Graduate Academic Catalog
2018 - 2019

700 East Seventh Street
Saint Paul, MN 55106
651-793-1300
Metropolitan State University website

Campus and Center Locations

Saint Paul Campus
700 East Seventh Street
Saint Paul, MN 55106

Midway Center
1450 Energy Park Drive
Saint Paul MN, 55108

Minneapolis Education Center
1300 Harmon Place
Minneapolis MN, 55403

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

The 2018-2019 Graduate Catalog is published by Metropolitan State University Academic and Student Affairs Division. This catalog contains information about academic programs and requirements for 2018-2019. Catalog information is subject to change without notice. Please refer to the website at Metropolitan State University website for updated information.

The catalog is intended to complement other publications at Metropolitan State University 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 program.

The 2018-2019 Graduate Catalog is available in alternative formats for people with disabilities. For more information, call the Center for Accessibility Resources at 651-793-1520 (voice); 651-772-7687 (TTY).

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Academic Calendar 2018-2019

2018

Mar 19	Fall 2018 registration begins
Jun 30	Undergraduate admission application priority deadline for fall 2018
Aug 1	Tuition payment deadline for fall 2018
Aug 8	Fall 2018 OPEN registration (non-degree students)
Aug 15	Last day to cancel low enrolled fall 2018 courses
Aug 22	Wait list for fall 2018 is closed
Aug 25	Fall 2018 semester begins
Aug 29	Fall 2018 Bookstore Credit program ends
Aug 31	Last day to drop fall 2018 full session courses with a refund
Aug 31	Deadline for registering for fall 2018 graduation
Sep 1-3	Labor Day holiday/no classes/buildings closed
Oct 8	Columbus Day/classes held/buildings open
Oct 17	Last day to register for fall 2018 alternative learning strategies
Oct 22	Spring 2019 registration begins
Nov 11	Veterans Day/classes held
Nov 15	Undergraduate admission application deadline for spring semester 2019
Nov 21	Thanksgiving holiday/no evening classes
Nov 22-25	Thanksgiving holiday/no classes/buildings closed
Dec 7	Fall loan deadline submit by 12 p.m.
Dec 8	Fall 2018 Commencement
Dec 16	Fall 2018 semester ends
Dec 16	Alternative day for finals canceled due to bad weather
Dec 17	Spring 2019 OPEN registration (non-degree students)
Dec 17	Tuition payment deadline for spring 2019 courses
Dec 18	Fall 2018 grades are due
Dec 24-26	Winter holiday/buildings closed
Dec 27-29	Holiday week/building open/limited services

2019

Jan 1	New Year's Day holiday/buildings closed
Jan 4	Last day to cancel low enrolled spring 2019 courses
Jan 9	Wait list for spring 2019 is ended/closed
Jan 14	Spring 2019 semester begins
Jan 18	Deadline for registering for spring 2019 graduation
Jan 18	Last day to drop spring full session courses with a refund
Jan 21	Martin Luther King Jr. Holiday/no classes/buildings closed
Feb 18	President's Day/classes held/offices open
Mar 3-9	Spring Break/no classes/offices open
Mar 18	Summer 2019 registration begins
Mar 30	Undergraduate admission application priority deadline for summer 2019
Apr 16	Summer 2019 OPEN registration (non degree students)
Apr 22	Tuition payment deadline for first session and full-term summer 2019 courses
Apr 26	Spring loan deadline submit by 12 p.m.
Apr 27	Spring 2019 Commencement
May 3	Last day to cancel low enrolled 2019 summer session courses
May 6	Spring 2019 semester ends
May 8	Wait list for summer 2019 is closed
May 9	Spring 2019 grades are due
May 13	Summer 2019 first session and full-term semesters begin
May 17	Last day to drop first session and full-term Summer 2019 courses with a refund
May 19	Deadline for registering for summer 2019 graduation
May 25-27	Memorial Day holiday/no classes/buildings closed
Jun 12	Last day to register for summer 2019 alternative learning strategies
Jun 17	Tuition payment deadline for second session summer 2019 courses
Jun 30	First summer session 2019 courses end
Jul 3	First summer session 2019 grades due
Jul 4	Independence Day Holiday/no classes/buildings closed
Jul 7	Second session summer 2019 courses begin
Jul 12	Last day to drop second session summer 2019 courses with a refund
Aug 9	Summer loan deadline submit by 12 p.m.
Aug 17	Last day for second session and full-term summer 2019 courses
Aug 17	Summer 2019 graduation date (commencement ceremony is in December)
Aug 21	Summer 2019 grades are due

Introduction to Metropolitan State University

History

Metropolitan State University was founded in 1971 as an upper-division university offering bachelor's degrees for working adults. Since then, it has achieved national prominence as an innovative, urban university that serves primarily older students of diverse backgrounds.

Early on, Metropolitan State became known for its student-centered approach to serving adult students by recognizing demonstrated learning gained outside the classroom and offering smaller classes along with flexible class schedules. Practitioner-oriented community faculty members continue to teach most courses.

Metropolitan State's commitment to serving the community is long standing. The university's many community partnerships include community-based internships, law enforcement and social work degrees, and partnerships with local schools and businesses. The university's nursing program has developed the first community health clinic in Minnesota managed by nurse practitioners.

By 1975, the university was fully accredited, and one year later enrollment topped 1,000. It was obvious that Metropolitan State, the only public university alternative to the University of Minnesota for metro area residents, was serving a pressing need. In 1983, the first graduate students enrolled in the Master of Management and Administration program. The university now serves more than 9,000 students.

During the 1980s, the university strengthened its relationships with area community colleges and expanded its commitment to cultural diversity. As it became a more comprehensive urban university, Metropolitan State hired more full-time faculty and added over 30 majors in areas such as:

- Professional communication
- Accounting
- Applied mathematics
- Social work
- Ethnic studies
- Law enforcement
- English
- Nursing

In 1990, the Minneapolis campus moved to a highly visible site at Eighth Street and Hennepin Avenue. Two years later, Metropolitan State's administrative headquarters moved to Saint Paul's East Side. In 1994, Metropolitan State welcomed freshmen students for the first time, offered graduate programs in nursing and business administration, and celebrated its 10,000th graduate. As of June 2007, the university has had nearly 25,000 graduates.

The university has continued to meet the changing needs of the metro area as it has gained recognition. For example, Metropolitan State's accounting program is now the largest in Minnesota, and its graduates consistently place among the top 10 finishers in the rigorous CPA examination.

Metropolitan State approaches its fifth decade of service to the Twin Cities with a continuing commitment to educational access and quality for those who have been underserved and those who are bound in location by virtue of family or economic circumstances.

The university's 24,876 alumni include leaders in business, finance, health care and public service. They offer clear evidence of the opportunity and quality of educational programming provided by the university.

Mission

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

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

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

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

Vision

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

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

Values

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

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

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

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

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

Accreditation

The Higher Learning Commission
230 South LaSalle Street
Suite 7-500
Chicago, IL 60604-1411
800-621-7440
Higher Learning Commission website

Directory of Academic Programs

Doctoral Degrees
- Nursing Practice DNP
- Business Administration DBA

Graduate Degrees
- Advocacy and Political Leadership MAPL
- Alcohol and Drug Counseling MS
- Co-occurring Disorders Recovery Counseling MS
- Criminal Justice MS
- Master of Nonprofit Leadership and Management MNLM
- Master of Public Administration MPA
- Master of Public and Nonprofit Administration MPNA
- Psychology MA
- Master of Arts and Master of Science in Individualized Studies
- Liberal Studies MA
- Technical Communication MS
- Advanced Dental Therapy MSADT
- Masters in Nurse Anesthesia (will be new in FY20)
- Nursing Entry Level MSN
- Nursing MSN
- Business Administration MBA
- Master of Management Information Systems MMIS
- Computer Science MS
- Computer Science PSM
- Urban Education MS: Curriculum, Pedagogy and Schooling concentration

- Urban Education MS: English as a Second Language Concentration
- Urban Education MS: Secondary Education Teacher Preparation Concentration for English Teaching
- Urban Education MS: Secondary Education Teacher Preparation Concentration for Mathematics Teaching
- Urban Education MS: Secondary Education Teacher Preparation Concentration for Social Studies Teaching
- Urban Education MS: Secondary Education Teacher Preparation for Life Sciences Teaching Concentration
- Urban Education MS: Special Education concentration

Graduate Certificates
- Design of User Experience GCERT
- Dental Hygiene Post-PSDH GCERT
- Business Analytics GCERT
- Database Administration GCERT
- Global Supply Chain Management GCERT
- Information Assurance and Information Technology Security GCERT
- Management Information Systems Generalist GCERT
- Project Management GCERT
- Systems Analysis GCERT
- Mathematics GCERT

General University Information for Graduate Students

Policies and Procedures

All Metropolitan State University policies and procedures are posted on the university's website at www.metrostate.edu.

Email: Official Means of Communication

Metropolitan State University has designated one email system as an official method of communication with students and employees for all university-related business. Upon admission or employment, the university will assign an email account to each individual. The university holds students and employees responsible for reading University emails sent to them via their university email accounts.

FERPA: Family Educational Rights and Privacy Act

Metropolitan State's data practices are governed by FERPA and the Minnesota Government Data Practices Act (MGDPA). That means that student data (beyond routine directory information on which students have not placed a "hold") may be released in only two cases:
- when a student signs a release form, or
- "to comply with a judicial order or lawfully-issued subpoena."

University Policy 1040: Data Privacy

Students who wish to grant or revoke authorization for Metropolitan State University to release their educational records can fill out the Authorization to Grant or Revoke Access to Student Educational Records form. Submit the completed form to the Gateway Student Services Center by mail or in-person.

Student Right-To-Know and Clery Act

Student Right-To-Know is a federal law that requires all colleges and universities to disclose certain information to students. This handout provides the information that a university must provide to students on graduation rates and transfer-out rates for full-time students seeking degrees at Metropolitan State University

Federal regulations specify how to calculate the graduation and transfer rates. The rates come from a study of Metropolitan State students who started at the university in the fall of 2011. The study includes all first-time students who enrolled full-time that fall and were seeking to earn a degree at the university. The **graduation rate** is the percentage of these students who graduated from Metropolitan State University within six years. The **transfer-out rate** is the percentage of these students who did not graduate from Metropolitan State, but instead transferred to another college or university within six years.

These rates do not report on all students at Metropolitan State University. The 51 first-time, full-time students in the study were 1 percent of all undergraduate students enrolled at Metropolitan State in fall of 2011.

Campus Security Reports (Clery Act) reports are provided to share information on campus safety policies, procedures and incidents.

2018 Campus Security Report (PDF)

A campus security authority is an official of Metropolitan State University who has significant responsibility for student and campus activities, including, but not limited to, student discipline and campus judicial proceedings. An official is defined as any person who has the authority and the duty to take action or respond to particular issues on behalf of our institution. More about campus security authorities

Student Code of Conduct

Metropolitan State University believes that every student is accountable for his or her individual behavior especially as it imposes on the freedom, rights and safety of another

individual or to the extent that it impacts upon the atmosphere and environment conductive to the educational mission of the university community.

Consistent with the mission statement and values of this university, student conflict and mistakes are viewed as an part of lifelong learning and as an opportunity for personal growth and development. This objective is cultivated through the implementation of this student conduct code procedure, which balances the importance of student accountability with the opportunity for education and making amends. Within this context, specific kinds of behavior are judged to be unacceptable and may serve as a basis for expulsion. These include, but are not limited to disorderly and/or disruptive behavior, physical assault or threat of physical assault; theft or attempted theft; vandalism or willful property damage; trespassing (unauthorized presence) or failure to heed a lawful order, academic dishonesty; fraud and/or willful misrepresentation; and possession of alcohol and/or illicit substances.

Notice of Student Complaint Process

Metropolitan State University is part of the Minnesota State College and Universities System (Minnesota State) of public two and four year institutions of higher education designed by Minnesota Statues chapter 136F and governed by the Board of Trustees of the Minnesota State Colleges and Universities. Metropolitan State is accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools (HLC). If you wish to file a complaint about Metropolitan State with the HLC, you may do so by contacting:

> Higher Learning Commission
> 230 South LaSalle Street, Suite 7-500
> Chicago, IL 60604-1413

Metropolitan State takes student complaints and grievances seriously. If you have a complaint about Metropolitan State, we encourage you to utilize the Institution's Student Complaint and Grievance Process provided in Minnesota State Board Policy 3.8 and System Procedure 3.8.1. If your grievance involves a Board Policy, the actions of the Metropolitan State president, an issue of institutional or program quality such as an institution's compliance with the standards of an accrediting or licensing agency, or a claim of consumer fraud or deceptive trade practices, you may appeal to the Office of the Chancellor pursuant to the Board Policy 3.8 and System Procedure 3.8.1. The contact information for the Office of the Chancellor is:

> Academic and Student Affairs
> Office of the Chancellor
> Wells Fargo Place
> 30 East Seventh Street, Suite 350
> Saint Paul, MN 55101-7804

This process does not apply to other complaints or grievances subject to different procedures specified in board, college, or university policies or procedures, or other regulations, including:

- Academic grade disputes. Grade appeals must be handled under Metropolitan State University procedure #202 (formerly #300)
- Student complaints regarding discrimination or harassment are subject to Board Policy 1B.1 and System Procedure 1B.1.1, and filed with the institution's affirmative action officer.

Student Academic Integrity Policy

In accordance with University Policy #2190 – Student Academic Integrity Policy, all members of the Metropolitan State University community with a shared understanding of our high expectations for honesty in academic work and responsibilities for upholding academic integrity. Student Responsibilities:

By enrolling at Metropolitan State University, students agree to accept responsibility for upholding standards of academic integrity in all of their work at the university.

A. Students should:
- read and become familiar with the Academic Integrity Policy;
- complete all academic work with integrity;
- understand actions defined as academic integrity violations and avoid such violations;
- seek clarification from their professors when they are uncertain about what constitutes academic integrity violations; and
- report breaches of academic integrity to an advisor, professor, dean, or the provost.

B. Faculty Responsibilities:

Metropolitan State University faculty members are committed to preventative and educational measures aimed at increasing student awareness and understanding of academic integrity

Faculty should:
- refer to the Academic Integrity Policy on each course syllabus; model principles of academic integrity in their own work;
- explain their expectations for academic integrity to students;
- answer students' questions about academic integrity and the correct procedures for completing course work;
- provide written guidelines for specific policies they require students to follow in their coursework if such policies differ from this University policy; and
- address student violations of the academic integrity policy by reporting offenses to the office of the Provost/Vice President of Academic Affairs and assigning penalties outlined in the course's syllabus.

C. Administrator Responsibilities:

Metropolitan State University administrators are committed to maintaining the academic integrity of the institution. Their role is to support faculty efforts at upholding academic integrity, ensure that all students undergo fair and due process, keep effective records of academic integrity violations, and impose appropriate sanctions as posted.

