals of Purchasing Management or equivalent with instructor consent.

**MKTG 451**      [Materials Management](#)      2

This course focuses on activities concerned with materials and inventory requirements, from receiving the materials to their introduction into the manufacturing processes. Topics discussed include objectives and organization for materials management, total quality management, materials requirement planning, traffic management, warehousing, automated inventory control systems, and legal and ethical considerations in materials management.

**MKTG 453**      International Purchasing      2

Global competition makes it increasingly important for American firms to contract with foreign companies to establish efficient and reliable sources of industrial materials and supplies. Topics include: starting a global buying program, dealing with foreign cultures, business practices, monetary systems and related legalities, writing international purchase orders, controlling global logistics costs, and U.S. programs designed to

benefit importing buyers.

*Prerequisite(s):* MKTG 450 Advanced Purchasing Management or equivalent with instructor consent.

**MKTG 454**      Current Trends and Issues in      2  
Purchasing/Logistics Management

This course examines trends and issues which are most likely to influence policy making and strategy designs for efficient and effective purchasing management. Topics addressed include: changing information technologies affecting efficiency in purchasing; changing technologies in transportation and storage; influences of the changing makeup of the work force; purchasing role in quality management; strategic alliances with suppliers; multinational sourcing; and legislative initiatives. Seminars are led by experienced purchasing management executives.

*Prerequisite(s):* MKTG 450 Advanced Purchasing Management or equivalent with instructor consent.

**MKTG 455**      [Supply Chain Management](#)      4

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 456**      Professional Negotiations      4

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.

**MKTG 470**      Business to Business Marketing      2



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.

**MKTG 480**      [International Marketing](#)      4

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

*Prerequisite(s):* MKTG 300 Marketing Principles or equivalent with instructor's consent.

**MKTG 490**      [Issues in Marketing](#)      4

This course is positioned as the capstone for marketing majors. Students critically examine contemporary issues in marketing including brand strategy, consumer behavior, marketing communications, pricing, positioning, the marketing of services, interactive marketing, and ethical issues in marketing. Students analyze case studies and read articles from a wide variety of business journals and texts. Special emphasis is placed on developing analytical skills and business writing and presentation skills. Emphasis is placed on understanding complex marketing situations, drawing conclusions, and making sound marketing recommendations.

*Prerequisite(s):* MKTG 300 Marketing Principles AND MKTG 310 Consumer and Professional Buyer Behavior AND MKTG 420 Marketing Research and a minimum of 90 credits.

**MKTG 9012**      Continuous Improvement Initiative for the Marketing Program      0

**MUSC 133**      [Class Guitar I](#)      3

This course is designed for students who wish to learn to play the steel string or classic acoustic guitar. It accommodates beginning and advanced beginning students. Students study hand positions, fingering techniques, music notations and other fundamentals. They are introduced to a variety of musical styles and have an opportunity to concentrate on one particular style. Students also basic music theory and guitar history, Students must have access to a guitar. Students may register twice for credit.

**MUSC 133**      Class Guitar I      4

This course is designed for students who wish to learn to play the steel string or classic acoustic guitar. It accommodates beginning and advanced beginning students. Students study hand positions, fingering techniques, music notations and other fundamentals. They are introduced to a variety of musical styles and have an opportunity to concentrate on one particular style. Students also basic music theory and guitar history, Students must have access to a guitar. Students may register twice for credit.

**MUSC 220**      [Music Appreciation](#)      4

A general introductory course designed to enhance listening enjoyment and ability. Exploring both the western musical tradition and world music. Emphasis on the elements of music, and includes in-class demonstrations and attendance at outside musical events. No previous musical study required.

**MUSC 322**      [Topics in Music](#)      4

This course provides a focused examination of the various popular and art music styles as developed and practiced in America and throughout the world. Topics regularly include the History of Rock and Roll, Jazz and Society, American Musical Theater and Sound Design as well as issues associated with emerging experimental forms of music and the intermedia arts. Note: This course may be taken up to four times with different topics.

*Other Information:*    Note: This course may be taken up to four times with different topics.

**MUSC 330**      [Experimental Music](#)      4

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.



**MUSC 333**      Applied Guitar Study      3

This private study course is designed for students who wish to learn to play the steel string or classic acoustic guitar. It accommodates advanced beginners, intermediate and advanced players. Students study hand positions, fingering technique, music notation and other fundamentals. They are introduced to a variety of musical styles and have an opportunity to concentrate on one particular style. Students must have access to a guitar. Students may register six times for credit.

*Other Information:* Note: Students may register four times for credit.

**NSCI 201**      [Nature Study](#)      4

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 098 Introduction to Mathematical Thinking  
AND  
WRIT 131 Writing I OR  
MATH 099 Developmental Mathematics Using  
ALEKS OR  
MATH 102 Mathematics of Sustainability or  
placement at or above College Algebra level on the  
University's assessment test.

*Other Information:* Note: First day attendance required except by instructor permission. Overlap: Student cannot receive credit for both NATH 201 Nature Study and NSCI 201 Nature Study.

**NSCI 203**      Plants and Human Affairs      4

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 098 Introduction to Mathematical Thinking  
OR  
MATH 099 Developmental Mathematics Using

ALEKS OR

MATH 102 Mathematics of Sustainability or placement at or above College Algebra level on the University's assessment test.

*Other Information:* Note: First day attendance required except by instructor permission. Overlap: Student cannot receive credit for both NATH 203 Plants and Human Affairs and NSCI 203 Plants and Human Affairs.

**NSCI 204**[Environmental Science](#)

4

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 098 Introduction to Mathematical Thinking  
OR  
MATH 099 Developmental Mathematics Using ALEKS OR  
MATH 102 Mathematics of Sustainability or placement at or above College Algebra level on the University's assessment test.

*Other Information:* Note: First day attendance required except by instructor permission. Overlap: Student cannot receive credit for both NATH 204 Environmental Science and NSCI 204 Environmental Science.

**NURS 301**[Theoretical Foundations for Nursing Practice](#)

4

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.

*Other Information:* Full admission to the nursing major.

<b>NURS 304</b>	<b>Fundamental Concepts of Professional Nursing</b>	<b>4</b>
-----------------	---	----------

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.

*Other Information:* Note: Reserved for students in the Entry Level MSN Program.

<b>NURS 306</b>	<b>Principles of Pharmacology for Nursing</b>	<b>3</b>
-----------------	---	----------

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.

*Other Information:* Requirement: Admitted nursing student or instructor's consent.

<b>NURS 308</b>	<b>Integrative Foundations for Professional Nursing</b>	<b>2</b>
-----------------	---	----------

This course focuses on the integration of clinical reasoning and decision making in skill and role development. Physical, emotional, cognitive, social/relational, and spiritual factors affecting health are examined within a holistic model of care. A clinical decision-making framework is used to prepare students to provide individualized care for patients with diverse cultural backgrounds and health care needs.

*Corequisite(s):* NURS 309 Holistic Nursing Care of the Adult

<b>NURS 309</b>	<b>Holistic Nursing Care of the Adult</b>	<b>3</b>
-----------------	---	----------

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,

***Prerequisite(s):*** NURS 304 Fundamental Concepts of Professional Nursing AND  
NURS 325 Health Assessment AND  
NURS 401 Introduction to Modeling and Role-Modeling AND  
NURS 410 Applied Pathophysiology

**NURS 315**      Theoretical Foundations of Nursing      3  
II

**NURS 325**      **Health Assessment**      **3**

<b>NURS 335</b>	Nursing Research	<b>3</b>
-----------------	------------------	----------

<b>NURS 400P</b>	Intensive Practicum I	3
------------------	-----------------------	---

A clinical course which focuses on the application and integration of healthcare and nursing concepts, assessment skills and interventions necessary to provide basic safe and effective holistic nursing care to adults with acute, chronic, and traumatic conditions. Emphasis is placed on the examination of dynamic interrelationships between professional practice and the health and wellbeing of diverse persons and populations. Clinical experiences will occur on adult medical-surgical units with a focus on clinical decision-making and fundamental nursing skills.

*Prerequisite(s):* NURS 304 Fundamental Concepts of Professional Nursing AND  
NURS 325 Health Assessment AND  
NURS 401 Introduction to Modeling and Role-Modeling AND  
NURS 402 Ethical Dimensions for Nursing Practice AND  
NURS 410 Applied Pathophysiology

*Corequisite(s):* NURS 409 Holistic Nursing Care of Women, Children, and Families

*Other Information:* Corequisite: NURS 309 Nursing Care During Illness.

<b>NURS 401</b>	Introduction to Modeling and Role-Modeling	1
-----------------	--	---

This course focuses on the Modeling and Role-Modeling nursing theory as a foundation for nursing practice. Its' emphasis is on simulation application of the theory preparatory for nursing practice situations.

<b>NURS 402</b>	Ethical Dimensions for Nursing Practice	2
-----------------	---	---

This course focuses on the theory and skills that prepare nurses to be competent participants of a moral community. Content includes analysis and application of several conceptualizations of ethical behavior, examination of the roots of ethical behavior, clarification of values, ethical decision making, collaboration with others to determine ethical standards, and evaluation of an ethic of care in nursing practice. Students explore caring and justice within health care. Graduate students further examine the ethical dimensions related to advanced nursing roles. Note: This course may be taken for graduate credits as NURS 602.

*Other Information:* Requirement: Admitted B.S.N./M.S.N. student or instructor's consent.

<b>NURS 403</b>	Foundations for Professional Nursing	1
-----------------	---	---

This course will explore the core competencies, clinical judgment, and role differentiation inherent in the transition from licensed practical nurse to baccalaureate prepared registered nurse. Content will focus on the multi-dimensional, complex facets of this transition.

<b>NURS 407</b>	<a href="#"><u>Family Health Nursing</u></a>	3
-----------------	--	---

This course focuses on family nursing. Major theoretical foundations are presented including family systems, development, structure function and stress. Issues related to contemporary families are explored including gay and lesbian families, responses to grief and loss, family violence, and 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.

*Other Information:* Requirement: Admitted B.S.N. student or instructor's consent.

<b>NURS 409</b>	Holistic Nursing Care of Women, Children, and Families	3
-----------------	---	---

This course focuses on the holistic nursing care of women during childbearing, children, and families. Students will utilize principles of evidence based practice, theory, and holism in simulation and didactic experiences. Emphasis will be placed on health promotion, illness prevention, and management of alterations of health and wellness in women during childbearing, children, and families.

*Prerequisite(s):* NURS 301 Theoretical Foundations for Nursing Practice AND  
NURS 304 Fundamental Concepts of Professional Nursing AND  
NURS 325 Health Assessment AND  
NURS 410 Applied Pathophysiology

*Corequisite(s):* NURS 400P Intensive Practicum I

<b>NURS 410</b>	Applied Pathophysiology	4
-----------------	-------------------------	---

This course introduces the nursing student to human pathophysiology and disruptions in homeostasis resulting in, or as a result of, alterations in

tissue or organ function due to genetic, genomic, cellular, biochemical, structural or environmental causes. Topics focus on select conditions or diseases linked to physiological systems (respiratory, cardiovascular, neurological, gastrointestinal, renal, endocrine, immune/inflammatory, hematological, and skeletal/integumentary) that occur throughout the lifespan. Emphasis is placed on integrating pathophysiology, clinical presentation, therapeutic modalities and nursing interventions for effective clinical nursing practice.

**NURS 414**      [Geriatric Nursing](#)      2

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.

**NURS 415P**      [Integrative Practicum II](#)      5

This clinical course focuses on the application and synthesis of theoretical principles and nursing concepts in the care of diverse clients and populations. Emphasis will be placed on the collaborative utilization of resources in a variety of community based and acute health care settings. Students will participate in an intensive practice immersion in preparation for the professional nurse role.

*Prerequisite(s):*      NURS 309 Holistic Nursing Care of the Adult

**NURS 446**      [Introduction to Nursing Informatics](#)      2

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.

**NURS 456**      [Community Health Nursing](#)      3

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.

**NURS 456P**      [Community Health Nursing Practicum](#)      2

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.

**NURS 458**      Leadership and Management in Nursing      6

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.

*Other Information:* Requirement: Admitted B.S.N. student or instructor's consent.

**NURS 460**      [Mental Health Nursing](#)      3

This course focuses on the holistic care of clients experiencing mental health challenges. Psychiatric disorders, populations at risk, and the continuum of care delivery are addressed. Emphasis will be placed on the application of assessment skills and nursing interventions relating to psychiatric clinical conditions through didactic and simulation experiences. The effects of ethical, legal, cultural, and political factors on care of the mentally ill are examined. The Healing through Caring theoretical model is used as the basis for planning, implementing, and evaluating nursing care.

*Prerequisite(s):* NURS 306 Principles of Pharmacology for Nursing

*Corequisite(s):* NURS 600P Intensive Practicum II

**NURS 461**      Nursing Care in Complex Situations      5

Course approval pending.

**NURS 465**      [Leadership and Management in](#)      4



Modeling and Role-Modeling is used in this course to expand and enhance leadership/management content in order to promote collaborative, effective client-centered care. Theory and concepts related to leadership, motivation, change and conflict as well as organizational and managerial theory and processes are discussed.

**NURS 480P** Professional Nursing Practice:  
Clinical Practicum 1

This elective clinical internship provides learning opportunities to encourage application of theory and research based knowledge in nursing practice at the baccalaureate professional level. Students will engage in both clinical and reflective experiences to enhance the development of their professional nursing role. The focus is on gaining depth in understanding the application of various nurse roles in clinical practice through reflecting on competencies for baccalaureate prepared nurses described in the Essentials of Baccalaureate Education for Professional Nursing Practice.

**NURS 495** [Nursing Capstone Seminar](#) 2

This capstone seminar focuses on synthesizing theories, principles, models, and skills from nursing, other disciplines, and the arts and sciences. Emphasis is placed on Modeling and Role-Modeling theory as a basis for implementing holistic nursing care directed toward healing in the human health experience. Students demonstrate integration of theory through student-led seminars and the completion of a capstone project.

**NURS 499** [Special Topics in Nursing](#)

This independent study is designed for transfer students whose course or courses from another college or university fulfills some but not all of the requirements of a Metropolitan State undergraduate nursing course. The student and faculty evaluator negotiate the number of credits to be completed and the specific course objectives and requirements to be satisfied. Through guided study, the student completes these requirements.

**PFIN 101** [Personal Finance and Investing](#) 3

People make financial decisions daily and, with increasing frequency, decisions affecting their long-term financial well-being. This course provides an introduction to the world of personal investing and finance including the formulation of intelligent and practical investment and personal financial plans.

<b>PHIL 100</b>	<b>Multicultural Introduction to Philosophy</b>	<b>3</b>
-----------------	---	----------

Have you ever wondered how people from different cultures think about important life questions differently from one country or culture to the next? How do different cultures understand life's meaning? How do different cultures understand the nature of death? How do people in different cultures make sense of their place in the world? How do they see their moral responsibilities to one another? Through philosophical readings from a wide variety of cultures, this course explores these and other questions of inter-cultural philosophical significance. You will leave the course with a greater understanding of how people from a variety of cultures attempt to answer these important life questions.

<b>PHIL 101</b>	<b>Virtues and Vices</b>	<b>3</b>
-----------------	--------------------------	----------

What defines a person and their character as good? What defines them as bad or evil? What kinds of character traits are good for a person to have? What kinds are bad? This course examines concepts of virtue and vice, such as wisdom, prudence, forgiveness, courage, envy, greed, jealousy and hypocrisy. It explores the nature of these concepts and their uses in various systems that evaluate conduct of people. The course will leave you with a better ability to assess and evaluate behaviors of others and the social systems in which we reside.

<b>PHIL 102</b>	<b><u><a href="#">Philosophy, Film and the Meaning of Life</a></u></b>	<b>3</b>
-----------------	--	----------

Does human life have a meaning? If so, where or how can it be found? How should one live? What kind of people should we want to be? How does the nature of one's community and one's position in it affect one's answers to these questions? Do only certain kinds of communities offer opportunities for a good life? This course uses movies and philosophical essays from classical and contemporary sources to discuss these and other matters concerning life's meaning.