Administrators should:
- assist and support the faculty in addressing student violations of the academic integrity policy;
- communicate with faculty and students the actions taken to address violations of the academic integrity policy;
- maintain accurate records of student academic integrity violations;
- notify faculty members in a timely manner about students' prior violations and actions taken.

This Academic Integrity Policy pertains to every student at Metropolitan State University. This policy's requirement of integrity also applies to the materials and records submitted by students seeking admission to the university. This policy's jurisdiction extends to all academically related activities, whether for on-campus coursework or off-campus endeavors such as conferences or internships.

University definitions of academic integrity violations, details the sanctions imposed by faculty and University administration for breaches of academic integrity, and refers violators to Procedure #202 Academic Appeals.

In cases where there may be overlap between Academic Integrity Policy #2190 and University Student Conduct Code Policy #1020, this policy authorizes consultation between the Provost and
Judicial Officer to determine whether the infraction warrants Conduct Code outcomes, Academic
Integrity sanctions, or both.

During orientation, students shall be informed of Academic Integrity Policy #2190 and its availability. Annually, and upon amendment, the university will notify students of the availability

and location of the Academic Integrity Policy. A copy of the policy will be posted on the University website and at appropriate campus locations.

Credit Hour Policy

In accordance with University Policy #2180 – Credit Hour Policy, Metropolitan State University shall assign and award credit hours in a reasonable and systematic way that shall conform to commonly accepted practices in higher education.

Under Federal law and regulation a credit hour is defined as: an amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally-established equivalency that reasonably approximates not less than:
one hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately fifteen weeks for one semester hour of credit, or the equivalent amount of work over a different amount of time; or at least an equivalent amount of work as required in paragraph (1) of this definition for other activities as established by an institution, including laboratory work, internships, practica, studio work, and other academic work leading toward to the award of credit hours. 34CFR 600.2

Metropolitan State affirms that all grades for academic work are based on the quality of the work submitted to the faculty member who is the instructor for the course and not on the amount of time expended on the submitted work.

The definition of a credit hour is not meant to dictate that no more than three (3) hours a week of work will be required. Actual work time may vary depending on the characteristics of the students. Metropolitan State also understands that the nature of the specific courses and class activities may require more than three hours of work per week for each credit hour. Instructors should communicate their expectations for time to be expended on course activities to the students enrolled in the course.

Credit hours shall be assigned to online, distance and blended hybrid courses on the same basis as the credit hours assigned to the same course outcomes based on the amount of time needed to achieve those outcomes in a face-to-face format.

Internship credits are assessed in 40-hour increments: 3 credits = a minimum of 120 hours; 4 credits = a minimum of 160 hours (Metropolitan State University Policy #2040).

Studio: two hours of contact time per credit with the faculty member in class, and with additional time spent outside of the class to complete the projects/assignments

Clinical courses and practical credits shall be applied in accordance with the requirements of accrediting agencies governing these disciplines, applicable state law, and other relevant factors.

Inter-Faculty Organization (IFO) curriculum committees, IFO Academic Affairs Committee, the Deans and the Provost are expected to review and approve information on course proposals to assure that the standards of this policy are met.

Dismissal/Termination of Graduate Student Status

Students who do not meet academic requirements, have been found in violation of the academic integrity policy or do not meet professional standards/dispositions or competencies required for a student earning a graduate degree may be dismissed/terminated from a graduate program and from the University.

Equal Employment and Diversity Office

Metropolitan State University is committed to fostering a positive learning, working and living

environment. Our role is to assist in the creation of an environment in which every member of the university community is valued and everyone has the opportunity to succeed.

- Sponsors 1B.1 Equal Opportunity and Nondiscrimination in Employment and Education Policy and 1B.3 Procedure training for all staff, faculty and student employees. Registration must be done via the Minnesota State System-wide Training and Registration Site (STARS).
- Provides investigation of policy 1B.1, 1B.3, and institutional policy 1010 matters. Assists faculty, staff and students who believe they have been harassed or treated unfairly because they are a member of a protected class.
- Assists the university community with understanding, and application of federal and state laws and regulations that impose special obligations concerning equal opportunity and affirmative action. The director serves as the university's affirmative action officer and ombudsperson for faculty and staff.
- Monitors recruitment efforts and the progress of campus units toward achieving affirmative action goals, in collaboration with the Human Resource office and other university divisions.
- Creates and complies with the Office of Federal Contract Compliance (OFCCP) and the Minnesota Management and Budget Office (MMB) requirement to produce an Affirmative Action Plan and other statistical analysis of institutional information for the purpose of understanding adverse impacts and areas of improvement relative to equity, inclusion, and diversity.
- Creates and supports institutional Equity, Diversity, and Inclusion planning. Provides training and provides alternative dispute resolutions services and referrals. Provides programming and administrative support to affinity groups for equity and inclusive practice at the institution.
- [Student Immunization Record and Instructions (PDF)](#)

Immunization record form

All students are required to complete a Metropolitan State University Student Immunization Record form.

Review the [basics of immunization from the Minnesota Department of Health](#).

Admissions to the University

Each graduate program has its own unique set of admission criteria and deadlines. Eligibility guidelines and application instructions are on the individual pages for Metropolitan State's doctoral, master's and graduate certificate programs.

Registrar and Graduation

Transfer Credit Policy

A maximum of 16 transferable graduate credits earned prior to formal acceptance by the department to a graduate program, or the credits completed in the first semester of registration (whichever is greater) will be permitted to apply toward completion of a student's graduate program.

Once a student has been admitted to a Metropolitan State University Graduate Program, the Graduate Program Director and/or Faculty shall evaluate college-level course credits completed, as submitted by the student on an official transcript and course syllabus, to determine if they shall be accepted in transfer. Once the credits are accepted in transfer, each program shall determine how the course credits will apply to program and graduation requirements.

- A. Transfer of credit from another college or university shall involve at least three considerations:
  - Educational quality of the learning experience which the student transfers,
  - Comparability of the nature, content and level of the learning experience offered by the receiving college or university, and
  - Appropriateness and applicability of the learning experience to the programs offered by Metropolitan State University in light of the student's educational
  - Credit must be from a regionally accredited educational institution, approved to offer graduate degree programs in the major field where the credit was earned, at the time the credit was earned.
  - Credit must be appropriate to the student's program.
  - Credits transferred into an accredited program may need to come from an accredited program.
  - Course evaluation and approval by the student's Program Director and Faculty is required.
  - At time of transfer, credit must be officially recorded on the approved program form.

- B. The following will not be accepted as transfer credit:
  - Correspondence, individual or similar study.

- Credit earned at a location in Minnesota through a university headquartered in another state or country.
- Credit for courses conducted by proprietary groups.
- Extended campus credit from a university that does not accept that credit for its own on-campus graduate programs.
- Workshops, continuing education courses and in-service training credits.

- C. Additional transfer guidelines include:
  - The grade recorded for these credits must be B or above or an S or P in S/U or P/F grading systems. No transfer credit can be accepted that was earned more than seven years prior to completion of the degree.
  - With the prior approval of the graduate advisor and the graduate program director, a maximum of 16 semester credits of appropriate graduate credit may be transferred from other universities of the Minnesota State Colleges and Universities System and applied to a program at Metropolitan State University.
  - When transferring credit to a specialist degree program, a minimum of 20 of the last 30 credits must be taken at this institution.
  - After the student's program of study has been approved, no additional transfer credits will be accepted unless the student has received prior approval via the petition process.
  - Any questions or concerns about the transferability of credit earned at other institutions should be directed to the Program Director before a student enrolls for that credit.
  - The student must request that an official transcript be sent directly to

the Program Director by the institution awarding the credit. Official transcripts submitted from other institutions are for use in the applicant's admission process and pursuit of the degree at MSU. These transcripts, or copies of them, cannot be issued to the student or other institutions.

In unusual circumstances, credit earned in excess of these figures may be considered for approval by the Graduate Program Director through the petition procedure.

Transfer credit appeal

Students have the right to appeal transfer credit evaluation decisions. For more information, see the Transfer Credit Policy #2120 and the Transfer Credit Procedure #212. Work with your advisor to review your Interactive Degree Audit/DARS report and to discuss appealing transfer credit decisions before submitting an appeal. Login to eServices. Under "Grades and Transcripts," click "Transfer Review/Appeal" and follow instructions.

Graduate Academic Standing Policy

The University expects students to successfully complete the courses and other learning opportunities for which they register.

The goals of an Academic Standing Policy are to:

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

This policy is implemented as mandated by Minnesota State Colleges and Universities Board Policy 2.9, which requires that the Academic Standing Policy have the same grade point average standard and percentage of completion standard as the University's Financial Aid Satisfactory Progress Policy.

Following posting of grades after each fall, spring, and summer semester, the University will review the academic standing of each student admitted to a graduate degree program and registered for that semester.

Graduate students are considered to be making satisfactory academic progress if they maintain at least a 3.00 cumulative graduate GPA and complete 66.67% (2/3) of graduate credits attempted at MSU. Continuation in the program of study may be denied at any time during the program as a result of not maintaining satisfactory academic progress (GPA and/or course completion) at Metropolitan State University.

Graduate programs may require a higher GPA for program continuation. The Academic Standing Review Procedure #205 implements this policy. The Academic Standing Review Procedure #205 defines the actions that the University will take to intervene with students who fall below the standards to remain in good Academic Standing, consistent with Minnesota State Board Policy 2.9 and Minnesota State Procedure 2.9.1, including suspending students from further registration at Metropolitan State University.

Students appealing an academic suspension, requesting reinstatement from academic suspension, or applying for readmission to the university after academic suspension will be considered for return to the University under guidelines and procedures established in the Academic Standing Review Procedure #205. These guidelines and procedures may be different from the guidelines and procedures for appealing suspension from eligibility to receive financial aid.

- A. Notification of Academic Standing: Students not in good Academic Standing and students returned to good Academic Standing will be notified in writing of their status upon review of students' academic standing and at other times when changes in a student's

academic standing are made. Notification in writing will consist of a message sent to the student through the U.S. mail, or to the student's University-assigned email address, or given to the student in person.

B. Other Academic Standards:
- Financial Aid. Students may need to meet other academic progress standards to be eligible to receive financial aid. The Financial Aid Office will establish standards to maintain satisfactory academic progress to remain eligible to receive financial aid, consistent with state and federal law and regulations and MnSCU Board policy and procedure.
- International Students. International students may need to meet other academic progress standards for immigration/naturalization purposes. They should contact the university's International Student Advisor for information.
- Academic Program Requirements. Students may need to meet other academic progress standards as specified by each Graduate Program.

C. Progress Toward Degree Completion
- Upon admission to the university, students will be given information about the number of credits accepted in transfer and applicable to their Graduate Program.

Requirements for Graduation Completion for Graduate Students
It is the responsibility of the graduate program director or designee to certify that a student has met all the following requirements for the degree sought.

A. Application for graduation accompanied by the appropriate non-refundable fee must have been submitted at the beginning of the semester in which the degree is to be granted.
B. The student must have satisfactorily completed all courses required for the approved program. All changes must be substantiated by an approved petition.
C. The student must have maintained a 3.0 (B) grade point average in the major, in the total program, and in all graduate courses taken at Metropolitan State University.
D. Courses in which a mark of C-, D, F, FN, or U was earned will not be accepted for graduate credit. The honor point deficiency created by such marks must be made up by marks of A in other courses.
E. The student must have satisfactorily completed the required final examination(s), written, oral, or both.
F. A student completing a dissertation, thesis, fields study, creative work, or starred paper(s) must have submitted two approved copies to the Graduate Program for binding, together with the required binding fee. Two additional abstracts must have been submitted by those completing a dissertation, thesis or field study.
G. Graduate Certificate Programs In order to have a certificate posted to the transcript, a student must have met the following requirements:
   1. Filed an application for completion in the School of Graduate Studies.
   2. Satisfactorily completed all courses required on the certificate program of study.
   3. The student must have maintained a 3.0 (B) grade point average over all the graduate courses completed at Metropolitan State University
   4. Courses in which a mark of C-, D, F, FN, or U was earned will not be accepted for graduate credit. The

honor point deficiency created by such marks must be made up my marks of A in other courses.

Conferring of Graduate Degrees

Diplomas for doctoral, specialist and master's degree programs will be mailed by the Office of Records and Registration approximately eight weeks after the close of the semester. A transcript with the degree posted upon it should be available through the Office of Records and Registration approximately three weeks after the end of the semester in which the student graduated.

At the request of the student, the graduate program director or designee will send a letter verifying graduation to appropriate officials as soon as all requirements are met. Completion of a Graduate Certificate Program. The satisfactory completion of a certificate program is verified by an appropriate statement on the transcript.

Residence Credit Requirement for Graduate Students

Candidates for the master's degree, specialist degree, and doctoral must earn a minimum of 20 semester credits in on-campus classes. Graduate courses offered at resident centers established by the University are considered on-campus credit. Online courses offered through Metropolitan State University are also considered on-campus credit.

- Graduate courses offered at resident centers established by the University are considered on-campus credit.
- Individual departments may establish residence policies requiring a period of full-time study.
- Each student should consult with the major department to determine specific departmental requirements.

Time Limit for Earning a Graduate Degree or Certificate

All credits (including transfer credits) used in meeting requirements for a master's degree must be earned within seven years prior to the awarding of the degree.

All credits used in meeting the requirements for the doctoral degree*, specialist degree must be completed within the seven-year period prior to the awarding of the degree.

Leave of Absence-Graduate Students

Students may request a leave of absence from a graduate program for up to 4 semesters.
Approval of a leave of absence does not extend the seven year time to degree requirement.

- All degrees must be completed within seven years of first enrollment.
- International students should consult with the Center for International Studies regarding the effects of requesting a leave of absence on visa status.
- For doctoral candidates approval of this request will eliminate the need to maintain continuous registration during the approved leave period.
- It is the student's responsibility to initiate contact with the School of Graduate Studies to extend a leave of absence or to begin the return process.
- Students not re-enrolling after the expiration of the leave of absence will be dropped from admitted student status and may need to reapply for admission.

Prerequisites

Completion of prerequisites for a course must occur before a student can start that course, unless the student obtains permission from the department offering the course to waive the prerequisites. Failure to complete prerequisites can result in cancellation of registration for the course.

Continuous Registration

Continuous registration may involve registration for either:
1. Regular credits in the form of required or elective courses, research credits, or dissertation credits to complete the program of study, or
2. The continued enrollment course.

Continued enrollment requires a one credit registration and payment of doctoral tuition and fees.

If a temporary lapse in a student's academic program is necessary due to military service, medical leave, maternity leave, or personal/family leave, a student may petition the Program Director for a "stop-out" period. A granted petition includes the understanding that a student will not make use of university resources beyond those available to the general public, or engage in significant consultation with the faculty for the purposes of completing graduate work.

Undergraduate Degree Requirements for Graduate Students

Students must have earned and have a transcript undergraduate degree before beginning graduate coursework.

A. If the undergraduate degree was earned in the USA the undergraduate degree must have been received from an institution that is accredited by a US regional accreditation body. There are six regional accreditation bodies:
- Middle States – MSA
- New England – NEASCSC
- North Central – NCA
- Northwest – NW
- Southern – SACS
- Western - WASC
- If the undergraduate degree was earned in Canada the undergraduate degree must have been received from an institution that has received a provincial charter to grant degrees. Generally these Canadian institutions are also members of AUCC.
- If the student attended an institution outside of North America, the undergraduate degree must be recognized by the Ministry of Education in the country in which it was earned.
- Additionally, the undergraduate degree must be accepted by MSU as the equivalent of a US bachelor's degree.
- A determination is made when international transcripts are reviewed by a transcript evaluation agency.

Residency and reciprocity

Resident status is determined by the state of residence indicated by the student on the application for admission. Students must have resided in Minnesota for one calendar year immediately prior to the start of their term of application. Residency must not be primarily for the purpose of attending a college or university. Students may establish eligibility for resident tuition by demonstrating domicile in Minnesota. Students have the burden of proving domicile for purposes of resident tuition. A domicile is a person's true, fixed and permanent living place. Domicile is the place to which a person intends to return after temporary absences. A person may have only one domicile at a time. Please refer to Minnesota State Policy on Minnesota Residency Requirements for other conditions that may qualify a nonresident student for resident tuition. For consideration of resident tuition, please complete and submit the Resident Classification Request form.

- Resident Classification Request

Reciprocity

North Dakota and Wisconsin residents

Wisconsin and North Dakota residents who attend Metropolitan State University may be eligible for a reciprocity agreement allowing them to pay lower tuition rates than nonresidents from other states. Students must submit application forms with their respective home state to apply for the reciprocity tuition rates. The university must receive official approval of reciprocity before a student's account will be adjusted. A student will be assessed the nonresident tuition rate until reciprocity approval is received.

- North Dakota University System
- Wisconsin Higher Education Aids Board

South Dakota residents do not have to apply for reciprocity. Students indicating South Dakota residency at the time of application for admission will be assessed the South Dakota reciprocity tuition rate, which is the same as the Minnesota resident tuition rate.

Dropping or Withdrawing from a course
Dropping a course refers to officially canceling a registration prior to the end of the first week of the term. Dropped courses usually qualify for a refund and do not appear on the student transcript.

Withdrawing from a course refers to canceling a registration after the first week of the term. Students who withdraw from a course do not receive a refund. An administrative grade of "W" appears on the student transcript to indicate a withdrawal.

Official Withdrawal from the University and the "Return of Title IV funds" policy
Official withdrawal is defined as terminating enrollment in all registered courses for an academic semester. A student MUST request that an official withdrawal from Metropolitan State be processed. Dropping all courses on the web or in person does **not** constitute an official withdrawal from the university.

To officially withdraw from the university, students must submit written requests to the Registration Office. For more information call the Saint Paul Registration desk at 651-793-1234.

A student who will be withdrawing completely from a term must do so according to withdrawal policies. The transaction may be completed in person or online. If done online, the student **must** contact the Accounts Receivable Office to determine payment for any outstanding balance.

The withdrawal must be completed by the published deadlines, and the student is responsible for understanding the impact of such action on their student account. Refund Policy exists for calculating the refund of institutional charges. The federal "Return of Title IV Funds" formula dictates the amount of Federal Title IV aid that must be returned to the federal government by the school and the student. Federal regulations require Metropolitan State to give first priority to repaying financial aid programs in the event withdrawing from the university results in a refund.
Note: Parents, spouses, relatives and friends will not receive student account information or be permitted to register or drop courses for students without the signed written permission of the student.

Registration Appeals
Students are responsible for knowing and adhering to all Metropolitan State University policies and procedures. However, in some cases, students who have experienced extenuating circumstances beyond their control or have experienced an administrative situation that prevented them from successfully completing a course may petition the Registration Appeals Committee for a retroactive drop or withdrawal.

All Registration Appeals are reviewed by the Registration Appeals Committee. Students receiving financial aid should also contact the Gateway Student Services to determine the impact of the request on their financial aid. There is a signature block on the appeal form for a financial aid representative to sign. The Registration Appeals Committee will not process appeals for students with financial aid unless their form is signed by a Metropolitan State financial aid representative.

A student can use the Registration Appeals Form to petition for a retroactive drop or withdrawal within 90 days from the end of a course due to extenuating circumstances.

Academics

Alternative Learning Strategies

Metropolitan State encourages students to learn in a variety of ways and to seek alternatives to traditional classroom learning and evaluation to meet their learning needs and goals, including the following options.

Internships:

Students can develop innovative and flexible academic internships to fulfill their personal or professional goals. Internships offer students the chance to earn credit through hands-on learning at a variety of sites, in- and out-of-state. Students complete and submit an academic internship agreement form that is approved by a faculty liaison and processed by the academic internship coordinator in order to be registered. Visit the Institute for Community Engagement and Scholarship website, www.metrostate.edu/community, for more information or assistance.

Student-directed Learning:

Students learn in many ways and in a variety of settings outside the traditional classroom. The university recognizes and encourages such lifelong learning pursuits. Student-directed learning can become incorporated into your program through prior learning, theory seminars and/or student-designed independent study.

Prior Learning:

The Prior Learning Assessment (PLA) process is used to evaluate what students have learned in their lives, work and through independent study, typically outside the classroom, as legitimate learning for university credit. The process includes clearly defining what has been learned and having that learning evaluated by a trained faculty evaluator. The student prepares a proposal to have the learning outcomes and competence assessed, obtains faculty approval for registration, and then provides evidence of learning through evaluation methods appropriate for the subject and competence.

Theory Seminars:

Theory seminars are designed specifically for students with extensive experience and practical knowledge in a subject, and who want to ground their learning with additional academic context and the theory and principles of the subject. Seminars are also appropriate for students who have strong practical knowledge but not enough theoretical learning to consider a PLA. Seminars require a diagnostic "placement" assessment to help the student self-assess whether the seminar is the appropriate format, and may also require instructor approval to register. Seminars may be an alternative to a regular course, or may cover specialized subjects or survey themes. Seminars, listed in the Class Schedule, are typically scheduled to meet two to four times, with independent work between seminar sessions.

Student-designed Independent Study (SDIS):

Independent study allows students an opportunity to build learning skills indispensable to the workplace and to personal, lifelong development. SDIS allows students to pursue an interest or project with the help of a faculty member who serves as a guide and evaluates the learning for credit. The SDIS project can involve a variety of learning methods, such as community-based or professional training, experiential learning and/or independent research. The student develops an independent study proposal, seeks approval to work with a faculty member, completes the study plan and provides evidence of learning outcomes and competence to the faculty evaluator.

For more information, see the Learning Strategies and Assessment Choices section of the website at www.metrostate.edu/academics/success/strategy and consider the one-credit course METR 100: Getting Credit for What You Know. The registration proposal form may be found online on the Student-Directed Learning Options page,

www.metrostate.edu/academics/success/strategy/student-directed.

Other Alternative Learning Opportunities

Faculty members teach using a variety of methods, so as to provide multiple ways for students to learn. The following options are designed by faculty and listed in the Class Schedule. Some parallel classroom courses are offered in an alternative format; some cover specialized subjects.

Online Internet Courses:

Internet-based courses offer students a flexible learning environment that is balanced with structured assignments and due dates, and frequent online contact with instructors and fellow students. Most online courses at Metropolitan State are designed so that students can work asynchronously (ASYN), at their convenience at different times and different places. Students taking online courses should have easy access to the Internet, be comfortable browsing the Internet and have basic word processing and file management skills.

"Blended/Hybrid" Courses:

Blended/Hybrid (BLHY) courses combine some classroom time and participation with other work and participation conducted on an online learning web site. This format has the advantage of including both classroom interaction with other students and the instructor and the structure of a regularly scheduled meeting, along with the flexibility of online learning.

Faculty-designed Independent Study (FDIS):

Faculty-designed independent studies are taken by students independently, reading materials and doing assignments by following the instructor's outline. Communication with the instructor may be via U.S. mail, email, an online learning platform or a combination; there are typically no class sessions. FDIS offerings may parallel a classroom course or be a unique or specialized subject not offered in a classroom.
To search for learning-format alternatives, select "Delivery Method-all" in the "Search Options" of the class schedule in eServices.

Tuition Refund Appeal

When you register for a class, a seat is reserved for you. This obligates you to pay tuition and fees for that seat. If you decide to drop courses **before** the add/drop period you can drop online through eServices and you will receive a full refund. **After** the add/drop deadline, all course withdrawals will appear on the transcript and no refund will be processed. You can withdraw online through eServices before the end of the twelfth week of the semester. Course drops after the twelfth week of the semester are not permitted.

Students are responsible for knowing and adhering to all Metropolitan State University policies and procedures. However, in some cases, students who have experienced extenuating circumstances may petition the Registration Appeals Committee for a retroactive drop (with refund) or withdrawal within 90 days of the end of the term.

For security reasons, Records and Registration staff are not permitted to add/drop/withdraw courses for students over the telephone.

Registration cancellation for nonpayment

You should not assume that Registration Cancellation for Nonpayment will remove the tuition and fees charged to your account. If you have decided not to attend classes and want a refund, be sure to drop your classes online, in person, or by letter or fax before the end of the add/drop period.

Dropping courses with a refund

The add/drop period for standard full-term courses is through the first week of the term. Courses starting after the refund deadline may be dropped within one business day of the first class meeting.

Payments made by credit card online will receive a refund of the paid amount. It will be applied back to the credit card used for the original payment within three weeks. All other refunds will be processed as direct deposit or check.

Refunds will start processing immediately after the last add/drop date of the current semester. It can take up to three weeks to process the refund.

Academic appeals

The [Academic Appeals Procedure, University Procedure #202](#) provides an orderly process of appeals for decisions related to grades, and program and graduation requirements. If you feel you were evaluated unfairly by an instructor, you have the right to appeal the grade you were given in a particular course.

Helpful document:

- [Academic Appeal/ Request for Ombudsperson Assistance](#) (electronic submission).
- [Academic Appeal I Request for Ombudsperson Assistance (PDF)](#)

Please note that there are specific procedures and regulations that govern the appeals process, and you are responsible for knowing these procedures. If you do decide to initiate an academic appeal, please read this document carefully. [Academic Appeals Procedure, University Procedure #202](#).

Grading Policy

If programs permit, students may choose the competence/no competence grading option at registration or submit a signed request to the instructor by the second class session of a 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.

If a student drops a course within a week of the semester start date, or one day after the first class meeting, whichever is later, that class will not be recorded on the student's transcript.

Policies for dropping other learning opportunities will be published in the current Class Schedule.

Independent Studies and Individualized Internships

Students who enroll in a Faculty Designed Independent Study (FDIS) course, a Student Designed

Independent Study (SDIS) course or an individualized internship (350I or 650I) will receive a grade at the end of the term in which the enrollment commenced. If the time permitted to complete the independent study or individualized internship extends into the succeeding term, instructors or internship faculty liaisons will assign a grade of "I" for the term in which the independent study or individualized internship commenced.

Grade Point Average Points

The chart below indicates the letter grades and the grade points used to calculate grade point averages (GPA).

Grade		Grade Points
A	Excellent	4.0
A-		3.67
B+		3.33
B	Good	3.0
B-		2.67
C+		2.33
C	Adequate/Passing	2.0
C-	No credit	1.67
D	No credit	1.0
F	No credit	0.0

Note: Grades below C cannot be used to meet requirements for graduate program majors or prerequisites. At a minimum, course grades must be C (not C-) or higher to meet graduate program requirements. Some programs may require higher course grades, semester GPA, and program GPA. Please consult your graduate program advisor.

A student's grade point average is calculated by dividing the total number of grade points received by the total number of graded credits attempted. This excludes those credits for which the student received a grade of W, AU, S or NC. Transcripts requested prior to graduation include a cumulative unofficial grade point average.

Students who have not received grades for at least 75 percent of the work they complete at Metropolitan State will not have an official grade point average. Official grade point averages are not calculated for students who have more than 25 percent of their work ungraded.

Only courses taken at Metropolitan State University or courses taken through an approved off-campus program are used in computing a student's MSU grade point average. Courses in which a mark of C-, D, F, was earned will not be accepted for credit toward a graduate degree. If a learning opportunity is repeated, both the grade and R (Repeat) are recorded on the transcript. If a learning opportunity is repeated once, only the higher grade is used in computing the grade point average. If a learning opportunity is repeated more than once, the grade point average includes all attempts except the first one. Students who receive a grade higher than a C- may not repeat the learning opportunity, except as an auditor, without the approval of the dean of the college or school.

Graduate students should note that a "U" is figured in as an "F".

Marks of "I" (incomplete), "IP" (in progress), "AU" (audit), "RC" (research continued), "W" (withdrawn), or "Z" (no grade submitted) do not represent credit earned and are not included in the computation of grade point average.

The Institute for Community Engagement and Scholarship
The Institute for Community Engagement and Scholarship leads the university's commitment to teaching, research and service that support and enhance student learning through capacity-building partnerships within local communities.

The integration of campus with community has been a cornerstone of the university's approach to educating students throughout its history. The Institute for Community Engagement and Scholarship provides students and faculty with the resources to connect student learning and faculty scholarship with community knowledge and expertise through community-engaged coursework, academic internships, engaged scholarship, and public programming.

The institute serves as a resource for community organizations that seek to build mutually-beneficial partnerships with the university's students, faculty and academic programs.

Human Subjects Review Board
It is the responsibility of Metropolitan State University to ensure that the rights and welfare of human subjects participating in any research affiliated with the university be adequately protected. It is likewise the university's responsibility to ensure that all research participants are fully informed regarding the research, that they participate willingly and that they may discontinue their participation without penalty. Participants must be guaranteed freedom from coercion and undesirable consequences, and assured that any identifying information relating to the conduct or the outcomes of the research is kept confidential.

In order to meet these responsibilities, the Human Subjects Review Board was established within the Office of the Provost and Vice President for Academic Affairs in collaboration with the local Inter Faculty Organization as put forth in University Policy 2060.

The established policies and procedures are intended to protect research subjects from harm by meeting professional, university and federal ethical standards (Code of Federal Regulations, Title 45 Part 46) without limiting the pursuit of any systematic course of study.

Advising

Academic advising is central to Metropolitan State University's teaching and learning mission and to the academic success of our diverse student body.

Professional academic advisors and faculty advisors:
- Work in partnership with students to help them develop educational plans that support meaningful academic and career goals.
- Provide accurate and relevant information, while emphasizing student responsibility for learning and making informed decisions.
- Engage students in an intentional teaching and learning process that values each student's experience and promotes inclusion, equity and critical thinking.

Academic advising provides a context in which students can discover what is important to know, do and value at each stage of their academic development.

Students are assigned an initial advisor upon admission to a program. However, students sometimes change advisors after taking some courses and meeting faculty who share their area of interest.
- A change of advisor must be approved by the new advisor, the Graduate Program Director of the academic unit.
- A Change of advisor Form must be submitted to the College/School for the change to be effective.
- Non-degree students who are taking graduate courses will not be assigned an advisor. However, they may ask a faculty member to serve as an advisor on an informal basis.