<b>PHIL 104</b>	<b>Critical Thinking: Logic and Argument</b>	<b>4</b>
-----------------	--	----------

This course is designed to acquaint students with the basic concepts and skills necessary for understanding and evaluating arguments. We will critique reasoning found in everything from newspapers to professional journals. Students will learn about standards of validity and will develop strategies for evaluating evidence.

<b>PHIL 105</b>	<b>Views of Human Nature</b>	<b>3</b>
-----------------	------------------------------	----------

This course introduces students to persistent questions concerning what

it means to be human. Is there such a thing as human nature? If so, what is it? How have different cultures and different periods of history understood that nature of human nature? What are the moral and social consequences of accepting various answers to this question? The course examines how these questions have been addressed within European, American, Asian, Indian and Middle Eastern philosophical traditions.

**PHIL 106****Philosophy of Religion****3**

What do people mean when they talk about God? What is worship or veneration and what is an appropriate object of worship? What is the relationship between belief in God and evidence or argument? How can one live with and respect others whose religious beliefs differ in fundamental and ways from one's own? Is it reasonable or practicable to insist that there is or must not be a relation between religion and government? What relationship does religion have to morality? How can one worship a God who allows the innocent to suffer? This course examines a selection from among these provocative questions with the aid and materials drawn largely from monotheistic religions.

**PHIL 204****[Introduction to Symbolic Logic](#)****4**

Symbolic logic uses formal methods in order to study the properties of arguments in a precise and rigorous manner. In this course, we learn about both the propositional calculus, which deals with the logical relations that hold among whole propositions, and the predicate calculus, a system which allows more precise analysis of linguistic structure. The course will focus on both translation of natural languages into symbolic form, and proofs using natural deduction.

*Prerequisite(s):* MATH 115 College Algebra on the mathematics assessment test offered by Diagnostic Services.

*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 301****[Ethical Inquiry](#)****4**

What does it mean to be an ethical person? What thinking should guide a person's decisions about doing (or not doing) what is right or wrong? Can we know when something is right or wrong or this only a matter of personal feeling? Do the affluent have moral duties to help the poor of the world with their plight? This course explores these questions and others like them, using a variety of philosophical materials and approaches. It examines major moral theories and related moral dilemmas concerning, for example abortion, economic justice, war and morality, and the moral status of animals. This course also examines ideas about how race, class

and gender may affect concepts of ethics.

**PHIL 303**      Principles of Inquiry: Ways of  
Knowing      4

This course will consider a number of questions about knowledge: What is the difference between knowing that something is true and just believing (or being of the opinion) that it is true? What sorts of methods or modes of inquiry can reliably produce knowledge? Are there various methods for acquiring knowledge or is there really only one method (perhaps something called "the scientific method"). Is science the only reliable 'way of knowing', or are there others (faith or intuition or personal experience or...)? Should we accept claims that non-Western cultures have distinctive 'ways of knowing'? What about the idea that there are (as a popular book title suggests) 'women's ways of knowing'? The course will treat these questions as practical questions: In the public sphere of politics and the marketplace, as well as in our personal lives, claims and counter-claims abound. Many people claim to know one thing or another, and many others claim to know that those very claims are false or ill founded. How can we sort through the spin and the propaganda and figure out what's really going on? How, in particular, can we know what we need to know in order to be good citizens in a democratic society? Part of what we need is to understand better how our minds work and what errors they are prone to. We will also need to think about how the mass media inform and misinform us.

**PHIL 306**      [Philosophy and Sexuality](#)      4

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.

**PHIL 320**      [Business Ethics](#)      4

Do business firms have obligations besides making as much money as possible for their stockholders? What are their responsibilities, if any, to their employees, their customers, and the wider community? Is it enough to obey the law, or does the law sometimes allow people to do things that are wrong? Do employees have any right to privacy on the job? To 'living wages'? To 'decent' working conditions? Does a seller have any obligation to look out for the interests of the buyer? Isn't it necessary to put the best

possible 'spin' on your product and let the buyer look out for him or herself? This course will examine questions like these in light of various theories of ethics and current theories of justice. In addition to considering how we might ideally like people to act, it will also consider the challenges to personal integrity and 'doing the right thing' posed by the real world of business and by the kind of large bureaucratic organizations that dominate it.

**PHIL 321**      [Medical Ethics](#)

4

Is it ever right to try to hasten a patient's death? Should people ever be given medical treatment against their will? How should we decide who will get access to scarce medical resources (like organ transplants)? Do people have a right to get the care they need, even if they can't pay for it? This course will use ethical theories and theories of justice to explore these questions and others like them. It is intended to be helpful not only to (present or future) health care practitioners, but also to anyone who wants to think about these issues, which confront us in our roles as patients and as citizens whose voices can contribute to the shaping of health care policies.

**PHIL 325**      Criminal Justice Ethics

4

Do criminal justice professionals have to meet a higher moral standard in their behavior as professionals than that of ordinary persons? Is it ever right for a criminal justice professional to "give a break" to a fellow professional? Should criminal justice professionals report clear moral violations of their fellow professionals? This course examines a range of moral dilemmas that criminal justice professionals are likely to face as they attempt to perform the duties of their office. Using both moral theory and detailed case examples from the criminal justice system, students learn to apply moral principles and concepts in a given situation to resolve these situations in a satisfactory ethical manner.

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

**PHIL 326**      Communication Ethics

4

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?

**PHIL 327****Ethics in the Information Age**

4

This course explores a range of moral issues raised by the introduction of new technologies for the production, distribution and use of information -- issues about privacy, surveillance and data-mining, freedom of speech, copyright, computer crime and abuse, justice in access to information, the political and social significance of the Internet, and so on. The course is intended to be helpful not only to information technology professionals, who will encounter some of these issues in connection with their work, but also to anyone who has an interest in the way information technology is changing our lives. Students will study moral theory, professional codes of ethics and a variety of case studies.

**PHIL 334****Philosophy for Children**

4

Evidence suggests that engaging in philosophical discussion enhances children's reasoning and critical skills. This course introduces strategies for encouraging elementary school children to think about their world in a serious and careful way, using stories, children's literature and children's everyday experiences, as well as materials developed at the Institute for the Advancement of Philosophy for Children. The course is designed for teachers wishing to integrate philosophical questions into their classes and parents who wish to play a more active role in the cognitive development of their children. Education students are encouraged to consider this training.

**PHIL 335****Intimacy: Philosophical Reflections  
on Love, Friendship and Family**

4

What is intimacy? What relation does it have to trust, disclosure, self-knowledge, and other features of character and conduct? How is it exemplified in relationships like friendship, love and the affections people feel toward family members? What is the nature of these relationships, and what sorts of life-responsibilities or rights, if any, do they confer? Does intimacy change moral relations with intimates and thereby obligations to others, including ourselves? Discussions of these matters are conducted in the context of philosophical readings drawn from the classical era as well as from contemporary, men and women writers of various races, cultures and times.

**PHIL 352****Ethics Beyond Borders**

4

This course offers an introduction to the philosophical issues raised by political and economic relations in the global system. Classes typically deal with challenges such as just distribution of goods and services; the morality of war; the complexity of humanitarian intervention; recognition across national boundaries; and environmental justice.



**PHIL 354**      [Economic Justice: Who Gets What and Why?](#)      4

Does the fact that some in the world have more than they need in order to live and others have too little to survive show that the world is unjust? Do people in affluent countries have a moral obligation to help those in impoverished countries? Should material well-being be more equally distributed in a just world? Should people who contribute more get more? Do smart people, beautiful people, and hard-working people deserve to get more than those who are less so? Should the world's bounty be seen as belonging to all equally? These and other questions regarding the controversial issue of economic justice will be addressed through a variety of philosophical materials.

**PHIL 355**      Moral Theory      4

When we say something is morally right or wrong, are we simply expressing our personal feelings or are we saying something more? Who gets to decide (and how do they decide) what makes something morally right or wrong? Do moral issues have answers about which we can be certain? Does morality have well-regarded theories like the physical sciences do--theories which help ethicists and others to decide what is right or wrong? These and other questions will be addressed in this decidedly theory-focused course in moral philosophy.

**PHIL 362**      African and African-American Philosophy      4

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?

**PHIL 364**      Women and Philosophy      4

How have feminist thinkers approached traditional questions about the nature of reality, personal identity and social institutions, and how do their answers influence their choices about how to act? By what standards can these choices be evaluated? Does it make sense to talk about feminism as a single school of thought? What is the relationship of feminist theory and philosophy to other women's movements? In this course students have the opportunity to connect discussions of feminist thought

to personal and community issues. Topics may include sexism in traditional theory and philosophy; concepts of oppression; how sexism, racism, homophobia and class affect women's lives and thought; the evaluation of various feminist theories; and how intellectual and political connections between women are created and maintained.

**PHIL 365**      The Cultural Politics of GLBT  
Sexuality      4

This course studies the socio-cultural, political, and conceptual bases of contemporary identity formation in gay, lesbian, transgender and bisexual communities. Variable topics of study, focused primarily on the United States, examine the development of communal and political LGBT identity rooted in the philosophical, social, and political debates and challenges among and between LGBT people since 1945: the Homophile movement of the 1950's and 1960's, the Stonewall Riot of 1969 and Gay Liberation movements of the 1970's, lesbian feminism and the politicization of sexuality, the HIV crisis, LGBT civil rights and public policy, transgender politics, race and its relationship to sexuality, and cultural, literary, and filmic expressions of LGBT identity. Overlap: GNDR 365

*Other Information:*    Overlap: GNDR 365 The Cultural Politics of GLBT  
Sexuality

**PHIL 366**      Race and Racism: Philosophical  
Problems      4

What exactly is a race? How has the race idea come together across history? Has race been understood differently for different groups? What is the relation between the idea of race, racial prejudice and racial oppression? What exactly is racism? What is the precise nature of the harm of racism? This course examines various ideas of race from classical antiquity through early twentieth century biology and anthropology as well as contemporary reflections on this history.

**PHIL 375**      Ancient Greek Philosophy      4

This course examines the birth of European philosophy in ancient Greece. We will study the two Greek thinkers who are still regarded by many as the greatest of all philosophers - Plato and Aristotle - and may also examine the work of other thinkers who came before and after them. Topics include the nature of reality, the ways we might come to have knowledge, and the good life for human beings.

**PHIL 376**      [Early Modern European Philosophy](#)      4

This course concentrates on the period of time in which what people call



"the modern world view" was formed. With the dawn of modern science, the centuries old grip of Aristotle and the Church was broken and replaced by a fundamentally new philosophy that was responsive to the new science and assisted in its defense. We will study selected thinkers of the period from the 16th to the 19th centuries: Descartes, Locke, Hume, Kant, and others. The course also pays attention to the role of race, gender and colonialism in the thought of these philosophers.

**PHIL 378**      Contemporary Philosophy      4

This course studies philosophical developments from the late nineteenth century to the present. Readings are drawn from diverse traditions, and the emphasis is on the contribution philosophy can make to understanding contemporary life and society.

**PHIL 385**      [Philosophy on the Front Page:  
Topics in Political and Social  
Philosophy](#)      4

The specific topic of this course changes from semester to semester. Each time the course is offered, it considers topics of current social importance and employs important work in social and moral philosophy to understand them. Topics have included reparations and responses to historical injustices; toleration of religious and other differences; immigration and the question of who should get in and why. Future topics may involve the legitimacy of torture; justice in the distribution of health care; markets and morals; same-sex marriage; the role, nature, and justifiability of patriotism; etc.

**PHIL 501**      Greats: Major Figures and Works in  
the History of Thought      4

This course considers a single major philosopher or a major work in the history of thought, such as Plato, Aristotle, Kant, Marx, Wittgenstein, de Beauvoir, DuBois, Lao Tse; or The Republic, The 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.

**PHIL 503**      Principles of Inquiry: Ways of  
Knowing      4

This course will consider a number of questions about knowledge: What is the difference between knowing that something is true and just believing (or being of the opinion) that it is true? What sorts of methods or modes of inquiry can reliably produce knowledge? Are there various methods for acquiring knowledge or is there really only one method (perhaps something called "the scientific method"). Is science the only reliable way

of knowing', or are their others (faith or intuition or personal experience or...)? Should we accept claims that non-Western cultures have distinctive 'ways of knowing'? What about the idea that there are (as a popular book title suggests) 'women's ways of knowing'? The course will treat these questions as practical questions: In the public sphere of politics and the marketplace, as well as in our personal lives, claims and counter-claims abound. Many people claim to know one thing or another, and many others claim to know that those very claims are false or ill founded. How can we sort through the spin and the propaganda and figure out what's really going on? How, in particular, can we know what we need to know in order to be good citizens in a democratic society? Part of what we need is to understand better how our minds work and what errors they are prone to. We will also need to think about how the mass media inform and misinform us.

*Other Information:* Prerequisite: Intended for graduate students. Qualified undergraduates may enroll with the instructor's consent.

## **PHIL 520**

### **Business Ethics**

4

Do business firms have obligations besides making as much money as possible for their stockholders? What are their responsibilities, if any, to their employees, their customers, and the wider community? Is it enough to obey the law, or does the law sometimes allow people to do things that are wrong? Do employees have any right to privacy on the job? To 'living wages'? To 'decent' working conditions? Does a seller have any obligation to look out for the interests of the buyer? Isn't it necessary to put the best possible 'spin' on your product and let the buyer look out for him or herself? This course will examine questions like these in light of various theories of ethics and current theories of justice. In addition to considering how we might ideally like people to act, it will also consider the challenges to personal integrity and 'doing the right thing' posed by the real world of business and by the kind of large bureaucratic organizations that dominate it.

## **PHIL 521**

### **Medical Ethics**

4

Is it ever right to try to hasten a patient's death? Should people ever be given medical treatment against their will? How should we decide who will get access to scarce medical resources (like organ transplants)? Do people have a right to get the care they need, even if they can't pay for it? This course will use ethical theories and theories of justice to explore these questions and others like them. It is intended to be helpful not only to (present or future) health care practitioners, but also to anyone who wants to think about these issues, which confront us in our roles as patients and as citizens whose voices can contribute to the shaping of health care policies.

**PHIL 525** Criminal Justice Ethics 4

Do criminal justice professionals have to meet a higher moral standard in their behavior as professionals than that of ordinary persons? Is it ever right for a criminal justice professional to "give a break" to a fellow professional? Should criminal justice professionals report clear moral violations of their fellow professionals? This course examines a range of moral dilemmas that criminal justice professionals are likely to face as they attempt to perform the duties of their office. Using both moral theory and detailed case examples from the criminal justice system, students learn to apply moral principles and concepts in a given situation to resolve these situations in a satisfactory ethical manner.

**PHIL 526** Communication Ethics 4

This course explores ethical issues that are likely to arise as communications professionals attempt to do their jobs. Some of the issues addressed are: What responsibilities do communication professionals have to tell the truth? What role do differences in power play both in what is said and what is heard? Do communication professionals have ethical responsibilities other than those to the organization for which they work? Does living in a democracy impose special obligations on communication professionals?

**PHIL 527** Ethics in the Information Age 4

This course explores a range of moral issues raised by the introduction of new technologies for the production, distribution and use of information -- issues about privacy, surveillance and data-mining, freedom of speech, copyright, computer crime and abuse, justice in access to information, the political and social significance of the Internet, and so on. The course is intended to be helpful not only to information technology professionals, who will encounter some of these issues in connection with their work, but also to anyone who has an interest in the way information technology is changing our lives. Students will study moral theory, professional codes of ethics and a variety of case studies.

*Other Information:* Prerequisite: Intended for graduate students. Qualified undergraduates may enroll with the instructor's consent.

**PHIL 534** Philosophy for Children, Parents and Teachers 4

Evidence suggests that engagement in philosophical discussion enhances children's reasoning and critical skills. This course introduces strategies for encouraging elementary school children to think about their world in a serious and careful way, using materials developed at the Institute for the Advancement of Philosophy for Children, as well as stories, children's

literature and children's everyday experiences. The course is designed for teachers wishing to integrate philosophical questions into their classes and parents who wish to play a more active role in the cognitive development of their child. Education students are encouraged to consider this training.