Your academic advisor is a partner in your education journey who will provide support and information to help you earn your degree. You can expect accurate program and policy information, appropriate referrals, planning assistance, respect, and confidentiality from your advisor. Your assigned professional advisor or faculty advisor will consult with you to clarify your goals and then help you create a degree plan to fit your goals.

We encourage you to contact your advisor early with any questions related to your academic program, career exploration, skills, time management, or degree planning.

Finance and Business Office

Tuition and Fees

All colleges and universities shall charge tuition and fees consistent with Minnesota Statutes, board policies, and system procedures. The Board shall approve the tuition and fee structure for all colleges and universities. The chancellor or designee is authorized to make any necessary technical adjustments to the tuition rates and fees. Technical adjustments are defined as changes in tuition and fee rates which are deemed a correction or the addition of a program rate for a new program established in the interim.

Students are ultimately responsible for paying all tuition and fees connected with their registration by the payment deadline. Invoices are no longer sent to students through the mail. Students should access their Student eServices

account on the web. Students who have not paid their tuition and have not made arrangements (such as receiving financial aid) to pay their tuition by the tuition payment deadline are administratively dropped from their courses. If classes are added after the tuition payment deadline, payment must be received the same day or students are dropped the following day.

Accounts for students who have made partial payment but who have remaining balances at the end of the term are turned over to the Minnesota Department of Revenue for collection. A student's tuition obligation for a term is based upon the number and type of credits for which a student is enrolled.

Tuition and Fee Table 2018–2019

Resident Tuition (per credit)*	
Undergraduate	$227.53
Nonresident Tuition (per credit)*	
Undergraduate	$464.23
Special Courses and Differential Program Tuition (per credit)	
Online Undergraduate**	$303.73
Nursing Undergraduate Resident and Nonresident	$297.46
Nursing Dental Hygiene (BS)	$297.46
Nursing Oral Health Care Practitioner Resident and Nonresident	$503.99
Nursing WOC Specialty Courses (Fees $11.47/credit)	$550.00
Law Enforcement Skills Course (Fees $34.47/credit)	$449.33
Biology (BIOL), Chemistry (CHEM), Environmental Science (ESCI), Human Biology (HBIO), Geology (GEOL), Natural Sciences (NSCI), Physics (PHYS)	$235.53
Prior Learning Assessments Undergraduate	$136.50
Student-designed Independent Studies Undergraduate	$159.25
Fees (per credit)	
Activity Fee (up to 16 credits)	$4
Student Center Fee (up to 16 credits)	$8.50
Technology Fee (up to 16 credits)	$9
MSUSA Fee	$0.61
Parking Ramp Fee	$12
Healthcare/Health Services Fee	$1
Other Fees	
Graduation Fee	$20
NSF Check Fee	$20
Rush Transcript Fee (next day)	$13
Online Transcript Fee	$5
Transcript Fee	$8
Senior Citizens (per credit)***	$20
Tuition Late Fee	$30
Additional Course and Lab	Fees vary
Noncredit Workshops	Fees vary
Payment Plan	Fees vary
Replacement ID	Fees vary
Health Insurance	Fees vary

Notes:

All tuition and fees are subject to change.

*Audited courses are charged standard tuition and fee rates.

**Tuition rate includes $5 online course fee.

***Minnesota residents 62 years of age or older may register for courses on a space-available basis upon payment of this per-credit fee in lieu of standard tuition. Independent studies, theory seminars, internships and priors are not available at the special rate. This per-credit fee will be waived for seniors auditing courses (taking the course for no credit or grade). Contact ecords.registration@metrostate.edu if you are auditing and would like the fee waived

Student Services and Organizations

Student Online Learning Resources

If you are having trouble finding access to Brightspace or would like help learning how to use the various functions of the learning environment (D2L), explore the links below.

- Brightspace Login Page
- Brightspace Learning Tutorial (Videos)
- Step-by-Step Access Tutorial (Video)

If these resources don't address the issue you're experiencing, or you are having problems with:

- Viewing Content
- Quiz Attempts
- Assignment Submissions
- Discussion Posts

Please contact the Center for Online Learning at online.learning@metrostate.edu or by phone at 651-793-1650.

Student Life and Leadership Development

Student Life and Leadership Development (SLLD) is currently home to 40+ student organizations with focus areas based on academic programs, professions, hobbies, identities, and/or civic engagement opportunities. Each student organization must select a staff or faculty advisor, have at least seven (7) active members, and have a leadership team of elected officers including a president, vice president, treasurer, and secretary.

If students are interested in starting a new student organization, but don't have enough active members, they can start a Small Community. Small Communities include six (6) or fewer students interested in planning and implementing an event or social activity for the Metropolitan State University community (such as a game night or identity-based affinity group). This allows students to develop leadership skills and gain momentum to establish a registered student organization within a semester or two. Students are encouraged to sign up on the **OrgSync portal** to learn more about student organizations, events, and involvement opportunities. Questions about starting a new student organization or finding an existing student organization or involvement can be directed to SLLD via email at student.life@metrostate.edu.

Student Senate

Metropolitan State University participates in a shared governance model, which means that student representation and voice are important components to decision-making. Student Senate and the Student Activity Fees Allocation Committee (SAFAC) are all-student governing bodies that allow for student representation and voice to be shared with Metropolitan State University staff and faculty, and ensure the proper distribution of the Student Activity Fee.

The Student Senate is an all-student governing body comprised of up to 20 dedicated student leaders who are focused on strengthening Metropolitan State University's commitment to being a student-centered creative enterprise. The Student Senate assists the University in its efforts to help students achieve academic excellence and be responsible citizens in an increasingly complex and culturally diverse world. The Student Senate provides a listening post and forum for student issues, concerns, and needs, and advocates for University accountability and responsiveness.

Student Senate meets every other week for two hours. Meetings are open for students, staff, faculty, and community members to submit agenda or discussion items and to attend. Any agenda items may be submitted to student.senate@metrostate.edu or student.life@metrostate.edu. Agenda items may include starting a new registered student organization, request for Student Senate collaboration or co-sponsorship of events, sharing concerns or questions to be addressed to the Metropolitan State University administration, or other student-centered issues. Agendas and meetings can be found on the **OrgSync portal**.

Undergraduate and graduate students may apply to become a Senator during Annual Elections in March/April or if there are vacant seats throughout the academic year. Student Senator applications and a full list of Student Senator eligibility requirements can be found via the **OrgSync portal**.

For questions about Student Senate, contact: student.senate@metrostate.edu or student.life@metrostate.edu or fill out our form.

Career Center

The Career Center helps students develop their career skills by providing tools and guidance, and creating opportunities to network with employers. The Career Center can support you as you choose a goal, create a career plan and master tools to manage your career development.

Some of our services and resources include: Handshake, FOCUS, Candid Career videos, and the "What Can I Do With This Major?" website, all available online. We can help you learn how to create a resume, cover letter and LinkedIn profile. We'll help you polish your interview and communication skills and learn about informational interviewing.

The Career Center has access to labor market information to give you the latest industry trends and the company research to help you find the best employer fit. We'll strategize with you on your job search and networking efforts. You can come to our job fairs and employer infosessions. Career exploration, planning and decision-making is an ongoing process. To get started, schedule a Career Counseling Session in Handshake.

Student Parent Center

The Student Parent Center provides inclusive, supportive services to students with dependents. We want to help you navigate the challenges of parenting while in school and have the experience and resources to get you one step closer to your goals.

Student Counseling Services

Student Counseling Services (SCS) offers individual and group counseling as well as workshops to help students find better ways to cope with and resolve the problems of everyday life. Although we do not provide academic advising or admissions counseling, we do assist students with academic skill development as well as career exploration, in addition to the psychological services we provide. Services offered by staff are free of charge to students and provide opportunities to increase self-knowledge and develop greater self-awareness, self-understanding, independence, and self-direction in many areas including: Interpersonal relationships, Stress and time management, Social/sexual difficulties, Grief and loss, Emotional issues, Eating concerns, Academic concerns, Conflict resolution. All SCS information is available in alternative formats for people with disabilities.

Metropolitan State students have multiple options to obtain tutoring:
- On-campus, in person at the Center for Academic Excellence (CAE). Read below for information.
- Online, using tutor.com (visit D2L). Please note that the Center for Academic Excellence (CAE) and tutor.com are separate entities. Tutor.com is a 24/7, commercial tutoring platform for students at all colleges and universities in the Minnesota State system.

Center for Academic Excellence

The Center for Academic Excellence has professional and peer tutors to help you navigate conceptual difficulties and develop your skills. Our tutors will help you learn.

All work you submit to your instructors should always be your own and reflect your own understanding of the material. Because our goal is to help students be independent, responsible learners, our tutors refrain from:
- Completing assignments for you

- Teaching you material as an instructor
- Providing advice better left to your academic advisor

Academic Testing Center
The Academic Testing Center provides make-up, independent study and waiver exam services. We value professional and cordial service, draw on principles of universal design, and follow the best practices and guidelines of the National College Testing Association, of which we are a member.
All appointment scheduling is done online using **RegisterBlast**. Your instructor must submit the exam *before* you are able to schedule your exam. To make an appointment:

- Instructions for scheduling your exam are available on RegisterBlast.
- You must schedule 24 hours in advance.
- Although not required, it is strongly recommended that you use your university email address when scheduling in RegisterBlast.
- Scheduling is automated. All exam times must be within the testing window set by your instructor *and* on at a time that allows you to complete your exam before the center closes.
- If the exam you wish to schedule is not offered, contact your instructor. (The testing window may have expired or materials might not have been submitted yet.)
- Because RegisterBlast prevents schedule conflicts, multiple exams may be scheduled at one time. After scheduling your first exam, select "Add additional exam" on the exam summary page.
- Bring photo identification so center staff can verify our identity.
- Our proctoring hours vary.

Center for Accessibility Resources
The Center for Accessibility Resources ensures that all programs, services, spaces and activities at Metropolitan State University are accessible. We recognize that disability is one of many identities that an individual may have and that these individuals are a vital and welcome part of our diverse University community. We also recognize that disability is a social and/or cultural construct that often creates barriers for people. We strive to eliminate or minimize these barriers and empower individuals by facilitating an interactive process and building universally accessible campuses and programs.

Women's and LGBTQA Student Services
While anything can be a women's issue, we recognize that there are certain issues that affect women disproportionately, including:

- Domestic and dating violence
- Sexual assault and harassment
- Body image concerns and disordered eating
- Childcare concerns
- Gender discrimination

Women's Student Services strives to be a helpful resource to any student, staff or faculty who is in need of support, advocacy, information or education about women's issues. We directly address these and any other concerns that are keeping women from being successful both academically and personally.

LGBTQA Student Services provides programming, advocacy, support, outreach, information and referrals to educate and empower LGBTQA members of Metropolitan State University. We value all women and LGBTQA people, as well as their varied identities and experiences, and seek to create a university-wide climate that supports and advocates for the diverse needs of these communities.

Through advocacy, educational and social programs, LGBTQA support services are designed to enhance the educational experience of all LGBTQA students and their allies at Metropolitan State. The office serves all members of the Metropolitan State community interested in gaining a better understanding of the LGBTQA community.

African and African American Support Services

"Education is the most powerful weapon which you can use to change the world."
-- *Nelson Mandela, Former President of South Africa*

African and African American Student Services is an office within the Student Affairs division. It was created with the principal responsibility of providing student services to African and African American students. If you are interested in our services, please call or email for an appointment.

The mission of African and African American Student Services is to facilitate the academic success of incoming, current, and graduating African and African American students by providing inclusive retention services, as well as connecting them to university and community resources.

Asian American Student Services

Asian American Student Services assist students by helping them balance life and education, navigate personal challenges, and continue to persist and graduate. We offer:

- Academic advising
- Advocacy
- Community involvement
- Cultural counseling
- Cultural programming
- Leadership development
- Work study prospects

American Indian Student Services

American Indian Student Services (AISS) recognizes the tremendous importance of focused recruitment and retention efforts geared towards urban and reservation American Indian students.

AISS provides culturally appropriate student support services designed to enhance the academic, personal and professional success of American Indian students attending Metropolitan State University.

Veterans and Military Student Services

Metropolitan State University's Veterans and Military Student Services provides a comprehensive support system to veterans, active service members, and military family members throughout their academic journey. The Veterans and Military Student Services department consists of a full-time coordinator and a certifying official that will help ensure that your benefits are used properly while attending the school. The team paves the way for a successful transition into a higher education environment by connecting students with the resources and support needed to make their time at Metropolitan State a successful one. Services offered include: Benefits application assistance College credits for military training Federal and state education benefits advising VA certification of registered courses Campus and community advocacy Call to active duty policy assistance Veteran student lounge and study area in Founders Hall, Room 201 Goal setting and GPS LifePlan Priority course registration Metropolitan State is also a proud Beyond the Yellow Ribbon University, a designation held since 2013. Beyond the Yellow Ribbon is a resource network that serves all service members and their family members, before, during and post-deployment. Our BYR committee hosts and participates in events focused on building community, educating students, and honoring veterans.

Correctional Facility Student Support

Metropolitan State University provides higher education to eligible inmates in selected Minnesota correctional facilities. Students seeking a baccalaureate degree must meet the admissions requirements described in the Admissions Information section. Persons not seeking degrees may also register for available learning opportunities through Metropolitan State's Correctional Facility Student Support office. Prison inmates should contact their correctional facility's education department before contacting Metropolitan State's Correctional Facility Student Support coordinator, who serves as faculty advisor to all students in correctional facilities. All correctional

student inquiries and correspondence, including questions about admissions, financial aid, academic programs, advising and registrations, must be directed to the Metropolitan State Correctional Facility Student Support office.

Alumni Association
Alumni Association: The Metropolitan State University community is bigger than just the students, faculty and staff. Alumni are a critical part of the community as they exemplify Metropolitan State's values of excellence, engagement, diversity, inclusion, respect and integrity in to the Twin Cities area and the community beyond. The Metropolitan State Alumni Association is made up of all graduates of degree and certificate programs, and provides continued opportunities for engagement and learning.

Graduate Academic Programs

College of Community Studies and Public Affairs

Advocacy and Political Leadership MAPL

The Masters in Advocacy and Political Leadership program (MAPL) is a cohort program which accepts new member cohorts in fall and spring semesters. MAPL courses are designed to help students learn how to ethically bring about social change and influence public policy. Courses offer a combination of theory and practice to help students learn the skills to accomplish the changes they want to bring about in the world as well as to understand the larger context in which they can bring about these changes.

MAPL classes are almost universally face-to-face. Four core courses, offered in sequence to MAPL cohort members, are held Friday evenings. There are eleven class meetings each semester. Classes for degree-designated concentrations are offered on Saturday mornings and afternoons.

Three concentrations are available:

- Advocacy in the Nonprofit Sector,
- Advocacy in the Public Sector and
- Labor Organizing and Leadership.

Students can also opt for a general MAPL degree without a concentration.

Rich discussions in the classroom among a very diverse group of students are a hallmark of the MAPL program. All of the faculty members offer students a combination of teaching and real world knowledge, skills and connections from their professional lives. Many are leaders in their fields of advocacy and leadership, and draw from these life experiences as they teach. Faculty also welcome the knowledge and insights from their students as part of the learning experience for everyone in the classroom.

The MAPL degree was offered at the University of Minnesota Duluth (UMD) from 2002-2015 when it relocated to Metropolitan State. MAPL has over 200 alumni, approximately four fifths of whom are working in the advocacy field. Of our alums, approximately two thirds work in Minnesota. MAPL not only offers students a unique educational opportunity, but also a community long after the degree is completed, MAPL alumni continue to support each other, as well as the program as a whole.

If you would like additional information about the program, please contact Matt Musel, Director of Advocacy and Public Leadership, who is responsible for program recruitment and external relations (Matt.Musel@metrostate.edu, 612-735-1890 cell) or Adrienne Falcón, Associate Professor in the Department of Public and Non-Profit Leadership who is the Academic Director of the MAPL program (Adrienne.Falcon@metrostate.edu)

Enrolling in this program

Program eligibility requirements

MAPL accepts new cohorts each fall and spring semester and limits the number of students in each new cohort to 20. To be eligible for admission to the program, all candidates must have:

- A four-year Bachelor's degree with a grade point average of at least 3.0 on a 4.0 scale. (Exception: Applicants may be accepted in MAPL with grade point averages below 3.0 as long as they have accomplished significant community-oriented service activity.)
- Accomplished at least some community-oriented extracurricular activity, whether in service with a nonprofit, serving community needs directly, or in politics and political organizations.

Course requirements

Requirements (40 credits)

Core (16 credits)

Required for all concentrations.

First Semester

- MAPL 610 Political Process and Public Policy (4 credits)

Second Semester

- MAPL 611 Political and Advocacy Leadership (4 credits)

Third Semester

- MAPL 612 Organizing and Communication for Advocacy (4 credits)

Fourth Semester

- MAPL 613 Policy Evaluation (4 credits)

Advocacy in the Nonprofit Sector concentration (12 credits)

MAPL 620 and MAPL 621 or an approved course, plus one of the remaining courses listed.

- MAPL 620 Nonprofits as Agents of Democracy (4 credits)
- MAPL 621 Advocacy, Organizing and Lobbying in the Nonprofit Sector (4 credits)
- MAPL 630 Labor Organizing (4 credits)
- MAPL 660 The Impact of Art on Social Change Movements (4 credits)
- MAPL 661 Ethics in Policy, Politics and Advocacy (4 credits)
- MAPL 662 The Legal System and Public Policy (4 credits)
- MAPL 668 Topics in Advocacy (4 credits)
- MAPL 667 Organizing and Advocacy in the Digital Age (4 credits)

Advocacy in the Public Sector concentration (12 credits)

MAPL 640 and MAPL 641 or an approved course, plus one of the remaining courses listed.

- MAPL 640 Advocacy in the Public Sector: Service in the Elective Branch (4 credits)
- MAPL 641 Advocacy in the Public Sector: Service in the Executive Branch (4 credits)
- MAPL 661 Ethics in Policy, Politics and Advocacy (4 credits)
- MAPL 662 The Legal System and Public Policy (4 credits)
- MAPL 663 Campaigns and Elections (4 credits)
- MAPL 668 Topics in Advocacy (4 credits)
- MAPL 667 Organizing and Advocacy in the Digital Age (4 credits)

Labor Organizing and Leadership concentration (12 credits)

MAPL 630 and MAPL 631 or an approved course, plus one of the remaining courses listed

- MAPL 630 Labor Organizing (4 credits)
- MAPL 631 Labor and the Political Economy (4 credits)
- MAPL 621 Advocacy, Organizing and Lobbying in the Nonprofit Sector (4 credits)
- MAPL 660 The Impact of Art on Social Change Movements (4 credits)
- MAPL 661 Ethics in Policy, Politics and Advocacy (4 credits)
- MAPL 662 The Legal System and Public Policy (4 credits)
- MAPL 668 Topics in Advocacy (4 credits)
- MAPL 667 Organizing and Advocacy in the Digital Age (4 credits)

Internships (4 credits)

Required for MAPL degrees.

- MAPL 650I Masters in Advocacy and Political Leader Internship (1-4 credits)

Alcohol and Drug Counseling MS

Mastery of substance use disorders counseling requires superior competency in the delivery of best practices in combination with strong client-centered clinical skills.

The Master of Science in Alcohol and Drug Counseling is designed to foster the necessary advanced knowledge and skills, allowing counselors to address the increasingly complex challenge of effectively addressing substance use disorders. The program is strongly centered on building advanced clinical skills, implementing best practices that are community responsive, demonstrating anti-oppressive care and striving for ethical excellence.

Graduates qualify for licensure as Alcohol and Drug Counselors in the state of Minnesota.

Information sessions

The MSADC offers limited information sessions and you are highly encouraged to attend one if possible! Top three reasons to attend an information session:

- Learn how the program can help you be successful
- Engage with program staff and network with peers
- Remove obstacles and develop an actionable academic plan

Saturday, September 22, 2018: 12-1pm, St. Paul Campus, Room LIB 321
Saturday, January 19, 2019: 11am-12pm, St. Paul Campus, Room TBA

Please RSVP if you are able to attend. If you are unable to attend, and if after reviewing the information on the website you have further questions about the program, you may make an appointment with Professor Therissa Libby.

Enrolling in this program
Program eligibility requirements

Students must be able to pass a Minnesota Department of Human Services background study.

Prior to entering practicum, students must have a minimum of two years of freedom from mental health, physical health and substance use concerns that would impair their objectivity or effectiveness in performing the duties of a professional counselor.

Applicants must have an earned baccalaureate degree from a regionally accredited university (or equivalent) with a cumulative undergraduate GPA of at least 3.0 (on a 4.0 scale).

Priority is given to applicants with an earned baccalaureate degree in a health, behavioral or social science. Priority is given to applicants who have completed undergraduate coursework in Abnormal Psychology and/or Research Methods.

Applicants with a cumulative undergraduate GPA lower than 3.0 may be admitted conditionally and could progress to full admission upon completion of at least eight graduate level credits with a minimum 3.0 GPA.

International applicants must demonstrate English language proficiency or permanent resident status, documented or demonstrated as specified by University policy.

Program requirements

Students must be able to pass a Minnesota Department of Human Services background study.

Prior to entering practicum, students must have a minimum of two years of freedom from mental health, physical health and substance use concerns that would impair their objectivity or effectiveness in performing the duties of a substance use disorders counselor.

Academic Standing

Students must maintain satisfactory academic progress to remain in the program and to maintain financial aid eligibility. Only courses with a letter grade of B- (2.67) or better count toward degree requirements; a cumulative grade point average of 3.0 is required for graduation. Grading in the program is letter grade only; pass/fail grading is not an option.

A letter grade of C+ (2.33) or below in any graduate course results in being placed on academic probation. A letter grade of C+ or below in two courses results in being dismissed from the graduate program. Under such circumstances, application for readmission may

be undertaken after one calendar year has passed. To reapply, the student must submit an updated resume, a letter indicating what circumstances have changed, and a plan for successfully completing the program. The Program Director reviews the request and responds in writing.

Time to Completion

Full-time students (8 credits per semester) complete the program in two years. Part-time students (5-6 credits per semester) complete the program in three years.

Contact   Information
After reviewing the information provided on the website, if you have specific questions regarding the MS in Co-occurring Disorders Recovery Counseling, you may email therissa.libby@metrostate.edu. General questions about the application process can be directed to graduate.studies@metrostate.edu.

Student licensure

Graduates qualify for licensure as Alcohol and Drug Counselors in the state of Minnesota.

Course requirements
Requirements (48 credits)
Foundation (12 credits)

- HSCD 600 Foundations, Models and Evidence-Based Practices (2 credits)
- HSCD 601 Theory and Practice of Cognitive-Behavioral Therapies (3 credits)
- HSCD 602 Advanced Motivational Interviewing: Practice and Supervision (2 credits)
- HSCD 650 Evaluation and Utilization of Research (2 credits)

Core (28 credits)

- HSCD 603 Ethics and Professional Practice (2 credits)
- HSCD 610 Evidence-Based Group Counseling (3 credits)
- HSCD 611 Culturally Responsive and Anti-Oppressive Practice (3 credits)
- HSCD 620 Psychopharmacology (3 credits)
- HSCD 630 Integrated Care: Screening and Assessment (3 credits)
- HSCD 631 Integrated Care: Treatment and Recovery Planning (3 credits)
- HSCD 632 Integrated Care: Harm Reduction and Case Management (3 credits)
- HSCD 640 Clinical Supervision (3 credits)
- PSYC 611 Advanced Lifespan Developmental Psychology (3 credits)
- PSYC 648 Psychopathology (3 credits)

Research application (4 credits)

- HSCD 651 Master's Project Seminar (1-2 credits)

Clinical application (4 credits)

- HSCD 681 Practicum I (1-2 credits)
- HSCD 682 Practicum II (1-2 credits)

Electives

- HSCD 612 Family Counseling (2 credits)
- HSCD 613 Career Development Theory and Practice (2 credits)
- PSYC 602 Prevention Theories and Strategies (4 credits)
- PSYC 618 Program Evaluation (4 credits)

Co-occurring Disorders Recovery Counseling MS

Counseling for co-occurring substance use and mental health disorders presents professionals with a broad range of challenges and opportunities. Clinical effectiveness and systems change require mastery of strong person-centered skills in combination with a thorough grounding in best practices.

The Master of Science in Co-occurring Disorders Recovery Counseling graduates counselors who are change agents, those committed to supporting individuals, families and communities in defining and fostering wellness. The program is strongly centered on building advanced clinical skills, implementing best practices that are community responsive, demonstrating anti-oppressive care and striving for ethical excellence. Graduates qualify for licensure as Alcohol and Drug Counselors and Professional Counselors in the state of Minnesota. With two years of post-master's supervised practice, graduates qualify for licensure as Professional Clinical Counselors in the state of Minnesota.

Information sessions

The MSCODC offers limited information sessions and you are highly encouraged to attend one if possible! Top three reasons to attend an information session:

- Learn how the program can help you be successful
- Engage with program staff and network with peers
- Remove obstacles and develop an actionable academic plan

Saturday, September 22, 2018: 12-1pm, St. Paul Campus, Room LIB 321
Saturday, January 19, 2019: 11am-12pm, St. Paul Campus, Room TBA

Please RSVP if you are able to attend. If you are unable to attend, and if after reviewing the information on the website you have further questions about the program, you are welcome to make an appointment with Professor Therissa Libby via email therissa.libby@metrostate.edu.

Enrolling in this program
Program eligibility requirements

Students must be able to pass a Minnesota Department of Human Services background study.

Prior to entering practicum, students must have a minimum of two years of freedom from mental health, physical health and substance use concerns that would impair their objectivity or effectiveness in performing the duties of a professional counselor.

Applicants must have an earned baccalaureate degree from a regionally accredited university (or equivalent) with a cumulative undergraduate GPA of at least 3.0 (on a 4.0 scale).

Priority is given to applicants with an earned baccalaureate degree in a health, behavioral or social science. Priority is given to applicants who have completed undergraduate coursework in Abnormal Psychology and/or Research Methods.

Applicants with a cumulative undergraduate GPA lower than 3.0 may be admitted conditionally and could progress to full admission upon completion of at least eight graduate level credits with a minimum 3.0 GPA.

International applicants must demonstrate English language proficiency or permanent resident status, documented or demonstrated as specified by University policy.

Program requirements

Students must be able to pass a Minnesota Department of Human Services background study. Prior to entering practicum, students must have a minimum of two years of freedom from mental health, physical health and substance use concerns that would impair their objectivity or effectiveness in performing the duties of a professional counselor.

Academic Standing

Students must maintain satisfactory academic progress to remain in the program and to maintain financial aid eligibility. Only courses with a letter grade of B- (2.67) or better count toward degree requirements; a cumulative grade point average of 3.0 is required for graduation. Grading in the program is letter grade only; pass/fail grading is not an option.

A letter grade of C+ (2.33) or below in any graduate course results in being placed on academic probation. A letter grade of C+ or below in two courses results in being dismissed from the graduate program. Under such circumstances, application for readmission may be undertaken after one calendar year has passed. To reapply, the student must submit an updated resume, a letter indicating what circumstances have changed, and a plan for successfully completing the program. The Program Director reviews the request and responds in writing.

Time to Completion

Full-time students (8 credits per semester) complete the program in three years. Part-time students (5-6 credits per semester) complete the program in four years.

Contact Information

After reviewing the information provided on the website, if you have specific questions regarding the MS in Co-occurring Disorders Recovery Counseling, you may email therissa.libby@metrostate.edu. General questions about the application process can be directed to graduate.studies@metrostate.edu.

Student licensure

Graduates qualify for licensure as Alcohol and Drug Counselors and Professional Counselors in the state of Minnesota.

Course requirements

Requirements (60 credits)

Foundation (16 credits)

- HSCD 600 Foundations, Models and Evidence-Based Practices (2 credits)
- HSCD 601 Theory and Practice of Cognitive-Behavioral Therapies (3 credits)
- HSCD 602 Advanced Motivational Interviewing: Practice and Supervision (2 credits)
- HSCD 603 Ethics and Professional Practice (2 credits)
- HSCD 611 Culturally Responsive and Anti-Oppressive Practice (3 credits)
- HSCD 650 Evaluation and Utilization of Research (2 credits)

Other core curricula (36 credits)

- HSCD 610 Evidence-Based Group Counseling (3 credits)
- HSCD 612 Family Counseling (2 credits)
- HSCD 613 Career Development Theory and Practice (2 credits)
- HSCD 620 Psychopharmacology (3 credits)
- HSCD 630 Integrated Care: Screening and Assessment (3 credits)
- HSCD 631 Integrated Care: Treatment and Recovery Planning (3 credits)
- HSCD 635 Integrated Care: Advanced Practice (4 credits)
- HSCD 640 Clinical Supervision (3 credits)
- PSYC 611 Advanced Lifespan Developmental Psychology (3 credits)
- PSYC 618 Program Evaluation (4 credits)
- PSYC 648 Psychopathology (3 credits)

Research experience (4 credits)

- HSCD 651 Master's Project Seminar (1-2 credits)

Field experience (4 credits)

- HSCD 681 Practicum I (1-2 credits)
- HSCD 682 Practicum II (1-2 credits)

Criminal Justice MS

Program note: The Master of Science in Criminal Justice is not accepting applications at this time.

Enrolling in this program

Course requirements

Requirements

Program currently under redesign.