**PHIL 552**      Ethics Beyond Borders      4

This course offers an introduction to the philosophical issues raised by political and economic relations in the global system. Classes typically deal with challenges such as just distribution of goods and services; the morality of war; the complexity of humanitarian intervention; recognition across national boundaries; and environmental justice.

*Other Information:*    Prerequisite: Intended for graduate students. Qualified undergraduates may enroll with the instructor's consent.

**PHIL 564**      Women and Philosophy      4

How have feminist thinkers approached traditional questions about the nature of reality, personal identity and social institutions, and how do their answers influence 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.

**PHIL 565**      The Cultural Politics of GLBT  
Sexuality      4

This course studies the socio-cultural, political, and conceptual bases of contemporary identity formation in gay, lesbian, transgender and bisexual communities. Variable topics of study, focused primarily on the United States, examine the development of communal and political LGBT identity rooted in the philosophical, social, and political debates and challenges among and between LGBT people since 1945: the Homophile movement of the 1950's and 1960's, the Stonewall Riot of 1969 and Gay Liberation movements of the 1970's, lesbian feminism and the politicization of sexuality, the HIV crisis, LGBT civil rights and public policy, transgender politics, race and its relationship to sexuality, and cultural, literary, and filmic expressions of LGBT identity. Overlap: GNDR 365

<b>PHIL 566</b>	Race and Racism: Philosophical Problems	4
-----------------	---	---

What exactly is a race? How has the race idea come together across history? Has race been understood differently for different groups? What is the relation between the idea of race, racial prejudice and racial oppression? What exactly is racism? What is the precise nature of the harm of racism? This course examines various ideas of race from classical antiquity through early twentieth century biology and anthropology as well as contemporary reflections on this history.

<b>PHIL 576</b>	Early Modern European Philosophy	4
-----------------	----------------------------------	---

This course concentrates on the period of time in which what people call "the modern world view" was formed. With the dawn of modern science, the centuries old grip of Aristotle and the Church was broken and replaced by a fundamentally new philosophy that was responsive to the new science and assisted in its defense. We will study selected thinkers of the period from the 16th to the 19th centuries: Descartes, Locke, Hume, Kant, and others. The course also pays attention to the role of race, gender and colonialism in the thought of these philosophers.

<b>PHIL 585</b>	Philosophy on the Front Page: Topics in Political and Social Philosophy	4
-----------------	---	---

The specific topic of this course changes from semester to semester. Each time the course is offered, it considers topics of current social importance and employs important work in social and moral philosophy to understand them. Topics have included reparations and responses to historical injustices; toleration of religious and other differences; immigration and the question of who should get in and why. Future topics may involve the legitimacy of torture; justice in the distribution of health care; markets and morals; same-sex marriage; the role, nature, and justifiability of patriotism; etc.

<b>PHYS 101</b>	<a href="#"><u>Introduction to Astronomy</u></a>	4
-----------------	--	---

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 098 Introduction to Mathematical Thinking  
OR

MATH 099 Developmental Mathematics Using ALEKS OR  
MATH 102 Mathematics of Sustainability or placement at or above College Algebra level on the University's assessment test.

**PHYS 105**      [Air, Weather and Climate](#)      4

This course is an introduction to the atmospheric sciences, including meteorology, climatology, and atmospheric chemistry. This course emphasizes scientific method, human impact on the environment, and the climate and weather in Minnesota. This course includes lab.

*Prerequisite(s):*      MATH 115 College Algebra OR  
MATH 120 Precalculus OR  
STAT 201 Statistics I

*Other Information:*      Note: Math pre-requisite may be taken concurrently.

**PHYS 107**      Energy and the Environment      4

This course explores the physics principles (such as force and energy, Electricity and Magnetism, Thermodynamics, Chemical Physics, and Nuclear Power generation) related to the use of energy and its effects on the environment. Topics such as power production, acid rain, fuel resources will be studied. The consequences of fundamental physics on public policy will also be discussed in this context.

*Prerequisite(s):*      MATH 098 Introduction to Mathematical Thinking  
OR  
MATH 099 Developmental Mathematics Using ALEKS OR  
MATH 102 Mathematics of Sustainability or placement at or above College Algebra level on the University's assessment.

**PHYS 110**      [Introduction to Physics](#)      4

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.). 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.

*Prerequisite(s):*      MATH 115 College Algebra

**PHYS 111**      General Physics I - Algebra Based      5

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

**PHYS 112**      General Physics II - Algebra Based      5

This course is a continuation of Phys 111 General Physics I. Phys 112 covers concepts of light, electricity/magnetism, nuclear energy and modern physics. It is taught at the algebra/trigonometry level and includes extensive laboratory work.

*Prerequisite(s):*      MATH 115 College Algebra AND  
                                 PHYS 111 General Physics I - Algebra Based

**PHYS 211**      [Calculus Based Physics I](#)      5

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 instructor's permission.

*Corequisite(s):*      PHYS 211L Calculus Based Physics I Lab

*Other Information:*      Note: This course is taken concurrently with PHYS 211L Calculus Based Physics I Lab.

**PHYS 211L**      [Calculus Based Physics I Lab](#)      0

This laboratory course is taken concurrently with PHYS 211 Calculus Based Physics I.

*Corequisite(s):*      PHYS 211 Calculus Based Physics I

*Other Information:*      Note: This laboratory course is taken concurrently

**PHYS 212**      Calculus Based Physics II      5

This course is the second of a two semester course which covers the fundamental concepts of physics. The course will focus on the concepts such as oscillatory motion, waves, superposition and interference of waves, diffraction, electricity and magnetism, electric circuits, light, mirrors and lenses. Laboratories emphasize real world applications of the concepts and problem solving skills taught in this course.

*Prerequisite(s):*      MATH 210 Calculus I AND  
                                 PHYS 211 Calculus Based Physics I

**PHYS 305**      Thermodynamics      5

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

*Prerequisite(s):*      MATH 210 Calculus I AND  
                                 MATH 211 Calculus II AND  
                                 PHYS 212 Calculus Based Physics II

*Other Information:*      Overlap: Student cannot receive credit for both  
   CHEM 305 Thermodynamics and PHYS 305  
   Thermodynamics.

**PHYS 489**      [Directed Research in Physics](#)

This is a faculty designed independent study (FDIS) which provides students the opportunity to do independent research in the field of theoretical and/or computational physics under the supervision of a resident physics faculty member. This course will improve problem solving, numerical/computational, and mathematical skills of the students. At the end of the course, students must complete a research report which must be approved by the instructor. The number of credits will be decided by the faculty and the student.

*Prerequisite(s):*      MATH 350 Ordinary Differential Equations AND  
                                 PHYS 212 Calculus Based Physics II AND  
                                 WRIT 231 Writing II and Instructor's permission  
                                 required.



**POL 101**      [Introduction to American Government and Politics](#)      3

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.

**POL 301**      [Citizenship in a Global Context](#)      4

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 302**      [Political Ideas](#)      4

This course examines political ideas from a variety of historical, cultural and social contexts. It includes perspectives from both the "mainstream" of traditional European-American political thought, and perspectives from other cultures, ideologies and traditions that often challenge the assumptions of dominant thinking in both the United States and the international community. The goal is to provide students with the understanding necessary to evaluate U.S. political institutions and ideas, and participate as citizens.

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

**POL 303**      [Ethnic Conflict in Global Perspective](#)      4

This is an era characterized by a global resurgence of ethnic identity and a revival of ancient ethnic antagonisms. This course applies a comparative and historical perspective to the sources and dynamics of ethnic conflict. The processes of ethnic mobilization and social conflict are explored in case studies both global and domestic. Films, fiction, memoirs and classroom exercises are used to explore this topic.

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

---

**POL 304**      Social Movements in Global Perspective      4

**Other Information:** Overlap: SOC 304 Social Movements in Global Perspective.

**Other Information:** Note: Offered only in the fall of election (even-numbered) years.

*Other Information:* Overlap: ETHS 309 Race and Public Policy

<b>POL 311</b>	<b>Community Organizing and Social Action</b>	<b>4</b>
----------------	---	----------

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 have instructor's permission.

*Other Information:* Overlap: SOC 311 Community Organizing and Social Action.

<b>POL 321</b>	<b><u>World Politics</u></b>	<b>4</b>
----------------	------------------------------	----------

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.

<b>POL 323</b>	<b>The Middle East: Conflict and Change</b>	<b>4</b>
----------------	---	----------

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.

<b>POL 331</b>	<b>Law and the Legal Process</b>	<b>4</b>
----------------	----------------------------------	----------

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.

**POL 332** Gender and the Law 4

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.

**POL 333** [Constitutional Law: Civil Rights and Civil Liberties](#) 4

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.

**POL 342** Lobbying: A Citizen's Guide to the Legislative Process 4

This course, for the seasoned lobbyist as well as the newcomer, is designed to stimulate people to effectively assert power in the political arena. The structure and dynamics of Minnesota government and politics are examined. Students learn how to start with an idea and build a strategy to make that idea into law using the Minnesota Capitol as a laboratory.

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

**POL 381T** Community Leadership Theory Seminar 4

This seminar is open to all students with experience in community leadership. Using their experience in community organizations, religious

institutions, unions, political parties, public boards or commissions, volunteer service groups, or civic groups as a base, students review the theoretical aspects of leadership and civic activity. Group discussion, lectures and reading help students explore assumptions about leadership, become acquainted with leadership models, study democratic and empowering approaches to community leadership, and analyze their own qualities as leaders. Note: Students must complete an online diagnostic test before registering. Students can obtain the test at [www.metrostate.edu/fc/seminars](http://www.metrostate.edu/fc/seminars) or click on the diagnostic test linked to the course description available through the online class schedule.

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

**POL 382T** Political Action Theory Seminar 4

This seminar is open to students with experience in political parties, electoral campaigns, government agencies or citizen organizations attempting to influence public policy. Beginning with an exploration of the basic principles that underlie U.S. democratic practice, students use readings, lectures and discussions to explore the principles of effective political action and apply them to their own experience. Students write a final essay that integrates the principles of politics with their experience as citizens.

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

**PRSP 001** Creative Learning Strategies Workshop 0

This free, one-session informational workshop introduces students to forms of creative learning. Facilitators provide both an overview of creative learning strategies and the role they can play in your education, as well as "break-out" sessions during which students can develop specific learning goals to be achieved through student-designed independent study, prior learning assessment or theory seminar strategies. Students may attend one or more of the "break-out" sessions offered after the overview.

*Other Information:* Note: This free workshop describes prior learning assessment, student designed independent studies, theory seminars and other creative learning strategies.

**PRSP 002** [First College Degree Plan Updating Workshop](#) 0

This free, one-session workshop is an opportunity for students to revise "old" degree plans completed in the Perspectives or Individualized Educational Planning (IEP) course. It is also for students who completed Perspectives at one time when a First College individualized degree plan was not required, or who have made substantial changes in the focus of their original degree plan.

*Other Information:* Note: This free workshop has one meeting. You must bring GELS or DARS worksheet and transcripts.

**PRSP 301**      [Perspectives: Educational Philosophy and Planning](#)      4

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.

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

**PRSP 301T**      [Perspectives: Educational Philosophy and Planning Theory Seminar](#)      4

This theory seminar is geared for students with experience in independent learning such as: teaching, training, human resources, management or supervision; learning situations such as education in another country, English as a second language or disabilities; or other learning situations that have helped them reflect on and understand values and expectations toward being an educated person.

*Other Information:* Note: Instructor approval is required prior to registering for Theory Seminar.

**DDSD 202T**      Self-Directed Learning Theory      4

This theory seminar is designed for adult students who have engaged in one or more self-directed projects and/or activities a year. Self-directed learning applies to broad areas of interest and includes, but is not limited to, experiences in travel, business, self education, literacy, entertainment, the arts, environment, home improvement, gardening, parenting, activism, volunteerism, and the like. Students read and discuss leading adult learning theories covering a wide range of thinkers and their complex and relevant thoughts. Also, students who enroll in this theory seminar are encouraged to link their learning experience with the theories, concepts, approaches and paradigms being considered in the seminar.

**PRSP 370**

## The American Legal System

2

A William Mitchell College of Law course, this course covers some basic elements that make up the American legal system, starting with the way lawyers think (in tandem with the PRSP 371 Legal Reasoning and Writing). The course describes the process of law, and goes into units which cover the basic application and interpretation of law. These units focus on examples and applications in two areas of law - torts and criminal law. Students are given a mix of case law and statutory law, and are shown how the law is applied in factual, hypothetical situations. The classroom instruction is given as a standard law school presentation. The final exam tests students in the same way law students are tested, by applying law to hypothetical fact situations.

*Corequisite(s):* PRSP 371 Legal Reasoning and Writing

*Other Information:* Note: Text will be available at William Mitchell Bookstore.

**PRSP 371**

## Legal Reasoning and Writing

2

A William Mitchell College of Law course, this course covers basic legal reasoning, the logical process used in legal thought and analysis. This course includes some basic writing and exercises to demonstrate new analytical skills. This course is a preview of the legal writing program that most law students must take in their first year. Corequisite: PRSP 370 The American Legal System.

*Corequisite(s):* PRSP 370 The American Legal System

*Other Information:* Note: Text will be available at William Mitchell Bookstore.

**PRSP 499**First College Capstone

4



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

**PSYC 010**      [Psychology Internship Group Meetings](#)      0

These meetings are required as part of the individual psychology internship experience. Meetings help students plan their internships and gain from their experiences by reflecting on their learning. Note: These meetings are required as part of the individual psychology internship experience. The two meetings help students plan their internships and gain from their experiences by reflecting on their learning.

*Corequisite(s):* PSYC 350I Psychology Internship

*Other Information:* Note: These meetings are required as part of the individual psychology internship experience. The two meetings help students plan their internships and gain from their experiences by reflecting on their learning.

**PSYC 020**      [Getting Credit for What You Know in Early Childhood](#)      0

See online class schedule for additional information.

**PSYC 030**      Early Childhood Studies Internship Meetings      0

See online class schedule for additional information.

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

**PSYC 100**      [General Psychology](#)      4

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.

**PSYC 102**      [Dynamics of Parent/Child Relationships](#)      3

This course is designed to increase knowledge of child growth and development and child-rearing principles and techniques. The focus is on parents' roles as facilitators for their children in areas such as achieving a purposeful life, becoming self-reliant and developing communication skills. It includes understanding and meeting the needs of single parents and their children.

**PSYC 103**      [Human Sexuality](#)      3

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.

**PSYC 104**      Self-actualization and Interpersonal Effectiveness      3

This course emphasizes the application of social psychology to human development in the private and professional areas. It examines the theoretical characteristic of self-actualization and the typical practices people use for actualizing their potential and effectively managing interpersonal relationships in social and professional settings. It focuses on contemporary behavioral scientists' work to gain theoretical understanding and practical methods for achieving goals in these areas.

**PSYC 105**      Assertive Behavior: Theory and Practice      3

This course deals with the origins of assertiveness training in behavior therapy and applies the theory of assertive behavior as a personal and professional growth tool for dealing with passive and aggressive behavior in oneself and others. Students apply concepts of assertiveness to personal, social and vocational life situations.

**PSYC 106**      [Stress Management and Wellness](#)      3

This class focuses on theories of stress management and practical tools for reducing stress. The objectives include helping each student identify

personal stressors; becoming familiar with the theories of stress management; applying cognitive and behavioral stress reduction techniques, including progressive relaxation, visual imagery, assertiveness, time management and thought stoppage; and developing a personalized stress-reduction plan. Students are evaluated in part on the basis of their complete individualized stress-reduction plan.

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

**PSYC 107**      [Career Planning and Development](#)      3

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.

**PSYC 108**      [Career and Life Planning for Women](#)      3

This course seeks to help women maximize their potential career choices and take control of their lives. The objectives include helping each woman identify and understand her own values, interests and abilities; becoming familiar with and applying theories of career development and adult development as they pertain to women; using an effective decision-making process; and developing a personal career and life plan, and determining strategies to implement, review and revise the plan.

**PSYC 212**      [Introduction to Diversity and Ethics in Psychology](#)      3

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](#)      3

Psychology

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.

*Other Information:* Note: Students should take this course during their first semester as a psychology student. Grading is Pass/No Credit only.

**PSYC 300**Abnormal Psychology

4

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 301**Adolescent Psychology

4

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

4

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.

**PSYC 303****Artificial Intelligence****4**

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 304****Battered Women: An Historical and Social Perspective****4**

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.

*Other Information:* Overlap: PSYC 304T Violence Against Women Theory Seminar.

**PSYC 304T****Violence Against Women Theory Seminar****4**

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.

*Other Information:* Overlap: PSYC 304 Battered Women: An Historical and Social Perspective.

**PSYC 305** Behavior Disorders in Children 4

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](#) 4

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 307** Data/Statistical Analysis for the Behavioral Sciences 4

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.

*Other Information:* Prerequisite: Completion of math general education requirements.

**PSYC 308** [Child Psychology](#) 4

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 4

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.

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

**PSYC 309**      [Cognitive Psychology](#)      4

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.

**PSYC 311**      Life Span Developmental Psychology      4

Life Span Developmental psychology reviews concepts, theories and principles of human development from conception and prenatal development through late adulthood. This course will emphasize cognitive and social development topics that will explore maturation, human growth experiences and the various stages of physical development as key components influencing human behaviors.

*Prerequisite(s):* PSYC 100 General Psychology

**PSYC 312**      [Research Methods](#)      5

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 313**      [Family Systems](#)      4

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.

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

**PSYC 314**      Group Dynamics and Facilitation      4

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.

*Other Information:* Overlap: COMM 351 Communication in Work Groups and Comm 351T Communication in Work Groups Theory Seminar

**PSYC 315**      Adult Learning      4

This class examines adults in transition, practical applications of individual differences in learning styles and research on adult learners. Topics include assessing adult learning needs and motivation, adult development, models for adult learning, and program development and evaluation.

*Other Information:* Overlap: PSYC 302 Adult Development and Lifelong Learning.

**PSYC 316**      Holistic Health      2

In this course, students work on a definition of holistic health, learn about mental health and stress management, study nutrition standards, develop physical fitness plans, explore spirituality's effect on health, and consider responsibility for environmental health. Students also learn criteria to judge the effectiveness of different health care approaches and evaluate a variety of health care practitioners. The course requires exploring information through written bibliographies, reading, writing major papers and interviewing.



**PSYC 317**      [Human Factors](#)      4

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 318**      Humanistic Psychology      2

This course looks at the array of theories in the humanistic tradition and the historical and philosophical background of this tradition. Humanistic psychology is compared to the other major schools of therapeutic psychology in the United States.

**PSYC 319**      The Impact of Technology on  
Human and Organizational Behavior      4

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.

**PSYC 320**      [Individual Differences](#)      4

This course examines factors which determine or affect individual and group differences. More specifically, it examines theoretical and philosophical foundations, research methods, measurement of human traits, roles of heredity and environment as determinants of human variation, social implications, and practical applications of this knowledge.

*Prerequisite(s):*      PSYC 100 General Psychology or equivalent with instructor's consent. After registering contact the Psychology Department at 651-999-5820 for materials.

**PSYC 321**      Jungian Psychology: Basic Concepts      2

This course explores the basic concepts of the analytical psychology of



C.G. Jung, including the collective unconscious, archetypes, complexes, psychological types and symbols. Local Jungian analysts and psychotherapists act as guest speakers and students are encouraged to apply these concepts to mental and emotional health issues and the individuation process.

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

**PSYC 323**      [The Nature of Creativity: A Psychological Perspective](#)      4

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.

**PSYC 324**      Practical Behavior Analysis and Modification      4

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 325**      Psychoanalysis and Other Dynamic Theories      2

This course covers the history, theoretical structure and therapeutic intervention of psychoanalysis and other major dynamic theories. It includes works of Sigmund Freud, Carl Jung, Alfred Adler and the major neo-Freudian (dynamic) theorists.

**PSYC 327**      [Psychological Testing](#)      4

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 328**      [Psychology of African Americans](#)      4

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.

**PSYC 329**      Psychology of Humor      4

This course begins with an exploration of theories about what makes people laugh and why. Students develop insight into their own sense of humor and how they use humor on a personal as well as an interpersonal level. It explores humor development across the life span, along with the importance of play in human life and examines the lives of several humorists from the perspective of the course content. The course also looks at how humor promotes physical, psychological and spiritual health, the relationship between humor and creativity, and the effective and appropriate use of humor in psychotherapy. Throughout the course, humor is viewed and understood as a source of personal power.

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

**PSYC 330**      [Psychology of Learning:  
Contemporary Theories and  
Applications](#)      4

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.

**Other Information:** Note: Contact the Psychology Department at 651-999-5820 for materials after registering.

**PSYC 331**      Psychology of Men      4

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.

**PSYC 332**      [Psychology of Personality](#)      4

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 333**      Psychology of Victims      4

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.

**PSYC 333T**      Victimization Theory Seminar      4

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.

*Other Information:*    Overlap: PSYC 333 Psychology of Victims.

**PSYC 334**      Psychology of War      4

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.

**PSYC 334**      Peace Studies and the Psychology of  
Peace      4

Can we manage the conflict in our personal life, our society and our world so it results in development and justice rather than oppression and destruction? We consider four paths towards peace: strength, negotiation, justice through nonviolent and political action, and personal transformation. Students are asked to develop their own stance towards achieving peace, to act on the basis of that stance and to report what they discover.

*Other Information:*    Recommended: Psyc 100 General Psychology.

**PSYC 335**      Psychology of Women      4

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.

**PSYC 336**      [Social Psychology](#)      4

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 337**      Sports Psychology      4

In this course students gain an understanding of the application of principles from sports psychology literature and how they are used to enhance perceptions and behaviors of athletes and coaches. It also presents an overview of sports psychology history and development as well as the field's future directions. The course looks at psychological variables applicable to understanding sport performance--personality and theories related to human behavior, motivation, anxiety, concentration, the use of imagery and mental rehearsal; aggression in sport performance; and psychological considerations of burnout, injury and termination from athletics.

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

**PSYC 338**      The Unconscious and Dreamwork      4

This course covers the history and therapy of, and therapeutic intervention with, the unconscious. It may include such topics as creativity, dreams and dream interpretation.

**PSYC 339**      Working with Children in the Middle Years      4

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 340** Understanding Death and Dying 4

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.

**PSYC 341** Violence and the Media:  
Psychological Effects of Film and Popular Music 4

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 343** [Drugs and Behavior: An Introduction to Behavioral Pharmacology](#) 4

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.

**PSYC 344** [Personnel and Industrial Psychology](#) 4

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.

**PSYC 345**      Biopsychology      5

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:* Note: BIOL 345 is no longer offered, PSYC 345 does not count as an elective in the Biology major, and that students who took BIOL 345 for credit cannot also take PSYC 345 for credit.

**PSYC 350T**      Early Childhood Programs:  
Management Principles and      4  
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/Facility](#)      4



## 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

<b>PSYC 352T</b>	Early Childhood Programs: Advocacy and Communications	4
------------------	--	---

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

<b>PSYC 353</b>	<u><a href="#">Selected Topics in Early Childhood</a></u>
-----------------	---

The topics covered in the different sections of this course vary from semester to semester. The focus of each section is on young children birth to age five. The purpose of the course is to familiarize students with specific subjects in the field of early childhood. Possible topics include: curriculum approaches such as Montessori or Reggio Emilia, infant-toddler mental health, assessment tools, parent education, or issues in early childhood special education. Students should consult the Class Schedule for the topics featured each semester. Note: This course may be taken four times for credit as long as the topic is different.

*Prerequisite(s):* PSYC 308 Child Psychology or equivalent with instructor's permission.



**PSYC 356**      [Early Childhood Development within a Social/Cultural and Historical Context](#)      4

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](#)      2

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](#)      2

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

*Other Information:*      Note: Field work required.

**PSYC 360**      [Friday Forum Topics](#)      .5

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.

*Other Information:* Note: At least 12 credits in psychology, human services, or social work prior to registration.  
Grading is Pass/No Credit only. MPA fee is \$15.

**PSYC 363**      [Community Psychology](#)      4

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.

**PSYC 380**      [Adlerian Psychology](#)      4

This independent study familiarizes students with the basic concepts and techniques of Adlerian counseling/psychotherapy. The teachings of Alfred Adler and Rudolph Dreikurs are examined in detail, including lifestyle analysis, early recollections and impact of ordinal position. Evaluation is based on an objective test, several papers and a lifestyle analysis.

**PSYC 381**      [The American Male](#)      4

This independent study looks at traditional patterns of male socialization in the United States and their effect on men's personal well-being, health, relationships and roles in business, family and society. Topics include the historical genesis of male socialization in American culture, stages of male development, men's reactions to the feminist movement, work as a primary focus of male identity, men and competition, homophobia-- (men's fear of men), men and violence, and options for new male roles.

**PSYC 382**      Community Services for the  
Mentally Retarded      4

This independent study encourages students to review the spectrum of community services available to mentally retarded citizens and their families. Students learn how to locate, use and evaluate a specific recreational, diagnostic, residential, educational and/or family support service.

**PSYC 384**      [Education Futures](#)      4

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.

*Other Information:*    Note: After registering, call the Psychology Department at 651-999-5821.

**PSYC 385**      [Educational Psychology](#)      4

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 387**      Environmental Psychology      4

This course explores how psychological perspectives and methods are being applied to environmental problems in the modern world. The ways humans have impacted and been impacted by natural and built environments are also examined. Topics include weather and climate, disasters and toxic hazards, territoriality and crowding, urban and rural environments, planning and design for human behavior, and building sustainable environments. The application of attitudinal, humanistic, cognitive, behavioral and political approaches to environmental problems are discussed.

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

**PSYC 388**      [Marriage and Family Relations](#)      4

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.

**PSYC 389**      Mental Retardation: Adulthood and Old Age      4

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      4

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 391**      [Perception](#)      4

This course introduces students to the major concepts and methods used in the study of perception. Topics include the eye and seeing, spatial vision and pattern perception, depth perception, auditory perception, touch, smell, taste, and knowledge and perception. Applications of research findings to everyday life are also explored.

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

*Other Information:* Note: After registering, call the Psychology

**PSYC 392**      Psychology and Education of the Gifted      4

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 393**      Special Education Overview      4

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 393T**      Special Education Overview Theory Seminar      4

This seminar is designed for students who have extensive practical experience in the areas of exceptional and special education. Content targets underlying theoretical concepts and ongoing potential for changes and growth in exceptional individuals. Overlap: PSYC 393 Special Education Overview.

*Other Information:*      Overlap: PSYC 393 Special Education Overview

**PSYC 394**      Vocational Rehabilitation of Persons with Disabilities      4

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.

**PSYC 395**[Coaching Psychology](#)

4

This class introduces students to the theory and application of the art of motivating, nurturing and leading groups and individuals to achieving goals. Students gain an understanding that the theories and practical uses of sports psychological principles are relevant and can be applied in a variety of settings including the corporate arena, athletic field and educational environment. Students develop and experiment with leadership and team-building strategies assisting them in developing effective people-management skills.

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

**PSYC 397**Developmental Disabilities: Issues,  
Concepts and Problem Solving

4

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.

**PSYC 399**[Applied Psychology Research Internship](#)

3

This internship is for students interested in doing research in community agencies or other settings which meet requirements for the psychology major; or in working as assistants in the Saint Paul Campus Psychology Lab. Special topics or internships settings are in the Class Schedule.

*Other Information:* Note: Schedule to be arranged.

**PSYC 400**

## Advanced Abnormal Psychology

4

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.

**PSYC 405**[History and Systems of Psychology](#)

4

This advanced psychology course is designed as a capstone course for students with a degree plan focus in psychology. In it, students review historical trends, individuals, and the political and social influences which have influenced psychology as a science and profession in twentieth-century America. Note: Students should plan to take this course near the end of their degree plan.

*Other Information:* Note: Students should plan to take this course near the end of their degree plan.

**PSYC 406** Introduction to Clinical Psychology 4

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 411** Psychotherapeutic Approaches in Counseling Women 4

This course offers a clinical focus on women's experiences, offering concepts and methods useful in helping women in a variety of settings. It defines feminist therapy and explores an empowerment model for working with various clinical problems women (and helping persons) face. It explores areas such as eating disorders, incest, other family victimization, diagnoses most frequently assigned to women (for example depression, borderline personality disorder, multiple personality disorder and codependency), addiction and other issues. This course is designed for students engaged in, or preparing for, helping professions addressing the physical and/or mental health care of women.

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

**PSYC 415** [Principles of Teaching and Learning in Early Childhood](#) 4

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](#) 4



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.

<b>PSYC 417</b>	Language and Communication Development in Early Childhood Education	4
-----------------	---	---

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.

<b>PSYC 418</b>	Early Childhood Studies Internship	4
-----------------	------------------------------------	---

This internship is for students interested in working with young children. Students apply their knowledge and skills within an urban community-based program, school, or agency serving young children from birth through age eight. The site is chosen to meet individual student learning goals. Students are required to complete observations, plan activities and facilitate children's learning. Note: This course is reserved for Early Childhood Studies students.

*Prerequisite(s):* PSYC 357 Observing and Assessing Young Children: Birth Through Age Five AND PSYC 415 Principles of Teaching and Learning in Early Childhood

*Other Information:* Note: This course is reserved for Early Childhood Studies students. Grading is Pass/No credit only.

<b>PSYC 420</b>	Early Childhood Studies Capstone: Professionalism and Ethical Issues	4
-----------------	---	---



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

**PSYC 501**      Art Therapy Overview      2

This course provides an overview of art therapy theories and techniques with a variety of populations. Students personally experience art therapy through class exercises, assignments and journaling. This course is suitable for people who wish to explore the art therapy field or who wish to experience it on a more personal level. Recommended: Psyc 300 Abnormal Psychology or Psyc 397 Developmental Disabilities: Issues, Concepts and Problem Solving. Overlap: PSYC 302 Adult Development and Lifelong Learning.

*Other Information:* Recommended: PSYC 300 Abnormal Psychology or PSYC 397 Developmental Disabilities: Issues, Concepts and Problem Solving.

**PSYC 502**      Dance Therapy Overview      2

This course introduces students to the history and concepts of dance therapy and the importance of nonverbal communication in people's lives through active participation. Differing theoretical approaches are explained, then explored through movement. Students learn about themselves through their own body movement and experience how their "body talk" affects the dynamics of a group.

**PSYC 504**      Gestalt Theory and Practice      2

In this course students learn the theory of the Gestalt orientation to therapy with an emphasis on gaining an ability to understand how Gestalt concepts are applied. A variety of learning strategies are employed, encouraging students to critically examine the theories and methods presented and to arrive at their own integration of the information.

**PSYC 507**      [Jungian: Myth, Soul and Culture](#)      4

This course is for students interested in learning about Jungian psychology's study of mythology both on a general, introductory level and on a more focused level for those with some background or vocational interest. Concepts of the analytic psychology of C.G. Jung and the study of myth by such figures as Joseph Campbell are pursued to help students

recognize and think in terms of mythic elements' influence on the world today.

**PSYC 508**      [Mental Health and the Law](#)      4

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.

**PSYC 562**      Working with Diverse Communities:      1

These seminars are open to current students as well as professionals who work or plan to work with diverse communities. Each seminar is focused on one specific issue in a community. The seminars provide opportunities for concentrated learning of issues and culturally specific knowledge relevant to working in diverse communities. Instructors will modify this description to accurately reflect course content and learning strategies for their specific topic.

*Prerequisite(s):*      HSER 395 Human Services and Diversity OR  
EDU 203 Multicultural Education AND  
ETHS 200 Theories of Race, Ethnicity and Culture  
AND  
PSYC 212 Introduction to Diversity and Ethics in  
Psychology

**PSYC 594**      [Studies in Art Therapy](#)      2

This independent study is designed to meet a student's individual needs in the art therapy field. A student may begin or continue a study of art therapy through reading and/or practical experience such as fieldwork, focusing on a particular population, age level or setting of the student's choice in consultation with instructor.