Master of Nonprofit Leadership and Management MNLM

Program overview

Metropolitan State University's Master of Nonprofit Leadership and Management (MNLM) program prepares students for a wide range of career and leadership opportunities in the nonprofit sector. The state-of-the-art curriculum addresses the most critical challenges faced by nonprofit managers and leaders, program professionals, and directors on nonprofit boards. The MNLM program is available in three formats: regular face-to-face classes, a totally online format and hybrid classes which alternate meeting in the classroom and online. You can choose the format you prefer, depending on your individual preferences or circumstances, including a mix of all three formats.

The MNLM program offers:

- A broadly based professional degree that demonstrates your ability to lead and manage a broad range of nonprofit organizations and programs.
- A practical education that equips you to design and manage new ways to address pressing social problems.
- Preparation to provide ethical leadership within your organization and in the public arena.

- A learning environment that is enriched by a highly diverse student body and outstanding practitioner scholars.
- Preparation for work and careers that increasingly cross organizational and sector boundaries.
- The choice to complete your degree completely on campus, completely online, or in a combination of online and on-campus courses.

The MNLM degree is designed to prepare nonprofit leaders and professionals with a broad-based education to pursue a wide range of opportunities in the nonprofit sector. This degree positions graduates to seek and succeed in leadership roles at all levels of organizational management, including executive director, program director, organizational management and board leadership.

This program is ideally suited for persons interested in starting a nonprofit or pursuing social enterprise options in a business environment. In a world where professionals are increasingly expected to make multiple job changes during their careers and work across the sectors, this degree is a very practical choice that integrates study of nonprofit leadership and management with public and for-profit perspectives.

MNLM students are required to complete these four sets of courses:

- **Program Fundamentals:** Fundamental concepts and skills that undergird the entire MNLM program.
- **Strategic Skills and Knowledge:** Core competencies for all nonprofit professionals.
- **Focus Areas:** Nonprofit Leadership and Management courses, plus electives in specific areas of practice.
- **Capstone:** Final project and MNLM program integration.

All MNLM students must complete 40 graduate credits.

Program accreditation

The MNLM program curriculum is consistent with the guidelines of the Nonprofit Academic Centers Council (NACC). Resident faculty members are primarily: Holders of doctoral degrees in their fields, Authors of applied and refereed publications, Experienced in their academic fields. Additionally, the MNLM program has a strong community faculty fully committed to educational excellence in applied scholarship. All community faculty have either a master's or a doctorate in their area of instruction as well as professional expertise in their fields. Metropolitan State ensures the quality of its community faculty through a careful selection process, extensive training through our Center for Faculty Development and regular student evaluations.

Enrolling in this program
Program eligibility requirements

Applicants who have completed the GMAT or GRE may submit an official copy of these scores and by-pass the quantitative admissions assessment. Applicants who have not completed the GMAT or GRE must complete our free online quantitative tutorial/assessment in math and statistics (ALEKS). All applicants are required to submit an admissions essay, which also serves as a writing assessment. The quantitative tutorial/assessment and admissions essay must be completed before a final admission decision is made and before any graduate-level classes can be taken.

English and quantitative competence assessment

All graduate students are expected to demonstrate English and quantitative competence at a level that ensures success in graduate studies. Applicants whose abilities are

assessed to be inadequate for graduate study may be required to enroll in appropriate undergraduate courses until their skills have been brought to a satisfactory level. These undergraduate courses must be successfully completed prior to taking any graduate level courses.

Admission decisions

The Graduate Admissions Committee evaluates applications for evidence of undergraduate scholarship, professional experience and demonstrated aptitude for successful graduate study. Applicants who meet all application requirements are given full admission to the MNLM program. Applicants who meet some, but not all admissions requirements, may be granted conditional admission to the program. Conditionally-admitted students must complete selected prerequisite courses prior to registering for any graduate course work. Applicants denied admission may not take graduate level courses.

Program requirements
Orientation

Newly admitted students to the MNLM program will be invited to a new student orientation with all newly admitted students in the public and nonprofit administration programs (MNLM, MPA and MPNA) at the beginning of their first semester of course work. This orientation will introduce them to other students, alumni and faculty, as well as provide important information to navigate university systems and succeed in their graduate studies. Students who are unable to attend the orientation will be provided with orientation information via the Internet and/or telephone.

Transfer credits

Once admitted, students may transfer up to 16 graduate level credits into the MNLM program. A course may be considered for transfer only if it is an appropriate substitution for a required course or elective as outlined in the program curriculum, was not included in a previously granted degree, and was awarded a letter grade of B or better. Courses are accepted in transfer upon the approval of the graduate program director.

Academic standing

Students must remain in satisfactory academic standing to continue in the MNLM program. A cumulative grade point average (GPA) of 3.0 is required for graduation and only courses for which a letter grade of C (2.0) or better is received count toward degree requirements. The option of a competence/no competence with a narrative transcript is not available to MNLM students. A cumulative grade point average (GPA) of 3.0 and passing grades (i.e., C or better) for all required courses are required for graduation.

Academic standing is calculated at the end of each semester. Students receiving a letter grade of C+ or below in any graduate course, or who have a cumulative GPA that drops below 3.0, will be required to meet with their faculty advisor to address obstacles to completing high-quality coursework. Required courses for which a student receives an F must be repeated and passed in order to graduate. MNLM students may repeat courses if they receive a grade of C or C+, upon approval of the graduate program director. No course may be taken more than three times. Only the highest grade (if the course is repeated once or twice) is used in computing the grade point average.

Dismissal due to unsatisfactory academic standing

Students who receive a grade of F in a required course must re-take the course at their earliest opportunity and pass it with a grade of C or better in order to complete their program and graduate. This is normally expected within one calendar year, provided the course is offered during that year, or the next time the course is

offered from the time an F was received. Failure to do so may result in dismissal from the program. Students who received an F but cannot complete the course with a passing grade of C or better within the two allowable re-take opportunities will be dismissed from the program.

Appeal of dismissal due to unsatisfactory academic standing

Students who are removed from the program may appeal their removal to the College of Community Studies and Public Affairs dean. The appeal must be made in writing and provide specific grounds for the appeal. The appeal is due to the dean within 30 days of the date of the letter notifying them of the decision to remove them from the program. The dean has 30 days to respond in writing to the appeal. Appeals received after 30 days will not be considered.

Readmission after dismissal

Students who have been dismissed from the MNLM program may apply for readmission no sooner than one calendar year after the last semester of study. To reapply, prospective students have to complete the same process that was required for their initial admission, and they must meet all the requirements of the program at the time of their readmission. Readmission decisions are made by the Graduate Admissions Committee and are not automatic.

Time to completion

Students have five years from the first semester of graduate study to complete their degree program requirements. An extension of the time limit may be requested by writing to the graduate program director. Such requests must be received prior to the expiration of the time limit. Requests for extensions should include the reason(s) for requesting the extension, a summary of the student's plan to finish graduation requirements and a specific date for

the extension to expire. Extension decisions are made by the Graduate Admissions Committee, are not automatic, and cannot be appealed.

Course requirements
Requirements (40 credits)
Program fundamentals (6 credits)

All MNLM students must complete MPNA 600 and NPM 600

- MPNA 600 Practical Research for Public Administration and Non-profit Management (2 credits)
- NPM 600 Nonprofit Governance and Management (4 credits)

Strategic skills and knowledge (18 credits)

All MNLM students must complete these five courses

- MGMT 620 Organizational Behavior (3-4 credits)
- ECON 635 Economics of Social Issues (4 credits)
- MPNA 660 Strategic Human Resources Management: Public and Nonprofit (4 credits)
- MPNA 680 Information Management, Evaluation, and Public Accountability (4 credits)
- MPNA 690 Public Ethics and the Common Good (2 credits)

Focus areas (12 credits)

All MNLM students must complete the following two courses, plus 4 credits in electives

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

Elective (4 credits)

Students can complete the four elective credits by taking any of the following: a-) Two MPNA Topics Courses (a different 2-credit MPNA 699 Topics course is scheduled for every term in the academic year); b-) Any Public Administration course (PADM 600, PADM 650, or PADM 675); c-) A course in the Master of Advocacy and Political Leadership (MAPL) Program; or d-) An appropriate graduate course from elsewhere in the University (with Advisor's approval)

Capstone (4 credits)

All MNLM students must complete the capstone course

- MPNA 695 Capstone in Community Oriented Management (4 credits)

Master of Public Administration MPA

Metropolitan State University's Master of Public Administration (MPA) program prepares you for a wide range of career and leadership opportunities in the field of public administration. The state-of-the-art curriculum addresses the most critical challenges that public administrators and their respective councils or boards face at all levels of government.

The MPA program is available in three formats: regular face-to-face classes, a totally online format, and hybrid classes which alternate meeting in the classroom and online. You can choose the format you prefer, depending on your individual preferences or circumstances, including a mix of all three formats.

The MPA program offers:

- A broadly based professional degree that demonstrates your ability to lead and manage a broad range of public organizations and programs.

- A practical education that equips you to design and manage new ways to address pressing social problems.
- Preparation to provide ethical leadership within your organization and in the public arena.
- A learning environment that is enriched by a highly diverse student body and outstanding practitioner scholars.
- Preparation for work and careers that increasingly cross organizational and sector boundaries.
- The choice to complete your degree completely on campus, completely online, or in a combination of online and on-campus courses.

The MPA degree is designed to give public administrators a broad-based education so they can pursue a wide range of opportunities in their chosen field within the public sector. This degree positions graduates to seek and succeed in leadership roles at all levels of local government, including city or county manager, program director, infrastructure management, and Council or Board leadership.

In a world where professionals are increasingly expected to make multiple job changes during their careers and work across the sectors, this degree is a very practical choice that integrates study of public administration and issues with non-profit and for-profit perspectives.

MPA students are required to complete these four sets of courses:

- Program Fundamentals: Fundamental concepts and skills that undergird the entire MPA program.
- Strategic Skills and Knowledge: Core competencies for all public and nonprofit professionals.
- Focus Areas: Public Administration courses, plus electives in specific areas of practice.
- Capstone: Final project and MPA program integration.

All MPA students must complete 40 graduate credits.

Program accreditation

The MPA program curriculum is consistent with the guidelines of the National Association of Schools of Public Affairs and Administration (NASPAA). Faculty Resident faculty members are primarily: Holders of doctoral degrees in their fields, Authors of applied and refereed publications, Experienced in their academic fields. Additionally, the MPA program has a strong community faculty fully committed to educational excellence in applied scholarship. All community faculty have either a master's or a doctorate in their area of instruction as well as professional expertise in their fields. Metropolitan State ensures the quality of its community faculty through a careful selection process, extensive training through our Center for Faculty Development, and regular student evaluations.

Enrolling in this program
Program eligibility requirements

Applicants who have completed the GMAT or GRE may submit an official copy of these scores and by-pass the quantitative admissions assessment. Applicants who have not completed the GMAT or GRE must complete our free online quantitative tutorial/assessment in math and statistics (ALEKS). All applicants are required to submit an admissions essay, which also serves as a writing assessment. The quantitative tutorial/assessment and admissions essay must be completed before a final admission decision is made and before any graduate-level classes can be taken.

English and quantitative competence assessment

All graduate students are expected to demonstrate English and quantitative competence at a level that ensures success in graduate studies. Applicants whose abilities are assessed to be inadequate for graduate study may be required to enroll in appropriate undergraduate courses until their skills have been brought to a satisfactory level. These undergraduate courses must be successfully completed prior to taking any graduate level courses.

Admission decisions

The Graduate Admissions Committee evaluates applications for evidence of undergraduate scholarship, professional experience and demonstrated aptitude for successful graduate study. Applicants who meet all application requirements are given full admission to the MPA program. Applicants who meet some, but not all, admissions requirements may be granted conditional admission to the program. Conditionally-admitted students must complete selected prerequisite courses prior to registering for any graduate course work. Applicants denied admission may not take graduate level courses.

Program requirements
Orientation

Newly admitted students to the MPA program will be invited to a new student orientation with all newly admitted students in the public and nonprofit administration programs (MPA, MPNA, and MNLM) at the beginning of their first semester of course work. This orientation will introduce them to other students, alumni and faculty, as well as provide important information to navigate university systems and succeed in their graduate studies. Students who are unable to attend the orientation will be provided with orientation information via the internet and/or telephone.

Transfer credits

Once admitted, students may transfer up to 16 graduate level credits into the MPA program. A

course may be considered for transfer only if it is an appropriate substitution for a required course or elective as outlined in the program curriculum, was not included in a previously granted degree, and was awarded a letter grade of B or better. Courses are accepted in transfer upon the approval of the graduate program director.

Academic standing

Students must remain in satisfactory academic standing to continue in the MPA program. A cumulative grade point average (GPA) of 3.0 is required for graduation and only courses for which a letter grade of C (2.0) or better is received count toward degree requirements. The option of a competence/no competence with a narrative transcript is not available to MPA students. A cumulative grade point average (GPA) of 3.0 and passing grades (i.e., C or better) for all required courses are required for graduation.

Academic standing is calculated at the end of each semester. Students receiving a letter grade of C+ or below in any graduate course, or who have a cumulative GPA that drops below 3.0, will be required to meet with their faculty advisor to address obstacles to completing high-quality coursework. Required courses for which a student receives an F must be repeated and passed in order to graduate. MPA students may repeat courses if they receive a grade of C or C+, upon approval of the Graduate Program Director. No course may be taken more than three times. Only the higher grade (if the course is repeated once) or highest grade (if the course is repeated twice) is used in computing the grade point average.

Dismissal due to unsatisfactory academic standing

Students who receive a grade of F in a required course must re-take the course at their earliest opportunity and pass it with a grade of C or better in order to complete their program and graduate. This is normally expected within one calendar year, provided the course is offered during that year, or the next time the course is offered from the time an F was received, to re-take the course. Failure to do so may result in dismissal from the program. Students who received an F but cannot complete the course with a passing grade of C or better within the two allowable re-take opportunities will be dismissed from the program.

Appeal of dismissal due to unsatisfactory academic standing

Students who are removed from the program may appeal their removal to the College of Community Studies and Public Affairs dean. The appeal must be made in writing and provide specific grounds for the appeal. The appeal is due to the dean within 30 days of the date of the letter notifying them of the decision to remove them from the program. The dean has 30 days to respond in writing to the appeal. Appeals received after 30 days will not be considered.

Readmission after dismissal

Students who have been dismissed from the MPA program may apply for readmission no sooner than one calendar year after the last semester of study. To reapply, they have to complete the same process that was required for their initial admission and they must meet all the requirements of the program as of their time of readmission. Readmission decisions are made by the Graduate Admissions Committee and are not automatic.

Time to completion

Students have five years from the first semester of graduate study to complete their degree program requirements. An extension of the time limit may be requested by writing to the graduate program director. Such requests must be received prior to the expiration of the time limit. Requests for extensions should include:

- the reason(s) for requesting the extension,
- a summary of the student's plan to finish graduation requirements, and
- a specific date for the extension to expire.

Extension decisions are made by the Graduate Admissions Committee are not automatic and cannot be appealed.

Course requirements

Requirements (40 credits)

Program fundamentals (6 credits)

All MPA students must complete MPNA 600 and PADM 600.