**RDNG 112**      [The Educated Reader: Analytical Reading](#)      3

This course is intended for students seeking to become more proficient college readers. Readings address a number of current topics from multiple perspectives. Students are exposed to materials in as the special sciences, business, literature and the sciences, the course emphasizes the

importance of reading analytically and interacting effectively with visual information. In order to enhance their reading comprehension, students engage in ongoing communication about lengthy readings through small group discussion, in-class exercises, written assignments and periodic oral presentations. Some library work is included. This course satisfies the oral and visual communication component of the general education requirements and it may be used as a general education elective. Prerequisite: Students must have placed at RDNG 112 or higher on Metropolitan State's reading assessment measure.

*Other Information:* Prerequisite: Students must have placed at RDNG 112 or higher on Metropolitan State's reading assessment measure.

**RDNG 331**      Tutoring Reading in the Urban      4  
Setting

This course, offered in conjunction with the Literacy Corps 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 to specific groups with whom students tutor and related cultural study. This course is designed for education students and for others interested in working with diverse urban 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 Literacy Corps application which may be obtained from the university's Center for Community-Based Learning.

*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.

**RELS 301**      Introduction to Religious Studies      4

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.

**RELS 301T**      Introduction to Religious Studies      4

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. Overlap: RELS 301 Introduction to Religious Studies.

*Other Information:*    Overlap: RELS 301 Introduction to Religious Studies.

**RELS 302**      Introduction to the Hebrew Bible  
(the Old Testament)      4

This course is an introduction to the contents of the Hebrew Bible (often called the Old Testament by Christians, Tanak by Jews), and to the historical conditions that gave rise to and shaped them. Our goals include your familiarity with selected aspects of the ancient Near Eastern context; the contents (including organization, distinct genres, story lines, and select passages) of the Hebrew Bible; scholarly perspectives on Israel's formation and history, and the way that history shaped these writings; awareness of different interpretive stances among different communities today.

**RELS 303**      [Introduction to the Christian  
Scriptures \(the New Testament\)](#)      4

This course explores the various historical and religious factors that gave rise to the writing and editing of the Christian Scriptures (New Testament) in their Jewish and Greco-Roman context. Topics include the relationships of the Christian Scriptures to the Hebrew Bible (the Old Testament), Paul's theology, the emerging church community and current academic methods of scriptural interpretation. Overlap: RELS 303T Introduction to the Christian Scriptures (the New Testament) Theory Seminar.

*Other Information:*    Overlap: RELS 303T Introduction to the Christian Scriptures (the New Testament) Theory Seminar.

**RELS 303T**      Introduction to the Christian  
Scriptures (the New Testament)  
Theory Seminar      4

This course explores the various historical and religious factors that gave rise to the writing and editing of the Christian Scriptures (New Testament) in their Jewish and Greco-Roman context. Topics include the relationships of the Christian Scriptures to the Hebrew Bible (the Old Testament), Paul's theology, the emerging church community and current academic methods of scriptural interpretation. Overlap: RELS 303 Introduction to Christian Scriptures (the new Testament).

*Other Information:* Overlap: RELS 303 Introduction to Christian Scriptures (the new Testament).

**RELS 304**      [Introduction to World Religions](#)      4

Understanding today's world and how nations interact requires some degree of awareness of different religious traditions. This course is an introduction to selected religious traditions and cultures through exploring the history of different religions, reading of classic texts and examination of ways of being religious in a variety of traditions. Religions studied may include Buddhism, Judaism, Islam, Christianity, Confucianism, Hinduism and Shamanistic/Indigenous traditions.

**RELS 305**      [Jewish-Christian Encounter](#)      4

This course investigates themes and ways of knowing the history of Jewish and Christian interaction. Students learn historical and social science methods critical to focus on the problems of religious antagonism and racialization as well as efforts at dialogue and mutual understanding over the centuries. Boundary definition, the limits of social tolerance, and the nature of persecution and institutional prejudice are issues. Themes include the rise of separate religions; ghetto processes and ghetto thinking; modernity, secularism and racial Antisemitism; the Shoah (Holocaust); dialogue in the context of disrupting "common sense" about prejudice and racialization in the United States.

**RELS 306**      [The Spiritual Journey](#)      4

What is the difference between religion and spirituality? This class explores some of the literature on spirituality by identifying common themes in a diversity of readings. Students work with those themes analytically and have opportunities to share personal responses to the readings. Key issues include how people come to know the divine, names people give the divine, dimensions of the inward experience, mystery and complexity, disciplines of ritual and practice, and ethical and social concerns.

**RELS 308**      [World of Islam](#)      4

Islam is the second largest world religion today, yet the least understood of any. This course will begin with Muhammad and the historical origins, pre-modern history, and key teachings of Islam as found primarily in the Quran. We will also consider major historical developments such as the division between the Sunni and Shia branches of the religion, in addition to the vital contributions of Islamic theology, law and mysticism (Sufism). In the second half of the semester we will address issues involving Islam in the modern period--for example, "fundamentalism" or revivalism, neo-revivalism, "religion and politics" in various countries, Islam in the West, and Islam as perceived in the West. Attention will also be given to Muslim ideas and practices regarding sexuality and gender as well as racial, ethnic and class issues.

**RELS 322**      American Indian Spirituality      4

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.

**RELS 333**      Race and Religion      4

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.

**RELS 344**      Religion and Psychology      4

What common and contrasting views of human nature do religious thinkers and psychologists hold? How are religious and psychological concepts blending together in "self help," recovery and humanistic psychology movements? How do emerging new religions reflect changing understandings of human nature and religious authority? This course explores these questions and more by considering the works of such thinkers as William James and Carl Jung, as well as readings from feminist psychology and the Buddhist theory of mind.

**RELS 355**      Religion and Politics in America      4

Historically, religion has been a basic dimension of 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 takes an historical approach to several controversies surrounding religious belief, religious practice and religious diversity in industrial America, placing these controversies in the context of their time and place. Students learn how the relationship between religion and politics has changed, and how it has not, through the last century of American history. Students of diverse religious backgrounds are most welcome, but a respect for the beliefs of others is a condition of participation. Overlap: HIST 331/531 Religion and Politics in America and RELS 555 Religion and Politics in America.

*Other Information:* Overlap: HIST 331/531 Religion and Politics in America and RELS 555 Religion and Politics in America.

**RELS 366** Religion, Morality and Contemporary U.S. Society 4

The general public seems to agree that despite technological and global change religion remains a pervasive influence on culture. The American society is no exception. Americans from all walks of life continue to reflect on their moral struggle over matters concerning themselves, their family, their community and their environment. Often this includes a call to apply religious values on public policies. This course investigates structures of religious beliefs, values and traditions from both religious left and right and their attempts to become a moral voice of society. The course includes an inquiry why spirituality is the new religion of the new millennium.

**RELS 377** Women and Religion 4

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.

**RELS 390** Zen Buddhism in American Culture 4

This course explores the historical background and cultural impact of Zen

Buddhism as it has been inherited and assimilated into American life. It includes a survey of historical Buddhism and its transmission lines from China, Japan and Vietnam, and an overview of Zen philosophy and psychology; approaches to diet and health; Zen arts and social ethics; and Zen impact on American religious seekers. The class also considers political activism among the students of Zen and American women's role in transforming traditional patriarchal Zen. Field trips to a Zen temple and a Zen center are required.

**RELS 555**      Religion and Politics in America      4

Historically, religion has been a basic dimension of 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 takes an historical approach to several controversies surrounding religious belief, religious practice and religious diversity in industrial America, placing these controversies in the context of their time and place. Students learn how the relationship between religion and politics has changed, and how it has not, through the last century of American history. Students of diverse religious backgrounds are most welcome, but a respect for the beliefs of others is a condition of participation. Overlap: HIST 331/531 Religion and Politics in America and RELS 355 Religion and Politics in America.

*Other Information:*      Overlap: HIST 331/531 Religion and Politics in America and RELS 355 Religion and Politics in America.

**RMI 300**      [Risk Management and Insurance](#)      4

The course explores the risk management issues facing firms and individuals and examines how to protect firm value and personal wealth. It covers the areas of the general risk management process, property and liability insurance, life and health insurance, annuities and employee benefits. The insurance industry and regulatory concerns are also addressed. In addition, the course touches on some of the new products emerging in the risk management arena and how the insurance industry responds to them.

*Prerequisite(s):*      MATH 115 College Algebra AND  
STAT 201 Statistics I

**RMI 304**      [Life and Health Insurance](#)      2

This course will provide students with a thorough understanding of life and health insurance and related coverages. Topics include: life insurance needs analysis, economics of life and health insurance, nature of life, health, and pension insurance, types of life insurance policies, policy and



ownership analysis, life and health insurance contract analysis, organization of commercial and social insurance, laws and regulations of life, health, and pension insurance. The course provides valuable information for anyone interested in learning about personal and business insurance needs or considering possible careers in the financial services industry.

*Prerequisite(s):* MATH 115 College Algebra AND  
STAT 201 Statistics I

**RMI 306**      [Property & Casualty Insurance](#)      2

This course is designed to provide instruction that will provide student with a thorough understanding of property and casualty insurance. Topics covered include fire, homeowners, dwelling, auto, business and professional liability, crime and fidelity, worker's compensation, and applications from a personal and commercial perspective. The insurance industry and regulatory concerns are also addressed in this course.

*Prerequisite(s):* MATH 115 College Algebra AND  
STAT 201 Statistics I

**SCED 440**      [Science Curriculum and  
Differentiated Instruction in Urban  
Grades K-6](#)      4

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.

**SCED 445**      The Practice of Science      4

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](#)      4

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

**SCRW 313**      [Beginning Screenwriting](#)      4

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.

**SCRW 314**      [Intermediate Screenwriting](#)      4

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 315**      Electronic Cinema Production      4

This course introduces principles and practices of electronic cinema production as a creative art form. Topics include basic directing, camera work, lighting, sound, and editing. Student screenplays will be produced. Individual and group productions will be undertaken.

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

**SCRW 410**      [Digital Film Production](#)      4

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.

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

**SCRW 415**      Advanced Screenwriting      4

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):* SCRW 314 Intermediate Screenwriting

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

**SCRW 416**      Senior Projects in Screenwriting      4

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

**SOC 101**      [Introduction to Sociology](#)      3

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.

**SOC 301**      Contemporary Sociology      4

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](#)      4

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 have instructor's permission.

**SOC 303**      [Ethnic Conflict in Global Perspective](#)      4

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 have instructor's permission.

*Other Information:* Overlap: POL 303 Ethnic Conflict in Global Perspective.

**SOC 304** Social Movements in Global Perspective 4

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 have instructor's permission.

*Other Information:* Overlap: POL 304 Social Movements in Global Perspective.

**SOC 305** [Race and Ethnicity: Sociological Perspectives](#) 4

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 have instructor's permission.

**SOC 306** Deviance and Social Control 4

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 have instructor's permission.

**SOC 307** Working in America 4

Students explore the meaning and day-to-day experience of work in the United States as well as the larger social forces that shape the availability and quality of work in a global and post-industrial economy. Drawing on concepts from sociology, students reflect on their own work experience, explore the organizational and power dynamics in a variety of contemporary work environments, and critically examine some of the major issues facing American workers today. Issues of gender, race and social class are highlighted.

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

**SOC 309** [Homelessness: Critical Issues for Policy and Practice](#) 4

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 have instructor's permission.

**SOC 310** City Life: Space, Places and Community Life 4

This course examines the changing social fabric of the U.S. city with emphasis on the making and unmaking of neighborhoods and communities. Beginning with an examination of the changing social, ethnic and economic makeup of the city, student teams conduct community-based research projects. They also investigate challenges faced by various social groups within the city and grassroots efforts for social change. Specific examples are from the Twin Cities experience.

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

**SOC 311**                      Community Organizing and Social                      4  
Action

This course examines the theories, current trends and practical dimensions of how people organize to effect change. Topics include the nature of community organizing, cultural and historical models, issue identification, leadership development, approaches to social power, campaign planning and implementation, and the relationship of community organizing to other forms of social action. The class is participatory and includes intense interpersonal and reflective exercises designed to increase students organizing skills. Students will supplement classroom learning with a case study of a Metro area community organization.

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

*Other Information:* Overlap: POL 311 Community Organizing and Social Action.

**SOC 317**                      Women in Minnesota Life:                      4  
Education, Politics and Social Change

This independent study explores the role of Minnesota women in public life. Assignments include experiential activities and investigation of community resources. Student journals reflect upon these experiences and inquiries. Projects which demonstrate research and critical thinking skills are required.

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

**SOC 325**                      Body Politics                      4

This course examines the human body from a sociological perspective. Students explore the social, cultural, and political significance of the body in contemporary U.S. society. How is the body socially constructed? How do social forces shape the meanings of the body and bodily experience? How does consumer culture influence bodily conduct? How is the body regulated? These are some of the questions the course addresses. Particular attention is devoted to the gendered, sexualized, racialized, and differently abled body. Films, memoirs, video clips, and classroom exercises are used to examine the body in everyday life. Potential topics include: body image, weight, beauty, hair, body work, cosmetic surgery, body parts, fitness, sports, violence, illness, aging, and sexuality.



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

**SOWK 109**      [Introduction to Social Work](#)      3

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.

**SOWK 321**      [Social Work Practice I](#)      5

This course examines frameworks for social work practice, social work values and ethics, ethnic competence in multicultural contexts and the professional relationship skills required for effective beginning social work practice. The stages of the problem solving process are examined in detail with emphasis on working at all levels of client systems: individuals and families; groups; and communities and organizations. An understanding of theories of culture and of multicultural interventions is emphasized. Prerequisite: Admission to social work major.

*Other Information:* Prerequisite: Admission to social work major.

**SOWK 331**      [Human Behavior in the Social Environment I](#)      3

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.

*Other Information:* Prerequisite: Admission to social work major.

**SOWK 332**      Human Behavior in the Social  
Environment II      3

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.

**SOWK 341**      [Comparative Racial/Ethnic Analysis I](#)      2

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.

*Other Information:* Prerequisite: Admission to social work major.

**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.

*Other Information:* Prerequisite: Admission to social work major.

**SOWK 360**      [Social Welfare History and Policy](#)      3

Students acquire a critical understanding of the historic development of social welfare policy within the social work profession. They analyze social welfare policy, paying special attention to implications for communities of color and the role of social work professionals. Students learn the historic roots of social welfare policy and the social work profession and address the European dominance and the gendered development of the profession. They learn two approaches for analyzing social welfare policies

and then learn to apply one to an issue that especially concerns communities of color. Students also explore a range of approaches to affect policy change, stressing the historic role of women and people of color as change agents. Prerequisite: Admission to social work major.

*Other Information:* Prerequisite: Admission to social work major.

**SOWK 381**      [Community Learning Center Seminar](#)

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: The instructor arranges schedules and student placements.

**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

*Other Information:* Note: The instructor arranges schedules and student placements.

**SOWK 401 American Indian Child Welfare 4**

The course is a survey of selected contemporary issues affecting the well being of American Indian children and youth. The course is designed to provide students with a context for generalist social work practice with individuals, families, and their tribal communities experiencing collective, intergenerational trauma. The course will examine relevant models of health and healing that have recently emerged, as well as the background and implementation of the Indian Child Welfare Act of 1978 and its current practice and status. Lastly, the course will review the tribal revitalization movement from the 1960s to the present.

*Other Information:* Prerequisite: Admitted to a department in the College of Professional Studies, or Social Work Department approval.

**SOWK 522 [Social Work Practice II](#) 5**

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.

**SOWK 542 [Comparative Racial/Ethnic Analysis](#) 5**

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 370 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.

### **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

### **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.

*Corequisite(s):* SOWK 591 Social Work Senior Practicum

*Other Information:* Note: Should be taken along with SOWK 552 Community Research and Advocacy.

### **SOWK 583**      Analysis Application of Social Work Knowledge and Skills

Social workers review in a structured supportive environment the

knowledge and skills necessary to provide a safe level of practice in accord with the Minnesota State Board of Social Work requirements for B.S.W. level licensure. Prerequisite: B.S.W. degree or senior status in social work major.

*Other Information:* Prerequisite: B.S.W. degree or senior status in social work major.

**SOWK 584**      [Multicultural Child Welfare Field Seminar](#)

This course is designed to facilitate student learning through small student groups assigned to a special multicultural child welfare learning center. The Multicultural Field Seminar offers students the opportunities to explore and discuss the various facets of public child welfare, while integrating social work knowledge, theories and skills through a multicultural framework. This seminar discusses real clients, with real life changing needs. Students will be required to apply their cultural competency and critical thinking skills in processing client experiences at the micro, meso and macro levels. Students are further expected to develop learning contracts that guide their own development in the field practicum; work together on a group project; share knowledge and process experiences, and continually discuss their adjustment in the field practicum. Prerequisites: Senior status in the Social Work program

*Other Information:* Prerequisites: Senior status in the Social Work program.

**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.

*Corequisite(s):* SOWK 582 Social Work Capstone Seminar

*Other Information:* Prerequisites: Completion of all major requirements.

**SOWK 592**      [Multicultural Child Welfare Senior](#)

**SWW 332****Practicum**

Senior social work majors who are admitted to the Multicultural Child Welfare Project are placed for their senior practicum at Ramsey County Community Human Services for an extensive child welfare experience. Students are involved in supervised social work practice in this setting for 20 hours weekly during the last semester of their senior year. Students will have the opportunity to practice social work in at least two of the following categories: individuals, families, groups, organizations or communities. The scope of the environmental experience is from family preservation and child protection to foster care and adoption. A master's-prepared social worker will supervise the students' practica. Students are expected to contribute their knowledge of social work practice with people of color, acquired through their junior year social work curriculum to enrich the agency or setting and its services. Prerequisites: Completion of all major requirements.

*Other Information:* Prerequisites: Completion of all major requirements.

**SPAN 101**      **Beginning Spanish I**      4

This course sequence builds and develops the communication skills, grammar and cultural knowledge needed to read, speak and understand Spanish at a beginning level.

**SPAN 102**      Beginning Spanish II      4

This course sequence builds and develops the communication skills, grammar and cultural knowledge needed to read, speak and understand Spanish at a low-intermediate level.

*Other Information:* Prerequisite: Normally the prior course in the sequence; this requirement may be waived with the instructor's consent.

**SPAN 301**      **Intermediate Spanish I**      4

This course sequence builds on the principles and skills mastered in SPAN 101 and 102, Beginning Spanish I and II, with more focus on written and oral expression, from a high-intermediate level to an advanced level.

*Prerequisite(s):* SPAN 102 Beginning Spanish II or prior course in the sequence; this requirement may be waived with the instructor's consent.

**SPAN 302**      Intermediate Spanish II      4



This course sequence builds on the principles and skills mastered in SPAN 101 and 102, Beginning Spanish I and II, with more focus on written and oral expression, from a high-intermediate level to an advanced level.

*Other Information:* Prerequisite: Normally the prior course in the sequence; this requirement may be waived with the instructor's consent.

**SPAN 310**      Readings in Spanish      4

Introduction to basic reading comprehension strategies using a range of Spanish-language journalistic and literary texts from the Americas.

*Prerequisite(s):* SPAN 302 Intermediate Spanish II or equivalent with instructor's consent.

**SSCI 100**      [Introduction to Social Science](#)      3

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.

**SSCI 301**      [Politics, Markets and Society](#)      4

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

**SSCI 311**      [Research Methods in Social Science](#)      4

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 equivalent, or have instructor's permission.

**SSCI 312**      Qualitative Research Methods      4

This course examines and utilizes research methods that produce descriptive data, primarily people's observable behavior and their spoken and written words. Students develop skills in participant observation, in-depth interviewing and historical approaches. Current social research practices are examined in light of postmodern, feminist, and postcolonial critiques of science and methodology.

**SSCI 365**      [Social Science Group Internship:  
Civic Engagement and Public Life](#)

Students gain experience in applied social science while working as an intern in a non-profit or community-based organization, the public sector, or a social action group. Prior to registering, students meet with the instructor to select their specific internship project. Students supplement their specific field experience with participation in the group internship seminar which meets five times during the semester. Through this combination of extensive community-based experience and guided reading, writing and analysis, students develop their ability to integrate social science theory with community-based experience.

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

**SSCI 396T**      Travel and Culture Theory Seminar      4

This theory seminar is open to students with substantial knowledge gained through international travel experience and/or a global service project. In the theory seminar students examine key social, cultural, geographical and political concepts as they relate to their specific travel experience as well as the "cultural lenses" that shape their understanding of others. In addition, the nature and role of international travel will be discussed in relationship to ongoing debates about responsible tourism, global civil society and sustainable development.

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

*Other Information:* Note: Students must complete a written diagnostic



test to obtain instructor's permission to register. Students can access the test by clicking the diagnostic test linked to the course description available through the online class schedule [www.metrostate.edu/schedule](http://www.metrostate.edu/schedule)

**SSCI 401**      Social Studies Capstone      4

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, or have instructor's permission.

*Other Information:*      Note: Students are required to complete at least 30 credits in the major before taking SSCI 401.

**SSCI 451**      [Social Science Capstone: Thesis Seminar](#)      4

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      4

The social sciences have been shaping our understanding of the human condition for 175 years. Students will be comparing and evaluating ideas that continue to engage and perplex thoughtful public intellectuals. The capstone project involves researching an idea that remains disputable. The goal of a student's thesis is an independent interpretation of a specific concept.

*Prerequisite(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 501**      [Great Ideas: Classics of Social Science](#)      4

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.

*Other Information:*      SSCI 501G Great Ideas: Classics of Social Science

**SSED 440**      [Social Studies Curriculum and Differentiated Methods in Urban Grades K-6](#)      3

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).

**SSED 450**      Teaching Social Studies in Urban Grades 5-12      4

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.

## **STAT 201**      [Statistics I](#)

4

This course covers the basic principles and methods of statistics. It emphasizes techniques and applications in real-world problem solving and decision making. Topics include frequency distributions, measures of location and variation, probability, sampling, design of experiments, sampling distributions, interval estimation, hypothesis testing, correlation and regression.

*Other Information:* Pre-Requisites: A grade of C- or higher in MATH 98 or MATH 102, or placement at MATH 115 College Algebra on the mathematics assessment test offered by Diagnostic Services.

## **STAT 301**      Analysis of Variance

2

This course covers the fundamental ideas of the analysis of variance (ANOVA) method of statistical analysis. The course builds on the ideas of hypothesis testing learned in STAT 201 (Statistics I). The focus is on learning new statistical skills and concepts for real-world applications. Students will use statistical software to do the calculations. Topics include

designing ANOVA experiments, one and two-way ANOVA models, multiple comparisons of means, nonparametric methods, and factorial and nested models.

*Prerequisite(s):* STAT 201 Statistics I

**STAT 311** Regression Analysis 2

This course covers the fundamental ideas of regression analysis. The course builds on the ideas of hypothesis testing learned in STAT 201 (Statistics I). The focus is on learning new statistical skills and concepts for real-world applications. Students will use statistical software to do the calculations. Topics include simple and multiple linear regression, correlation analysis, the general linear model, model variable selection, nonlinear models, and logistic regression. Note: Some of the material in this course overlaps that in ECON 497. Students who have completed ECON 497 may not receive credit for STAT 311.

*Prerequisite(s):* STAT 201 Statistics I

**STAT 321** Biostatistics 4

This course covers fundamental and intermediate topics in biostatistics, and builds on the ideas of hypothesis testing learned in STAT 201 (Statistics I). The focus is on learning new statistical skills and concepts for real-world applications. Students will use SPSS to do the analyses. Topics include designing studies in biostatistics, ANOVA, correlation, linear regression, survival analysis, categorical data analysis, logistic regression, nonparametric statistical methods, and issues in the analysis of clinical trials.

*Prerequisite(s):* STAT 201 Statistics I

**STAT 500** Statistics II 4

This course is designed to prepare students to complete quantitative research projects in all disciplines, but more specifically in nursing, social work, information and computer science, psychology, management, and economics. Advanced topics in applied statistics include design of experiments, analysis of variance, regression based on the generalized linear model approach and simulation. This is a second course in statistics and builds on the ideas of hypothesis testing explored in STAT 201 Statistics I. Focus is on learning how to acquire new statistical skills and concepts for career application.

*Prerequisite(s):* STAT 201 Statistics I OR  
MATH 251 Introduction to Probability and

## Statistics

**THEA 121**      **Shorts: Directed Readings in World Theater**      **4**

This course uses one act play scripts, to tour the rich traditions of the contemporary theater. Students are required to demonstrate reading knowledge of all plays on their individual reading/viewing list, through on line discussions, and the focused analysis of six short questions for each play read or seen. This class can be done at home or on site at the teaching center.

**THEA 201**      **Storytelling**      **3**

This course uses storytelling and oral journaling as methods to communicate about modern times. Participants develop personal and traditional stories involving the use of humor, conflict resolution and imagination. The course explores literature in the oral-narrative tradition including the structure and genre of stories as well as the functions that oral-narratives play in developing culture. It is also a personal development course for communication, human services, nursing and business students.

**THEA 321**      [Directed Readings in Theater](#)      **4**

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.

**THEA 331**      [Voice: Speaking from Experience](#)      **4**

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.

**THEA 345**      [Acting III](#)      **4**

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).

*Other Information:* Prerequisite: Acting II (MCTC) or equivalent (Screenwriting students exempt from prerequisites).

**THEA 346**      [Topics:](#)

Studies in selected areas of theater art. (See class schedule for current topics.)

**THEA 351**      [Production Performance Laboratory](#)

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.

*Other Information:* Note: Students may take up to six credits over time. Prerequisite: Instructor's permission if not enrolled in directing or advanced acting class.

**THEA 387**      Theater History II      4

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 two live theater productions.

**THEA 400**      [Playwriting I](#)      4

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.

**THEA 445**      Advanced Acting      4

Art is in the becoming." In this class students move beyond a basic understanding of acting and toward a more complete connection between the role and the actor. A continuation of THEA 345 Acting III, students work further to develop the ability to sustain focus of attention, to

concentrate energy and to deepen their understanding of character motivation and subtext. Students may have the opportunity to audition for directing class projects which rehearse outside of class time. This class may be taken twice for credit.

*Prerequisite(s):* THEA 345 Acting III or instructor's permission.

### **THEA 459** Performance Events

This class will focus on the generation of work in collaboration with others. Students will explore ways in which storytelling, interview, news, memoir and movement might be developed for the stage. Through the actual participation in this process, students will acquire a basic understanding of theatrical concepts including, writing for the spoken word, monologue, point of view, and the improvisation of a theatrical portrait. Students who have the time may also wish to be involved to some degree, in the current university theater production. Note: This course may be taken twice for variable credits up to eight credits over time.

*Other Information:* Note: This course may be taken twice for variable credits up to eight credits over time.

### **THEA 540** Directing and Creating Theater 4

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.

### **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

### **WKSP 001** [Orientation for New Students](#) 0

After completing admission requirements and receiving notification of acceptance to Metro State, degree-seeking students are required to register for and attend one of the scheduled Orientation for New Student



sessions before or during their first quarter of courses. Students are encouraged to attend an Orientation session scheduled at the beginning of the registration period and to register for courses at Orientation. The Orientation session introduces students to academic support systems, GELS (general education/liberal studies) requirements, creative learning strategies, career services, scholarship and financial aid information, diagnostic assessment information, advising and student services, and student clubs and programs. In addition, students meeting in their college groups to receive program major and minor information.

**WKSP 001C**     [Myers-Briggs Type Indicator](#)     0

The MBTI is a useful tool in career planning and decision making. Students receive a confidential personal profile and will learn how this information may be applied to issues such as choosing college majors, career directions, and work environments. Contact Career Services for more information and to register: 651-793-1528.

*Other Information:*     Note: Contact Career Services for more information and to register: 651- 793-1528. Fee required.

**WKSP 001U**     GMAT Preparatory Course     0

University Activities Board (UAB) is offering GMAT Prep Course in the spring semester, the dates are January 14, 15, and 16 (TENTATIVE). In the GMAT Prep Course: it will be a 16-hour long weekend course, typical 3-day course. The cost will depend on your status (student, staff, faculty, alumni, and/or community guest). The price ranges from \$250 - \$400 and up to \$200 of average savings! The cost includes study material, course booklet, Official GMAT Guide, Practice Test, and lunch for two days. The class size is limited. The course implementation is contingent upon enrollment of 20 individuals.

*Other Information:*     Note: Contact University Activities Board for more information and to register: 651-793-1556. Fee required. Students have first priority to register for this course. The price of the prep course depends on your status; student, faculty, staff, or Community. The cost only be subsidize for students. Since it is a non credit workshop, it cannot be funded through Financial Aid. The University Activities Board serves the right to drop you from the course. Since it is a non credit workshop, it

**WKSP 002**     [Online Orientation for New Students](#)     0

Course Description: Online Orientation helps students become acclimated



***Other Information:*** Note: Refer to instructions outlined at New Student Orientation for Undergraduate Students or <http://www.metrostate.edu/studentaff/orient.html> Intermediate computer/Internet skills and activated NetDirect account required. Diagnostic Assessments must be completed, if required. Students may access the Comprehensive Quiz via NetDirect 24 hours after registering.

Based on the idea that people are more satisfied and engaged when they find their work interesting and when they work with people whose interests are similar to their own, the Strong measures interests - not abilities or skills - then compares with the interests of people happily employed in specific occupations. Contact Career Services for more information and to register: 651-793-1528.

**Other Information:** Note: Contact Career Services for more information and to register: 651-793-1528. Fee required.

The StrengthsQuest helps identify most dominant areas of strength which this assessment calls Signature Themes. The StrengthsQuest can help in guiding one's career by paying close attention to dominant talents and learning how to best capitalize on them. Contact Career Services for more information and to register: 651-793-1528.

**Other Information:** Note: Contact Career Services for more information and to register: 651-793-1528. Fee required.

**Annual Job and Internship Fair at the Minneapolis Convention Center for students and alumni of all seven Minnesota State Universities, including**

## Metropolitan State University.

*Other Information:* Note: State Universities Job and Internship Fair, Feb. 21, 2011. On-line registration by 4pm, Feb. 14. Contact Career Services for more information and to register: 651-793-1528 after Feb. 14. Fee required.

**WKSP AP01** Academic Success Workshops

The workshop will introduce you to time management techniques, evaluate your approach to study and time management and help you chart a strategy for successful academic performance. Students on probation are required to attend an academic success workshop and meet with their academic advisor prior to registering for courses. Schedule your workshop attendance and advising appointment in a timely manner to avoid a delay in your ability to register for classes.

*Other Information:* Note: To make a reservation call 651-793-1210 or e-mail: Stanley.Hatcher@metrostate.edu To request disability accommodations, contact Disability Services immediately 651-793-1540.

**WKSP AP02** [Online Academic Success Workshops](#) 0

The online workshop will introduce you to time management techniques, evaluate your approach to study and time management and help you chart a strategy for successful academic performance. Students on probation are required to attend an academic success workshop and meet with their academic advisor prior to registering for courses. Schedule your workshop attendance and advising appointment in a timely manner to avoid a delay in your ability to register for classes.

*Other Information:* Note: To make a reservation call 651-793-1300: To request disability accommodations, contact Disability Services immediately 651-793-1540.

**WKSP AP03** Individual Academic Success Workshops 0

The workshop will introduce you to time management techniques, evaluate your approach to study and time management and help you chart a strategy for successful academic performance. Students on probation are required to attend an academic success workshop and meet with their academic advisor prior to registering for courses. Schedule your workshop attendance and advising appointment in a timely manner to avoid a delay in your ability to register for classes.

**WKSP GRAD**    [Graduation Requirements](#)    0

This is the final step needed for graduation. Students need to be registered for ALL remaining requirements before enrolling in this course. Requirements for your degree, need to be completed by the end of the current semester in order to graduate. Graduation Fee: \$20.00.

*Other Information:*    Note: This is an online course, not an independent study. Intermediate computer/Internet skills and activated NetDirect account required. For online learning and course access information go to [www.metrostate.edu/col](http://www.metrostate.edu/col) click on Student Resources.