- MPNA 600 Practical Research for Public Administration and Non-profit Management (2 credits)
- PADM 600 Public Administration Foundations (4 credits)

Strategic skills and knowledge (18 credits)

All MPA students must complete these five courses

- MGMT 620 Organizational Behavior (3-4 credits)
- ECON 635 Economics of Social Issues (4 credits)
- MPNA 660 Strategic Human Resources Management: Public and Nonprofit (4 credits)
- MPNA 680 Information Management, Evaluation, and Public Accountability (4 credits)
- MPNA 690 Public Ethics and the Common Good (2 credits)

Focus areas (12 credits)

All MPA students must complete the following two courses, plus 4 credits in elective

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

Electives (4 credits)

Students can complete the four elective credits by taking any of the following: a-) Two MPNA Topics Courses (a different 2-credit MPNA 699 Topics course is scheduled for every term in the academic year) b-) Any nonprofit administration course (NPM 600, NPM 650, or NPM 675) c-) A course in the Master of Advocacy and Political Leadership (MAPL) Program d-) An appropriate graduate course from elsewhere in the University (with Advisor's approval)

Capstone seminar (4 credits)

All MPA students must complete the capstone course.

- MPNA 695 Capstone in Community Oriented Management (4 credits)

Master of Public and Nonprofit Administration MPNA

Metropolitan State University's Master of Public and Nonprofit Administration (MPNA) program prepares you for the widest range of career opportunities in the public and nonprofit sectors. The state-of-the-art curriculum addresses the most critical challenges that public and nonprofit professionals face. The MPNA program is available in three formats: regular face-to-face classes, a totally online format, and hybrid classes which alternate meeting in the classroom and online. You can choose the format you prefer, depending on your individual preferences or circumstances, including a mix of all three formats.

The MPNA program will:

- Deliver a broadly based professional degree that prepares you for the widest

range of career opportunities in the public and nonprofit sectors.

- Provide you with a practical education that equips you to solve the most pressing problems in new and creative ways.
- Prepare you to provide ethical leadership within your organization and in the public arena.
- Allow you to learn in an environment that is enriched by a highly diverse student body and outstanding practitioner-scholars.
- Prepare you for work and careers that increasingly cross organizational and sector boundaries.
- Offer you the choice to complete your degree completely on campus, completely online, or in a combination of online and on-campus courses.

The MPNA degree offers maximum flexibility in designing your studies to match your interests in public administration, nonprofit management or a mix of both. Students begin by studying program fundamentals, then select courses in the public or nonprofit focus areas, supported by a set of strategic skills courses, electives and a capstone seminar that all students complete.

MPNA students are required to complete these four sets of courses:

- Program fundamentals: Fundamental concepts and skills that undergird the entire MPNA program include:
- Strategic Skills and Knowledge: Core competencies for all public and nonprofit professionals.
- Focus Areas: Public Administration or Nonprofit Management tracks, plus electives in specific areas of practice.
- Capstone seminar: Final project and MPNA program integration.

All MPNA students must complete 40 graduate credits.

Program accreditation

The MPNA program curriculum is consistent with the guidelines of the National Association of Schools of Public Affairs and Administration (NASPAA) and the Nonprofit Academic Centers Council (NACC). Faculty resident faculty members are primarily: Holders of doctoral degrees in their fields. Authors of applied and refereed publications, Experienced in their academic fields. Additionally, the MPNA program has a strong community faculty fully committed to educational excellence in applied scholarship. All community faculty have either a master's or a doctorate in their area of instruction as well as professional expertise in their fields. Metropolitan State ensures the quality of its community faculty through a careful selection process, extensive training through our Center for Faculty Development and regular student evaluations.

Enrolling in this program
Program eligibility requirements

Applicants who have completed the GMAT or GRE may submit an official copy of these scores and by-pass the quantitative admissions assessment. Applicants who have not completed the GMAT or GRE must complete our free online quantitative tutorial/assessment in math and statistics, i.e., ALEKS. All applicants are required to submit an admissions essay, which also serves as a writing assessment. The quantitative tutorial/assessment and admissions essay must be completed before a final admission decision is made and before any graduate-level classes can be taken.

English and quantitative competence assessment

All graduate students are expected to demonstrate English and quantitative competence at a level that ensures success in graduate studies. Applicants whose abilities are assessed to be inadequate for graduate study

may be required to enroll in appropriate undergraduate courses until their skills have been brought to a satisfactory level. These undergraduate courses must be successfully completed prior to taking any graduate level courses.

Admission decisions

The Graduate Admissions Committee evaluates applications for evidence of undergraduate scholarship, professional experience and demonstrated aptitude for successful graduate study. Applicants who meet all application requirements are given full admission to the MPNA program. Applicants who meet some, but not all admissions requirements, may be granted conditional admission to the program. Conditionally-admitted students must complete selected prerequisite courses prior to registering for any graduate course work. Applicants denied admission may not take graduate level courses.

Program requirements
Orientation

Newly admitted students to the MPNA program will be invited to a new student orientation with all newly admitted students in the public and nonprofit administration programs (MNLM, MPA, and MPNA) at the beginning of their first semester of course work. This orientation will introduce them to other students, alumni, and faculty as well as provide important information to navigate University systems and succeed in their graduate studies. Students who are unable to attend the orientation will be provided with orientation information via the Internet and/or telephone.

Transfer credits

Once admitted, students may transfer up to 16 graduate level credits into the MPNA program. A course may be considered for transfer only if it is an appropriate substitution for a required course or elective as outlined in the program

curriculum, was not included in a previously granted degree, and was awarded a letter grade of B or better. Courses are accepted in transfer upon the approval of the Graduate Program Director.

Academic Standing

Students must remain in satisfactory academic standing to continue in the MPNA program. A cumulative grade point average (GPA) of 3.0 is required for graduation and only courses for which a letter grade of C (2.0) or better is received count toward degree requirements. The option of a competence/no competence with a narrative transcript is not available to MPNA students. A cumulative grade point average (GPA) of 3.0 and passing grades (i.e., C or better) for all required courses are required for graduation. Academic standing is calculated at the end of each semester.

Students receiving a letter grade of C+ or below in any graduate course, or who have a cumulative GPA that drops below 3.0, will be required to meet with their faculty advisor to address obstacles to completing high-quality coursework. Required courses for which a student receives an F must be repeated and passed in order to graduate. MPNA students may repeat courses if they receive a grade of C or C+, upon approval of the Graduate Program Director. No course may be taken more than three times. Only the higher grade (if the course is repeated once) or highest grade (if the course is repeated twice) is used in computing the grade point average.

Dismissal due to unsatisfactory academic standing

Students who receive a grade of F in a required course must re-take the course at their earliest opportunity and pass it with a grade of C or better in order to complete their program and graduate. This is normally expected within one calendar year, provided the course is offered during that year or the next time the course is

offered from the time an F was received, to re-take the course. Failure to do so may result in dismissal from the program. Students who received an F but cannot complete the course with a passing grade of C or better within the two allowable re-take opportunities will be dismissed from the program.

Appeal of dismissal due to unsatisfactory academic standing

Students who are removed from the program may appeal their removal to the College of Community Studies and Public Affairs dean. The appeal must be made in writing and provide specific grounds for the appeal. The appeal is due to the dean within 30 days of the date of the letter notifying them of the decision to remove them from the program. The dean has 30 days to respond in writing to the appeal. Appeals received after 30 days will not be considered.

Readmission after dismissal

Students who have been dismissed from the MPNA program may apply for readmission no sooner than one calendar year after the last semester of study. To reapply, they have to complete the same process that was required for their initial admission and they must meet all the requirements of the program as of their time of readmission. Readmission decisions are made by the Graduate Admissions Committee and are not automatic.

Time to completion

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

Course requirements
Requirements (40 credits)
Program fundamentals (6 credits)

All MPNA students must complete MPNA 600 and either PADM 600 or NPM 600.

- MPNA 600 Practical Research for Public Administration and Non-profit Management (2 credits)

Choose one

- PADM 600 Public Administration Foundations (4 credits)
- NPM 600 Nonprofit Governance and Management (4 credits)

Strategic skills and knowledge (18 credits)

All MPNA students must complete these five courses

- MGMT 620 Organizational Behavior (3-4 credits)
- ECON 635 Economics of Social Issues (4 credits)
- MPNA 660 Strategic Human Resources Management: Public and Nonprofit (4 credits)
- MPNA 680 Information Management, Evaluation, and Public Accountability (4 credits)
- MPNA 690 Public Ethics and the Common Good (2 credits)

Focus areas (12 credits)

All MPNA students must complete the following two courses, plus 4 credits in electives.

Choose one

- NPM 650 Resource Development and Strategic Communications (4 credits)
- PADM 650 Public Policy Analysis (4 credits)

Choose one

- NPM 675 Nonprofit Financial Management (4 credits)
- PADM 675 Public Finance (4 credits)

Elective (4 credits)

Students can complete the four elective credits by taking any of the following: a-) Two MPNA Topics Courses (a different 2-credit MPNA 699 Topics course is scheduled for every term in the academic year) b-) Any extra Public Administration or Nonprofit Management course c-) A course in the Master of Advocacy and Political Leadership (MAPL) Program; or d-) An appropriate graduate course from elsewhere in the University (with Advisor's approval)

- MPNA 699 Topics in Public Administration and Nonprofit Management (2 credits)

Capstone seminar (4 credits)

All MPNA students must complete the capstone course.

- MPNA 695 Capstone in Community Oriented Management (4 credits)

Psychology MA

Note: The program is not currently accepting applications.

The Master of Arts in Psychology degree provides access to high quality graduate education in psychology to students who are interested in the application of psychological theory and methods to a variety of research, business, government and organizational issues.

The program's theoretical orientation requires students to examine the complex relationships among individuals, groups and communities, and the impact of the wider environment in which we live and work.

The program emphasizes psychological theories, methods and applications to general settings (this is not a counseling or clinical therapy program).

Enrolling in this program
Program eligibility requirements
Admission criteria

Generally, new students are accepted for the fall and spring semesters only. To be considered for admission to the MA in Psychology program, you must:

- hold a baccalaureate degree (or equivalent) from an accredited college or university by the time you start the program with a cumulative GPA of 3.2 or higher (in some cases we will consider GPA in the last 45-60 credits earned);
- have a psychology major or equivalent;
- have completed prerequisite courses (Metropolitan State Course shown as example): General Psychology (e.g., PSYC 100), a Research Methods course (e.g., PSYC 312), a Statistics course (e.g., STAT 201 or PSYC 307).
- Submit a writing sample, preferably a research report
- GRE scores accepted, but not required

International students should note the additional university requirements described under the International Student admission information.

Program requirements
Transfer credits

Graduate courses taken elsewhere may be transferred into the master's degree program for

up to nine degree credits. Courses to be transferred must be equivalent to courses in the program or be relevant to the student's plan of study. Decisions about transfer credit are made on a case-by-case basis by the graduate program coordinator.

Course requirements
Requirements (36 credits)
Required (12 credits)

In addition, PSYC 605 Theories of Psychological Science (4 credits) is required.

- PSYC 610 Applied Research Methods (4 credits)
- PSYC 618 Program Evaluation (4 credits)

Advanced methods (at least 3 credits)

In addition, PSYC 607 Advanced Topics in Quantitative Data Analysis (3 credits) is an option.

- PSYC 615 Qualitative Methods and Analysis (4 credits)

Thesis or project (minimum of 4 credits)
Electives (14-17 credits)

Could include a practicum, additional psychology courses, approved courses from other departments, and/or other approved learning experiences (including up to 9 graduate transfer credits approved by the psychology graduate program coordinator).

College of Individualized Studies

Master of Arts and Master of Science in Individualized Studies

The College of Individualized Studies is offering a Master of Arts (MA) or a Master of Science (MS) in Individualized Studies. The MA/MS is a student-centered, individualized, interdisciplinary graduate program designed for individuals who have successfully completed a bachelor's degree and are looking to design a graduate program that is designed to meet their specific educational goals.

Admitted students start with the IDST 600 Planning and Research course and then move through a series of courses or other learning strategies, offered through other graduate programs at the university, to explore specific topics and issues drawn from several disciplines. Students' programs culminate in the IDST 699 Individualized Studies Capstone course in which they create major research projects or thesis that align with their personal educational goals and build on the coursework they have completed.

The degree awarded will be a MA, or MS depending on a student's focus area. This distinction can be determined through student and faculty consultations in the IDST 600 course, though a final decision may be made at a later time.

Enrolling in this program
Program eligibility requirements

Applicants must demonstrate evidence of readiness for graduate study including an earned baccalaureate degree from a regionally accredited institution (or equivalent) with a minimum cumulative undergraduate GPA of 3.0 (on a 4.0 scale).

Applicants with competence-based transcripts and no calculated GPA will be considered.

Exceptions to this GPA standard may be made based solely upon the CIS Admissions Committee's recognition of special circumstances for the lower GPA, and the candidate's clear demonstration of additional

compensatory strengths. In case of a GPA lower than 3.0 you may submit a supplement letter along with the admissions essay addressing the reasons for the lower GPA and your plan to be successful in graduate school.

Admission is not guaranteed.

Program requirements
Transfer Credits

- Students outside of Metropolitan State University can transfer up to 8 graduate credits earned from an accredited institution.
- Current students enrolled in graduate coursework at Metropolitan State University may transfer up to 12 graduate credits. Exceptions may be made for certificates and minors, to allow up to 16 credits to be transferred (such exceptions will be based solely upon the CIS Admissions Committee's review and approvals).

Academic Standing

To remain in good standing and to be qualified for graduation, students must maintain a cumulative grade point average of at least 3.0. Grades below C do not apply to program requirements, but are calculated in the cumulative grade point average.

Appeal of Unsatisfactory Academic Progress Removals from the Program

Students suspended from the program for unsatisfactory academic progress, may appeal the suspension to the College of Individualized Studies dean. The appeal must be in writing and it must provide specific grounds for the appeal. The appeal to the dean is due within 30 days of receiving confirmation of suspension from the program; appeals received after 30 days will not be considered.

Reactivating into the CIS MA/MS Program

Should a student who is admitted to the CIS graduate program not be able to start the program and register for courses, they will be able to retain their accepted status for up to a year; students in this situation should consult with the Graduate Program Director. Students who have been admitted but do not register for courses for more than a year without consulting with the Graduate Program Director will be dropped from active status and will need to reapply to the program.

Similarly, students who started the program and are in good academic standing, but who have not registered for courses for three calendar years, must reapply to the program. If readmitted, students are required to satisfy the degree requirements in force at the time of readmission, if those requirements differ from those in force at the time of original admission.

Time to completion

Students have five years from the first semester of graduate study to complete their degree program requirements. An extension of the time limit may be requested by writing to the Graduate Program Director. Such requests must be received prior to the expiration of the time limit. Requests for extensions should include:

- the reason(s) for requesting the extension,
- a summary of the student's plan to finish graduation requirements, and
- a specific date for the extension to expire.

Extension decisions are made by the Graduate Admissions Committee, are not automatic, and cannot be appealed.