**WKSP SG01**    Topics: Law Enforcement & Criminal Justice Club    0

Verbal Judo - Verbal judo (also known as tactical communication) is the gentle art of persuasion that redirects behavior with words to generate voluntary compliance. It is a philosophy of how to look creatively at conflict and offers specific, powerful, and usable strategies to resolve tense situations.

**WKSP SL01**    LSAT Prep Course    0

Interested in going to Law School? Over the years the LSAT has become one of the primary factors in determining the law school you attend. Requirements: 75+ credits or enrollment in a masters program at Metropolitan State University or a graduate after Spring semester 2001. Minimum cumulative GPA of 3.0.

**WKSP SL02**    Conversational Spanish I    0**WKSP SL03**    Conversational Spanish II    0**WKSP SL04**    Weight Watchers    0**WKSP SL05**    GRE Preparatory Course    0

This standardized test is required for admission at over 2000 graduate schools worldwide. Our fast-paced and exciting GRE Course quickly and

efficiently prepares you for the test. Each course is held on the Saturday and Sunday of a single weekend, featuring: 16 hours of live, in-class instruction Instructors who have all scored in the 99th percentile on an actual GRE Pre-course supplements addressing Math and Verbal fundamentals A personal copy of GRE Practicing to Take the General Test, 10th Edition, including over 1000 actual GRE questions Free Email Assistance Program.

**WKSP SL06**      Yoga      0

**WKSP SL07**      French      0

**WKSP SL08**      Metro Alliance Leadership at Camp  
Friendship      0

This weekend retreat is dedicated to encouraging and promoting leadership experiences. Workshops facilitated by High Impact Training.

**WRIT 101**      [Introduction to College Writing](#)      3

This course is designed for students who may not have recently taken a college-level writing course or who have been placed in the class as a result of the writing assessment. Students write short essays and work on developing and organizing ideas, composing well-structured paragraphs, and writing clear sentences.

*Other Information:* Prerequisite: Placement on the writing assessment offered by Diagnostic Services. This course cannot be used to meet any general education requirement.

**WRIT 121**      [Writing I Intensive](#)      5

This course is the same as WRIT 131 Writing I except that sentence and paragraph structure are covered in more detail. First semester students may take this course instead of WRIT 131. Only three credits may be counted toward the general education writing requirement (the other two credits do not count toward any general education requirement). This course is an introduction to expository writing principles and processes. Students develop skill at analyzing audiences, generating ideas, organizing and developing thoughts, drafting sentences, and revising and handling mechanics. Students write, revise and edit extensively.

*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.

**WRIT 131**      [Writing I](#)      3

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.

*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**      [Written and Visual Communication](#)      3

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.

*Other Information:* Prerequisite: Placement in WRIT 131 Writing I on the diagnostic writing assessment offered by Diagnostic Services.

**WRIT 231**      [Writing II](#)      3

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.

*Corequisite(s):* WRIT 301 Introduction to Professional and Technical Writing Careers

**WRIT 251**      [Introduction to Creative Writing](#)      3

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 261**      [Business Writing](#)      3

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](#)      3

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 301**      [Introduction to Professional and Technical Writing Careers](#)      2

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):* WRIT 131 Writing I

*Corequisite(s):* WRIT 231 Writing II

**WRIT 324** Topics in Writing 4

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.

*Other Information:* Prerequisite: A 200- or 300-level writing course or instructor's consent.

**WRIT 331** [Writing in Your Major](#) 4

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 271 Technical Writing or instructor's consent. OR  
WRIT 231 Writing II AND  
WRIT 261 Business Writing

**WRIT 341** [Writing the News in a Digital World](#) 4

In this course, students analyze principles and methods of news gathering and reporting for web, broadcast and print news media. They then prepare a weekly schedule of reporting assignments, similar to those that might be completed by a newsroom intern. Students also complete several major assignments employing various news writing styles for digital, broadcast and print mediums. Prerequisite: A 200- or 300-level writing course or instructor's consent.



*Other Information:* Prerequisite: A 200- or 300-level writing course or instructor's consent.

**WRIT 342**      Writing for Online and Print  
Magazines      4

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.

*Other Information:* Prerequisite: A 200- or 300-level writing course or instructor's consent.

**WRIT 343**      Writing Social Commentary      4

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.

*Other Information:* Prerequisite: A 200- or 300-level writing course or instructor's consent.

**WRIT 352**      Writing Memoir and Creative  
Nonfiction      4

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      4

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      4

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      4

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](#)      4

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](#)      4

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 358**      [1000 Words or Less](#)      4

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 371**      [Editing](#)      4

This course covers editing principles and techniques. Topics include how readers use and comprehend texts, the editor's role in the publication process, the writer/editor relationship, and editing for organization, format, style, grammar, punctuation, usage, consistency and accuracy. Students edit a variety of texts including technical documents and newsletter articles. Recommended: COMM 171 Desktop Computer Designing for Communication or equivalent.

*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 I](#)      4

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 373**      [Writing and Designing for the Web I](#)      4

This class focuses on the basics of how to write for websites; primarily that means analyzing audience needs, creating essential messages, writing effective sentences, using lists, tables, and illustrations, and editing. Topics include Writing for the Web, User-Centered Design, Web Usability, and basics of Web Standards (Cascading Style Sheets and XHTML). Students will use professional tools to create a basic website.

**Prerequisite(s):** WRIT 131 Writing I AND  
WRIT 231 Writing II AND  
WRIT 371 Editing AND  
WRIT 372 Document and Information Design I or  
instructor's consent for any prerequisite.

**WRIT 377** Writing Proposals and Grants 4

This course offers a rhetorically-based, process-oriented approach to strategic thinking and effective writing of proposals and grants for individuals and organizations. The course is designed primarily for writers, artists and technical communicators who expect to find themselves, as freelancers or as employees, seeking funding for a variety of programs and projects in academic, nonprofit or corporate situations. The course goes beyond general advice: it provides a systematic process for analyzing audiences, writing needs statements and finding sponsors all within a grant-seeking context. Assignments include audience analysis, writing needs statement, search for sponsors, as well as writing, designing and revising proposals in an electronic age.

**WRIT 392** [Literacy Corps Group Internship:  
Literacy Tutors](#)

The Literacy Tutors Program aims to help improve reading levels and to rekindle children's interest in reading, as well as educate Metropolitan State interns in literacy and community service. Interns read and share stories twice a week with elementary school children at Dayton's Bluff Elementary, Saint Paul, or Green Central, Minneapolis. Interns also participate in a training session and a reflective seminar, which includes reading about literacy and volunteer service, keeping a journal, and writing a reflective essay.

**WRIT 393** [Literacy Corps Group Internship:  
Family Literacy](#)

The goals of the Family Reading Program are to encourage parents and children to read together, and to educate Metropolitan State interns in literacy and community service. Interns read and share books with Dayton's Bluff families. Interns also participate in a training seminar and a reflective seminar, which includes reading about literacy and volunteer service, keeping a journal, and writing one or more essays. The internship takes place evenings at Dayton's Bluff Elementary, Saint Paul.

**WRIT 461** Writing and Technical Communication Capstone 4

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.

*Other Information:* Prerequisites: Senior standing; at least 24 credits in the writing or technical communication major, or 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.

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

### **WRIT 531**      [Advanced Writing](#)      4

In this course, students refine their skills by analyzing a variety of texts, studying theories of writing and composition, and writing and editing several pieces of original nonfiction. Students work toward achieving advanced skills in elaborating ideas, gathering and presenting evidence, analyzing specific audiences, thinking critically, and developing an individual style or written voice. Class members critique each other's work and may collaborate on a project. Prerequisite: A 300- level writing course or instructor's consent.

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

### **WRIT 532**      Writing about Place      4

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.

*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 and Profit](#)      4

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.

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

**WRIT 571**      Advanced Editing      4

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 572**      Document Design      4

This course teaches students a systematic procedure for researching, designing, editing and evaluating documents that convey specialized information. The primary focus is on effective design of layout and information, whether documents are paper or digital. Document types discussed include promotional publications, Web pages and various kinds of product literature.

*Prerequisite(s):* COMM 171 Desktop Computer Designing for Communication and a 200-level writing class or instructor's approval. Recommended: Writ 371 or equivalent.

**WRIT 573**      Writing and Designing for the Web      4

This class focuses on effective communication through websites. Topics covered include writing for the web, website design and production,

usability and usability testing. Students use professional software tools. Some previous experience in developing websites is helpful.

*Prerequisite(s):* WRIT 572 Document Design or equivalent or instructor's permission

**WRIT 575** Environmental Communication 4

This course focuses on environmental communication which encompasses a multidisciplinary viewpoint. The course helps students understand how environmental issues and conflicts develop, the values underlying the perspectives on these issues, how these values are presented, and the scientific and technical information involved in understanding environmental communication.

*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](#) 4

This independent study examines the principles and techniques of writing substantial professional or creative projects such as long business reports, grant applications, proposals, memoirs and novels. Through consultations with the instructor, students determine their specific organizational or stylistic problems. Evaluation is based on written projects. Students should have in mind a writing project of either one long piece or several short ones on related topics. Prerequisite: A 300-level writing course or instructor's consent. Course may be repeated for credit.

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

**WRIT 599** Special Topics in Technical Communication

This course presents topics of interest to students in the graduate and undergraduate technical communication programs. Topics vary with each offering of this course. Check the class schedule for details about topics and course prerequisites. 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.



# This page and the following two pages are for students admitted spring 2003 or later.

## General Education/Liberal Studies/ Minnesota Transfer Curriculum Requirements

Students admitted to Metropolitan State University must attend New Student Orientation. New students also must complete assessments in reading, writing and math before they can register for classes. Students who do not agree with the transfer evaluation of their general education course credits may appeal to the Admissions Office, in consultation with their advisors.

### General Education/Liberal Studies/

#### Minnesota Transfer Curriculum (MnTC)—48 credits

The university's general education/liberal studies (GELS) requirements address the 10 goal areas of the Minnesota Transfer Curriculum. To complete general education, students must complete 40 credits addressing the 10 goal areas outlined below. To complete liberal studies, students must complete eight additional credits at the upper-division level (30-level or higher).

### General Education Goals/MnTC (40 or more credits)

For additional information on each of the goal areas, go to [http://www.mntransfer.org/students/plan/s\\_mntc.php/](http://www.mntransfer.org/students/plan/s_mntc.php/).

**Goal I: Communication**—Two writing courses—introductory and intermediate writing (6 or more credits).  
One oral or visual communication course (3 or more credits).

*Note: Students placing at the intermediate level on the university writing assessment are required to complete intermediate-level writing only.*

**Goal II: Higher Order Thinking**—Students who complete the university's general education requirements will have met this goal.

**Goal III: Natural Sciences**—At least one course including a laboratory, simulation or field experience (3 or more credits).

**Goal IV: Mathematical/Logical Reasoning**—see GELS course list (3 or more credits).

*Note: This requirement is waived for students placing above the college algebra level on the university higher level math assessment.*

**Goal V: History and the Social and Behavioral Sciences**—At least two courses from two different disciplines (6 or more credits).

**Goal VI: Humanities and the Fine Arts**—At least two courses from two different disciplines (6 or more credits).

**Goal VII: Human Diversity in the U.S.** (3 or more credits).

**Goal VIII: Global Awareness** (3 or more credits).

**Goal IX: Ethical and Civic Responsibility** (3 or more credits).

**Goal X: People and the Environment** (3 or more credits).

### Liberal Studies (8 or more credits)

All students must complete eight upper-division semester credits (30-level or higher) from the approved GELS course list. Courses marked with an asterisk (\*) do not fulfill liberal studies requirements.

### GELS Electives

Students who have completed the general education goal areas and liberal studies requirements may still need additional credits to bring the total to 48. Any course listed for Goals I–X (courses marked with an asterisk [\*] are excluded) may be used as electives.

### Overlap

A single course may be used to meet a maximum of two goal areas; this rule does not apply to the Liberal Studies requirement where courses may overlap with one or two goal areas.

### Summary of Graduation Requirements

General education	40
Liberal studies	8
Major requirements	24–64 *
<b>Minimum total credits to graduate</b>	<b>120–124 *</b>

\*Depends on major

Minimum upper-division credits	40
Minimum credits completed at Metropolitan State	30

### Notes

- Students who have completed the Minnesota Transfer Curriculum since fall 1995, or who have earned an associate of arts (A.A.) degree from a Minnesota community college or state university, do not need to complete general education requirements at Metropolitan State. However, these students must meet the university's liberal studies requirement. This exemption does not apply to the A.S., A.A.S. or other associate degrees.
- GELS requirements may be met by transfer courses or by courses completed at Metropolitan State.
- Courses approved for a goal area at another MnSCU institution will apply to the same goal area at Metropolitan State.
- Students with fewer than 16 credits must take METR 10: Your Academic Journey; all students with fewer than 30 credits may benefit from this course as well.

# General Education and Liberal Studies Course List

This is the official list of Metropolitan State University courses that meet the General Education and Liberal Studies (GELS) requirements for all students admitted to the university spring 20 and after. To meet General Education requirements, students must complete each of the ten Goal Areas and complete 48 unduplicated credits. Eight of the 48 credits must be upper division to fulfill Liberal Studies requirements.

## Notes:

1. Courses meeting Goals I–VI must be numbered 399 or below.
2. Only courses worth two or more semester credits can be used to meet any general education requirements.
3. Asterisked (\*) courses can be used to meet general education Goal Area requirements, but cannot be used as electives or liberal studies.
4. After fulfilling the requirements for the ten goal areas, students who have not yet completed 48 credits may use any of the courses listed (except those asterisked) as electives.
5. If listed in two goal areas, a general education course may be used to meet both goal areas, with the exception that one course cannot be used to meet two of the goal areas VII–X. These credits will be counted only once toward meeting the total credit requirement of 48 credits.
6. An unlimited number of credits can be used to meet both GELS and major requirements. For purposes of meeting overall graduation requirements, these credits will be counted only once.

## Goal I: Communication

**Writing** (two courses, six or more credits. Students placing at the intermediate level are exempt from the first course requirement.)

### First course—one of the following:

- WRIT 121 Writing I Intensive  
WRIT 131 Writing I  
WRIT 132 Written and Visual Communication

### Second course—one of the following:

- WMNS 231 Writing II: Gender and Writing  
WRIT 231 Writing II  
WRIT 261 Business Writing  
WRIT 271 Technical Writing  
WRIT 331 Writing in Your Major

## Oral and Visual Communication

(three or more credits)

- COMM 10 Public Speaking  
COMM 231 Intro. to Interpersonal Communication  
COMM 321 Gender, Sport and Communication in the U.S.  
COMM 331 Intermediate Interpersonal Communication  
COMM 341 Family Communication  
COMM 351 Communication in Work Groups  
COMM 352 Organizational Communication  
COMM 361 Managerial Communication  
LING 111 Vocabulary Study  
MDST 361 Visual Communication  
MDST 363 Children and the Media  
PSYC 314 Group Dynamics and Facilitation  
RDNG 112 The Educated Reader: Analytical Reading  
THEA 20 Storytelling  
THEA 331 Voice: Speaking from Experience  
THEA 345 Acting III  
THEA 346 Topics in Performance

## Goal II: Higher Order Thinking

Students who complete the university's general education requirements will have met this goal.

## Goal III: Natural Sciences

(three or more credits including a laboratory all classes on this list include a laboratory)

- BIOL 10 Introduction to Life Sciences  
BIOL 10 Human Biology  
BIOL 10 Biology of Women  
BIOL 111 General Biology I  
BIOL 112 General Biology II  
CHEM 10 Introduction to Chemistry  
CHEM 111 General Chemistry I  
CHEM 112 General Chemistry II  
CHEM 151 Chemistry, Society and the Environment  
GEOL 10 Introduction to Geology  
GEOL 110 Introduction to Earth Sciences  
GEOL 112 Evolution of the Earth  
GEOL 118 Environmental Geology  
NSCI 20 Nature Study  
NSCI 20 Minnesota Lake Ecology  
NSCI 20 Plants and Human Affairs  
NSCI 20 Environmental Science  
PHYS 10 Introduction to Astronomy  
PHYS 10 Air, Weather and Climate  
PHYS 10 Energy and the Environment  
PHYS 110 Introduction to Physics  
PHYS 111 General Physics I  
PHYS 211 Calculus Based Physics I  
PSYC 312 Research Methods  
PSYC 345 Biopsychology

## Goal IV: Mathematical/Logical Reasoning

(three or more credits)

- MATH 110 Math for the Liberal Arts  
MATH 115 College Algebra  
MATH 120 Precalculus  
MATH any course, 20 level or higher  
PHIL 20 Introduction to Symbolic Logic  
STAT 20 Statistics I

## Goal V: History and the Social and Behavioral Sciences

(from two or more disciplines, six or more credits)

- ANTH all courses 10399  
ANTH 325/WmnS (GNDR) 325 Women, Development and Social Change  
CJS 10 Introduction to Criminal Justice  
CJS 318 Women and Crime  
CJS 340 Comparative Criminal Justice  
CJS 350 Citizenship and Community Involvement  
CJS 360 Diversity Issues in Criminal Justice  
ECON all courses 10399  
ETHS 30 Politics of Resistance/Protest Movements  
ETHS 30 Major Issues in U.S. Race Relations  
ETHS 30 Politics of Mixed Racial Identity  
ETHS 30 The Color of Public Policy  
ETHS 310 Cross-cultural Issues in Organizations  
ETHS 313 Theories of International Development  
ETHS 332 Topics in Contemporary Native North America  
ETHS 342 Contemporary Perspectives on African-American Community  
ETHS 352 Chicano Culture and Values  
ETHS 363 Asian American Women: Myths/Realities  
ETHS 380 Special Topics in Ethnic Studies  
GEOG all courses 10399  
GNDR 20 Intro. to Gender and Women's Studies  
GNDR 345 Global Perspectives on Gender  
HIST all courses 10399  
HIST 391 The Crusades: Origins/Global Perspectives  
HSER 30 Violence: Origins and Explanations

- HSER 30 Violence: Individual, Community and Global Responses  
HSFS 143 The Family: A Social/Psychological Exploration  
HSFS 338 Family: Racial, Gender and Class Dimensions  
HSFS 339 Issues and Actions in Family Policy  
HSFS 341 Work and Family  
HSFS 342 Children in U.S. Society  
HSSG 374 Aging in America: A Personal Challenge  
IDST 330 Women in Math, Science and Technology  
LING 316 The Nature of Language  
LING 326 Language and Culture  
LING 327 Language and Society  
LING 346 Language and Gender  
POL all courses 10399  
PSYC PSYC 10 General Psychology and all courses 20399, except PSYC 312 Research Methods, PSYC 314 Group Dynamics and Facilitation, PSYC 345 Biopsychology  
SSCI: all courses 10399  
SOC all courses 10399  
WMNS 325 Women, Development & Social Change  
WMNS 340 Women's Health

## Goal VI: Humanities and Fine Arts

(from two or more disciplines, six or more credits)

- ARTS all courses 10399  
COMM 20 Creating Change Through CWA  
CJS 375 Criminal Justice Ethics  
ETHS 10 Introduction to Ethnic Studies  
ETHS 20 Theories of Race, Ethnicity and Culture  
ETHS 250 Introduction to Chicano Studies  
ETHS 30 Immigration and the New World  
ETHS 311 Understanding Racial and Ethnic Groups in the United States  
ETHS 361 History of Asian Americans  
GNDR 270 Gender, Race/Popular Culture  
GNDR 365/PHIL 365 The Cultural Politics of GLBT Sexuality  
HUM all courses 10399  
IMDA all courses 10399  
LIT all courses 10399  
MDST 330 Topics in Film Studies  
MDST 370 Contemporary Cinema  
MDST 371 American Films: Traditions and Trends  
MUSC all courses 10399  
PHIL all courses 10399, except PHIL 20 Introduction to Symbolic Logic  
RELS all courses 10399  
SCRW 313 Beginning Screenwriting  
THEA all courses except THEA 331 Voice: Speaking From Experience, THEA 345 Acting Off Stage and On, THEA 346 Topics in Performance  
WMNS 20 Introduction to Women's Studies  
WMNS 312 Women Writers
- Goal VII: Human Diversity in the United States** (three or more credits)  
ANTH 30 Archeology: Explaining the Past  
ANTH 30 New Neighbors: The U.S. Among Community  
COMM 233 Intro. to Intercultural Communication  
CJS 318 Women and Crime  
CJS 360 Diversity Issues in Criminal Justice  
ECON 315 Economics of Diversity  
ETHS all courses except ETHS 30: The Color of Public Policy; ETHS 313: Theories of International Development; and ETHS 40 Applied Research for Social Change



GNDR 20	Intro. to Gender and Women's Studies	ANTH 325/WMNS 325	Women, Development and Social Change	POL 381T	Community Leadership Theory Seminar
GNDR 270	Gender, Race and Popular Culture			SOC 30	Interpersonal and Social Power: A View from Below
GNDR 365/PHIL 365	The Cultural Politics of GLBT Sexuality	CJS 340	Comparative Criminal Justice	SOC 30	Homelessness: Critical Issues for Policy and Practice
HIST 34	U.S. Economic Life: Working People	COMM 333	Intermediate Intercultural Communication	SOC 310	City Life: Sociological Perspectives on Urban Community
HIST 30	Women and Public Activism	ECON 314	Int'l and Comparative Economics	SOC 311	Community Organizing and Social Action
HIST 310	American Indian History	FREN 345	All level courses	SSCI 30	Politics, Markets and Civil Society
HIST 311	African-American History	GNDR 120	Global Perspectives on Gender		
HIST 312	Beginnings of American Society: Colonial and Revolutionary History	HIST 121	The Chinese World		
HIST 315	Civil Rights Movement in the 1960s	HIST 341	Modern Asia		
HIST 320	History of Asian Americans	HIST 351	The Vietnam War		
HIST 328	Women in Modern U.S. History, 1870-1970	HIST 354	Europe: the Global Power, 1789-Present		
HIST 329	Legacies: A History of Women and the Family	HIST 362	History of the Holocaust		
HIST 334	The Great Depression of the 1930s	HIST 370	Africa: From Colonialism to Independence		
HIST 336	The American Half Century	HIST 371	Behind the Great Wall: The Real China		
HIST 342	The Sixties Experience	HIST 372	Understanding Japan Today		
HSFS 341	Work and Family	HIST 380	History of Japanese Popular Culture		
HSFS 342	Children in U.S. Society		Mexico, Central America and the Caribbean		
HUM 333	The Photo and the Other	HIST 382	Latin American History I		
IDST 330	Women in Math, Science and Technology	HIST 394	Comparative Women's History		
LING 327	Language and Society	HRM 585	International Human Resource Mgmt.*		
LING 346	Language and Gender	HUM 316	Romanticism		
LIT 312	Women Writers	HUM 317	Modernism		
LIT 313	Minn. Women in Literature and the Arts	IBUS 311	International Business*		
LIT 314	Women Writers and a Feminist Critique	IDST 332	Conversations on Contemporary China		
LIT 342	American Literature II: 1870-Present	LING 316	The Nature of Language		
LIT 361	African-American Literature	LING 326	Language and Culture		
LIT 362	Black Women Writers	LIT 372	English Literature: 1800-Present		
LIT 363	American Indian Literature	MDST 378	World Cinema		
LIT 367	Scandinavian Immigrants in Literature	MKTG 480	International Marketing*		
MGMT 360	Managing a Diverse Workforce *	PHIL 361	Eastern Philosophy		
PHIL 30	Philosophy and Sexuality	POL 30	Ethnic Conflict in Global Perspective		
PHIL 362	African and African-American Philosophy	POL 30	Social Movements in Global Perspective		
PHIL 365	An Introduction to Gay, Lesbian, Bisexual and Transgender Studies	POL 321	World Politics		
PHIL 366	Race and Racism: Philosophical Problems	RELS 30	Introduction to World Religions		
POL 30	Color of Public Policy	RELS 36	The Jewish/Christian Encounter		
POL 332	Women and the Law	RELS 30	World of Islam		
POL 343	Perspectives on Community Development	SOC 30	Ethnic Conflict in Global Perspective		
PSYC 212	Introduction to Diversity and Ethics in Psychology	SOC 30	Social Movements in Global Perspective		
PSYC 328	Psychology of African Americans	SPAN 10	Beginning Spanish I		
PSYC 356	Early Childhood Development within a Social, Cultural and Historical Context	SPAN 10	Beginning Spanish II		
RDNG 331	Tutoring Reading in the Urban Setting	SPAN	all level courses		
RELS 36	The Spiritual Journey	WMNS 340	Women's Health		
RELS 322	American Indian Spirituality	WMNS 40	Feminist Theory		
RELS 333	Race and Religion				
RELS 377	Women and Religion				
RELS 390	Zen Buddhism in American Culture				
SOC 10	Introduction to Sociology				
SOC 30	Contemporary Sociology				
SOC 30	Race and Ethnicity: Sociological Perspectives				
SOC 30	Deviance and Social Control				
SOC 30	Working in America				
SOC 30	Women and Work in the United States				
SOC 317	Women in Minnesota Life: Education, Politics and Social Change				
SSCI 10	Introduction to Social Science				
WMNS	all courses except WMNS 10, 340 40				

### Goal VIII: Global Awareness

(three or more credits)

ANTH 30 Approaches to Cultural Anthropology

ANTH 30 Gender and Culture

ANTH 30 Anthropology of Religion

ANTH 320 Anthropology in the Global Age

ANTH 321 Cultural Anthropology: Focus on Mexico and Central America

### Goal IX: Ethical and Civic Responsibility

(three or more credits)

ARTS 20 Creating Change Through CWA

COMM 20 Creating Change Through CWA

ETHS 30 The Color of Public Policy

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

HIST 30 Women and Public Activism

HIST 331 Religion and Politics in America

IDST 321 Human Rights and the Educated Citizen

PHIL 10 Philosophy, Film and the Meaning of Life

PHIL 30 Ethical Inquiry

PHIL 320 Business Ethics

PHIL 321 Medical Ethics

PHIL 325/CJS 375 Criminal Justice Ethics

PHIL 327 Ethics in the Information Age

PHIL 352 Ethics Beyond Borders

PHIL 385 Philosophy on the Front Page

POL 10 Intro. to American Gov't. and Politics

POL 30 Citizenship in Global Context

POL 30 Political Ideas

POL 30 Elections and Political Parties

POL 311 Community Organizing and Social Action

POL 333 Constitutional Law: Civil Rights and Civil Liberties

POL 342 Lobbying: A Citizen's Guide to the Legislative Process

### Goal X: People and the Environment

(three or more credits)

ANTH 10 Human Origins

BIOL 315 Limnology

BIOL 320 Ecosystem and Global Ecology

BIOL 325 Pollution Ecology

CHEM 151 Chemistry, Society and the Environment

ECON 311 Economics of the Environment

ETHS 30 Environmental Justice and Public Policy

GEOL 118 Environmental Geology

GEOG 20 Introduction to Geography

HIST 333 The Greening of America: Environmental History Since WW II

HIST 363 World Environmental History

IDST 350 The Art of Freshwater Fishing

LIT 349 American Nature Writers

MATH 10 Mathematics of Sustainability

NSCI 20 Nature Study

NSCI 20 Minnesota Lake Ecology

NSCI 20 Plants and Human Affairs

NSCI 20 Environmental Science

PHYS 10 Air, Weather and Climate

PSYC 387 Environmental Psychology

WRIT 575 Environmental Communications

### General Education and Liberal Studies Electives

The following courses will not meet Goal Area requirements, but can be used as General Education electives to meet the 48 credit requirement. Courses numbered 300 or above may be used for the Liberal Studies requirement.

Any course listed for Goals I-X (courses with an asterisk [\*] are excluded) may be used as electives. The following list of courses may also be used:

FREN 10 all level courses

HMNG 10 all level courses

ICS 10 Computer Literacy

ICS 120 Microcomputer Applications

ICS 125 Understanding and Using the Internet

INFS 115 Information Access

INFS 315 Searching for Information

INFS 335 Best Books for Young Adult Internship

INFS 338 The Craft and Commerce of Book Publishing

LING 547 History of English Language

MDST 580 Issues in Communication Technology

METR 1

## This page is only for students admitted before spring 2003.

# Undergraduate Requirements and GELS Course List

This document includes the graduation requirements and the official list of Metropolitan State GELS courses for students admitted to the university before spring 20.

### General Education Requirements

#### 40 semester credits

All students must complete 40 semester credits distributed in the categories described below.

### Liberal Studies Requirements

#### 8 semester credits

All students must complete eight upper-division semester credits (the equivalent of 3<sup>rd</sup> level or higher) selected from the general education core areas described below.

### Summary of Credit Requirements

General education	40
Liberal studies	8
Major requirements	36–63*
Minimum free electives	13

#### Minimum total credits to graduate 120 to 124\*

\* Depends on major.

Minimum upper-division credits	40
Minimum credits completed at Metropolitan State	30

### Core Areas

Only courses numbered 399 or below and bearing three or more semester or quarter credits may be used to meet Core Area General Education requirements.

### Communication

#### Writing (two courses)

For approved courses, see Goal I under 20 GELS List.

#### Oral and Visual Communication

(one course)

For approved courses, see Goal I under 20 GELS List. In addition, the following courses can be used:

FREN	all 10 and 2 <sup>nd</sup> level	courses
HMNG	all 10 and 2 <sup>nd</sup> level	courses
SPAN	all 10 and 2 <sup>nd</sup> level	courses

### Mathematics

For approved courses, see Goal IV under 20 GELS List.

### Natural and Physical Sciences

(one course)

BIOL	all courses
CHEM	all courses
GEOL	all courses
NATH/NSCI	: all courses
PHYS	all courses
PSYC 312	Research Methods
PSYC 343	Drugs and Behavior: An Introduction to Behavioral Pharmacology

### Social and Behavioral Science

(two courses from two different disciplines)

For approved courses, see Goal V under 20 GELS List. However, students fulfilling the 1998 GELS may not use history to meet this requirement.

### Humanities

(two courses from two different disciplines)

For approved courses, see Goal VI under 20 GELS List. In addition, students fulfilling the 1998 GELS may use history to meet this requirement.

### General Education and Liberal Studies Electives

Students who have completed the general education core areas and liberal studies may still need additional credits to bring the total to 48. Any course listed on the 20 GELS list (*courses with asterisk (\*) excluded*) may be used as electives.

### Cultural Diversity and Global Awareness

Note: Students must complete one course in cultural diversity and a different course in global awareness. Only courses bearing three or more semester or quarter credits may be used to fulfill these two requirements. Courses meeting either of these requirements may also be used to fulfill other general education or major requirements. *Courses marked with an asterisk (\*) do not fulfill general education or liberal studies requirements.*

### Cultural Diversity in the United States (one course)

For approved courses, see Goal VII under 20 GELS List. In addition, the following courses may be used:

HMNG	all courses
SPAN	all courses

### Global Awareness (one course)

For approved courses, see Goal VIII under 20 GELS List. In addition, the following courses may be used:

FREN	all courses
HMNG	all courses
SPAN	all courses

### Notes

- Students who have completed the Minnesota Transfer Curriculum since fall 1995, or who have earned an associate of arts (A.A.) degree from a Minnesota community college or state university since 1985, do not have to complete the general education requirements at Metropolitan State. However, students with this general education exemption must still meet the university's liberal studies requirements. This exemption does not apply to the A.S., A.A.S., or any other associate degrees.
- GELS requirements may be met by transfer courses or courses completed at Metropolitan State.
- Courses must be a minimum of three semester or quarter credits to meet the core area, cultural diversity, global awareness and liberal studies requirements. This restriction does not apply to general education electives.
- Students with fewer than 16 credits must take METR 10 Your Academic Journey; all students transferring fewer than 30 semester credits will benefit from taking this course.
- Up to 12 credits used to meet major requirements or prerequisites may also be used to meet general education and liberal studies requirements.
- Liberal studies requirements may not be used to fulfill any other GELS requirements.
- Core area requirements may also be used to fulfill either cultural diversity or global awareness requirements.
- Some courses may be used as GELS electives but cannot be used to meet the core areas, liberal studies, cultural diversity and global awareness (see 20 GELS course list).