Please read the CIS MS/MS Handbook for additional import details.

Course requirements

Requirements (32 credits)

IDST 600 Planning and Research (pending course)

IDST 600 Planning and Research (required)

4 credits

Focus Area of Study

12-16 credits

Approved Graduate Elective Credits (Outside the Focus Area)

8-12 credits

IDST 699 Individualized Studies Capstone (required)

4 credits

College of Liberal Arts

Design of User Experience GCERT

The Design of User Experience graduate certificate is a 16-credit, online program that prepares professionals to design compelling user interfaces and digital experience. Subject matter areas include but are not limited to user experience design, design thinking, research methods, content strategy, and information architecture.

This program:

- offers a deep understanding of the conceptual and theoretical foundations of user experience Immerses students in the scholarship and best practices of user experience
- enables students to discover user goals, design prototypes, and conduct multi-faceted user research with sound methods
- applies design thinking in constructing innovative design solutions
- adapts various research methods for particular communication challenges
- provides students with insights on leading and advocating for user experience in organizational contexts

Enrolling in this program
Program eligibility requirements

- Bachelor's degree earned from an accredited institution (or a foreign equivalent)
- Cumulative GPA of 2.5 or higher
- Basic digital literacy

Because this is not a degree-granting program, applications from international students studying on an F-1 student visa will not be accepted. However, international students may complete the certificate online without traveling to the United States. In such cases, international students must meet the criteria above and present evidence of language proficiency. We accept TOEFL scores of at least 550 (PBT) or 213 (CBT) or 80 (IBT) and IELTS scores of at least 6.0.

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

will be dismissed from the graduate certificate program.

If you have been dismissed from the program for unsatisfactory academic progress, you may apply for readmission after one calendar year has passed. To reapply, submit an updated resume and a letter to the Design of User Experience Graduate Certificate Program indicating what circumstances have changed and how you plan to successfully complete the program. The program faculty review your request and respond in writing.

Only courses in which you receive a letter grade are applied toward your certificate. The option of a competence/no competence with a narrative transcript is not available. Appeal of Unsatisfactory Academic Progress Removals from the Program

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

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

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

Course requirements

Requirements (16 credits)

Required courses (12 credits)

- WRIT 574G Usability and User Experience (4 credits)
- WRIT 631 User Experience and Design Thinking (4 credits)
- WRIT 677 User Research (4 credits)

Elective (4 credits)

Choose one of the below

- MIS 671 Problem Formulation and Data Presentation (4 credits)
- MKTG 600 Marketing Management (4 credits)
- MKTG 642 Design and Management of Advertising Programs (4 credits)

Liberal Studies MA

"In the age of tunnel vision and specialization, graduate liberal arts education can help prepare one for the full range of human perspectives in our global community. It works to extend the individual's reach beyond the sum total of all his/her parts," Akmed Khalifa, Master of Liberal Studies program graduate.

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

For each student, the Master of Arts in Liberal Studies program culminates in the creation of a self-directed capstone project that draws from and builds upon the program as a whole. Metropolitan State University's student-centered Master of Liberal Studies (MLS) program will enable you to broaden and deepen your knowledge of the liberal arts. Master of Liberal Studies coursework will enhance your potential for analysis, communication, multicultural understanding and research through interdisciplinary study within the liberal arts.

In an era of information explosion and rapid global development, these liberal studies skills and knowledge will be applicable in your workplace, your community and your personal sphere. MLS graduates will broaden and deepen their store of knowledge through the specific liberal arts content of their MLS seminars, MLS Exploration, and MLS supporting study course work. MLS graduates will gain enhanced, graduate-level skills, which include:

- Research: locating and organizing information
- Analysis: critical thinking, source evaluation
- Communication: writing, oral presentation, discussion

MLS graduates will have succeeded in applying skills and knowledge within structured opportunities for self-directed research, employing interdisciplinary perspectives inclusive of diverse viewpoints and anchored in the liberal arts, leading to effective presentations of research within a student-centered community of motivated adult learners similarly engaged.

The Master of Liberal Studies program will:

- Offer flexible scheduling, with all classes available on evenings or weekends.
- Offer courses for you to explore topics and issues from several liberal arts disciplines.
- Offer intensive faculty advising as you create an individualized plan of study aligned with your educational goals and interests in the liberal arts.
- Culminate in the creation of a self-directed capstone project drawing on interdisciplinary Master of Liberal Studies Program coursework, elective courses, or independent studies.

Trajectory of courses

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

Following MLS 600, a student then selects at least three iterations of "MLS 620: Master of Liberal Studies Exploration." Topics vary, but each MLS 620 encourages interdisciplinary inquiry with opportunities to pursue individual interests as these relate to the exploration's theme.

- For example, a student interested in world politics and economics might take an Exploration on the topic of globalism.
- Students also select 12 credits of supporting study at the 500G or higher level, which can include independent studies or internships. All MLS supporting study credits must be clearly relevant to the student's MLS program.

A student may register for "MLS 690 Master of Liberal Studies Capstone" upon completion of MLS 600 and at least 24 credits in the Master of Liberal Studies program (at least 8 supporting study credits, and at least 8 credits in MLS 620's); and with an approved Capstone Project Proposal. The MLS 690 Capstone revolves around the final revisions and completion of students' self-directed capstone projects.

Academic advising

Since its founding, Metropolitan State University has emphasized a student-centered educational philosophy, with strong faculty involvement in advising. For MLS students, advising occurs in several ways.

- One is embedded in "MLS 600 Introductory Seminar," where students articulate their MLS educational objectives.
- Each MLS student will also be assigned a graduate faculty advisor, who can advise students towards appropriate course selection, and also help to arrange creative learning strategies, including customized independent studies and internships.
- As a student nears completion of the MLS, the advisor also helps with the appointment of a faculty reader from a discipline related to the student's evolving capstone project. The faculty reader reviews a student's capstone project, and thus in addition to the team teachers of MLS 690, can advise to reinforce cohesion and quality in the final stages of a student's MLS.

Contact information
For questions or application materials contact:
Professor Lawrence Moe Director, Master of Liberal Studies program
Lawrence.Moe@metrostate.edu
Phone   651-793-1429
Fax 651-793-1446

Mailing address

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

Enrolling in this program
Program eligibility requirements

- BA or BS degree from an accredited institution
- major or significant coursework (at least 20 upper-division courses) in liberal arts disciplines: Arts, History, Philosophy, Communications, Humanities, Religious Studies, Ethnic Studies, Linguistics, Social Sciences, Gender Studies, Literature, Writing
- 3.0 GPA (Exceptions to this standard would be rare and based only upon the MLS Admissions Committee's recognition of special circumstances for the lower GPA and the candidate's clear demonstration of additional compensatory strengths.)

Transfer credits

Up to 8 graduate credits earned at another accredited institution (or at Metropolitan State University before MLS admission) may be applied to the MLS program's supporting study requirement, provided those credits are clearly relevant to the student's MLS program, and not part of any other completed degree.
Program requirements

Graduate policies and procedures

Please read the MLS Handbook for additional important details.
MLS Handbook (PDF)

Academic progress For MLS students

To remain in good standing and to be qualified for graduation, you must maintain a cumulative grade point average of at least 3.0. Grades below C do not apply to program requirements, but are calculated in the cumulative grade point average.

Policies relating to academic probation, dismissal and reapplication are determined by the school or college in which you are enrolled. CLA determines these policies through its programs.

Program requirements

Program requirements supported by published policies, which are effective at the time a student is admitted to a graduate program, cannot be appealed. Students must meet the requirements for a degree as listed in the Metropolitan State University Graduate Catalog or other official program materials in place at the time of admission to Metropolitan State.

If a student is not enrolled over three consecutive years, the program requirements will be those in place when the student is readmitted to the graduate program.
Time limit

You must meet all graduation requirements within the time limit specified by your school or college. Alternatively, you may petition your school or college to extend the specified time limit. Please note that MLS credits do not expire.

Transfer policy

The MLS Program accepts up to 8 transfer credits if:

1. clearly pertinent as Supporting Study in the judgment of the MLS director,
2. not part of a completed degree program anywhere else, and from an appropriately accredited institution.

This determination is made by the MLS program not the College of Liberal Arts.

Academic standing

Academic standing is calculated at the end of each semester. Graduate students must remain in satisfactory academic standing to continue in a doctoral, master's or graduate certificate program. Only courses for which students receive a letter grade of C (2.0) or better count toward degree or certificate requirements.

For MLS, the option of S/NC grades is available for supporting study internships.

A cumulative grade point average (GPA) of 3.0 and passing grades (i.e., C or better) for all required courses in any graduate program is required for graduation. The University Retaking Courses Policy applies exactly as it does for undergraduates. There is no limit on retakes.

Dismissal due to unsatisfactory academic standing

Students who receive a grade of F in a required course must re-take the course and pass it in order to complete their program and graduate. There is no time limit between taking and retaking a course under the Retaking Courses Policy.

The MLS Program does not dismiss for one F grade; the MLS Program dismisses for sustained inability to meet GPA or Completion Ratio rules.

Appeal of dismissal due to unsatisfactory academic standing

Students who are dismissed from the program may appeal their dismissal to the College of Liberal Arts dean within 30 days of the date of the letter notifying them of the decision to

dismiss them from the program. Appeals received after 30 days will not be considered. The appeal must be made in writing and provide specific grounds for the appeal. The dean has 30 days to respond in writing to the appeal.

Readmission after dismissal

Students who have been dismissed from a graduate program may apply for readmission no sooner than one calendar year after the last semester of study. To reapply, they have to complete the same process that was required for their initial admission, and they must meet all the requirements of the program at the time of readmission. Readmission decisions are made by the College of Liberal Arts dean.

Course requirements
Requirements (32 credits)
Program curriculum (32 credits)

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

- MLS 600 Introductory Seminar (4 credits)
- MLS 620 Master of Liberal Studies Explorations (4 credits)
- MLS 620 Master of Liberal Studies Explorations (4 credits)
- MLS 620 Master of Liberal Studies Explorations (4 credits)
- MLS 690 Master of Liberal Studies Capstone Course (4 credits)

Supporting study

Graduate course work at the 500G level or higher, in courses, independent studies or internships that are clearly relevant to the student's evolving Capstone Project.

Technical Communication MS

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

- help you succeed in this rapidly-evolving profession, within a global marketplace;
- enable you to solve complex communication problems for a variety of audiences, in a variety of media.

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

To individualize the master's program, you select up to three 4-credit electives. These electives must be 500G- or 600-level courses and must be approved by your advisor. You can select electives from fields such as writing, media studies, communication, business/management, computer science, natural sciences, and ethics.

There are also opportunities to earn a certificate in the Design of User Experience or in Project Management. You may choose an independent study or an internship as an elective.

We particularly recommend internships if you have limited professional experience.

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

We encourage those considering the Technical Communication program to arrange an informational interview with the program director before submitting an application. Please contact the MS in Technical Communication program director at techcomm@metrostate.edu.

Program eligibility requirements

- BA/BS from an accredited institution with course work relevant to technical communication.
    - In some cases, professional experience may take the place of relevant undergraduate course work.
    - Students lacking both relevant undergraduate course work and professional experience may be asked to complete a recommended course of study as a prerequisite to graduate work.
- Cumulative undergraduate grade point average of at least 2.75 (on a 4.0 scale).
- International applicants in the U.S. or abroad, on any type of visa, are required to provide proof of English proficiency (official TOEFL or IELTS score)
    - **TOEFL**: Your most recent score must be at least 80 Internet based (with at least 21 in Writing and 19 in Reading) or at least 550 for the paper-based test or at least 213 for the computer-based test.
    - **IELTS:** Your most recent score must be at least 6.5.

Program requirements
Academic progress / academic standing

To earn the master's degree in Technical Communication your local/Metropolitan State University Grade Point Average (GPA) must be at least 3.0. Only courses taken at MSU or courses taken through an approved off-campus program are used in computing your GPA. Grades below C cannot be used to meet prerequisites or program requirements. At a minimum, course grades must be C (not C-) or higher to meet program requirements. Courses in which a mark of C-, D, F, was earned will not be accepted for credit toward the MSTC degree. If a learning opportunity is repeated, both the grade and R (Repeat) are recorded on the transcript. If a learning opportunity is repeated once, only the higher grade is used in computing the GPA. If a learning opportunity is repeated more than once, the GPA includes all attempts except the first one. Students who receive a grade higher than a C- may not repeat the learning opportunity without the approval of the program director. No course may be taken more than three times.

Dismissal, dismissal appeals, and readmission

Students who receive a grade of F in a required course must re-take the course and pass it in order to complete their program and graduate. Students who are dismissed from the program may appeal their dismissal to the program director within 30 days of the date of the letter notifying them of the decision to dismiss them from the program. Appeals received after 30 days will not be considered. The appeal must be made in writing and provide specific grounds for the appeal. The program director has 30 days to respond in writing to the appeal. Students who have been dismissed from the program may apply for readmission no sooner than one calendar year after the last semester of study. To reapply, they have to complete the same process that was required for their initial admission and they must meet all the requirements of the program at the time of readmission. Readmission decisions are made by the MSTC program review committee and are not automatic.

Course requirements

Prerequisites

It is important that students in the program begin with a common set of skills and theoretical background. This can be achieved to a large degree through professional technical communication experience. If you lack this experience and have not completed a directly relevant course of study in your undergraduate degree program, you will need, at a minimum, these prerequisite courses. In addition, the technical communication program director may recommend that you complete one or more additional courses before beginning the master's program.

- WRIT 271 Technical Writing (3 credits)
- WRIT 371 Editing (4 credits)

Requirements (32 credits)

Core (20 credits)

- WRIT 671 Technical Communication Theory and Research Seminar (4 credits)
- WRIT 673 Technical Communication in International Contexts (4 credits)

- WRIT 683 Technical Communication Capstone (4 credits)
- WRIT 685 Rhetorical Theory (4 credits)

Technology-related

Choose one

- MDST 520G Digital Storytelling (4 credits)
- MDST 583G Online Education and Training (4 credits)
- WRIT 676 Advanced Writing and Designing for the Web (4 credits)

Electives

To individualize the master's program, you select up to three 4-credit electives. These electives must be 500G-, 600-, or 800-level courses and must be approved by your advisor. You can select electives from fields such as writing, media studies, communication, business/management, computer science, natural sciences and ethics. You may choose one independent study or an internship as an elective. We particularly recommend internships if you have limited professional experience.

College of Management

Business Administration DBA

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

earn a high quality, applied doctoral degree on a part-time basis.

The program prepares you to be a successful, ethical business leader in complex and changing organizations. It will help you develop the advanced skills and depth of understanding needed to assume demanding positions in business management, higher education teaching, and management consulting. The program also:

- Offers you a part time program, approved by the Higher Learning

Commission, that matches your work schedule.

- Engages you in a Web-enhanced model in which you enroll in one to two courses per semester and attend classes on alternate Saturdays with web exercises in between classes.
- Brings you into a community of business professionals who share your professional interests and career goals.
- Offers you an outstanding cohort program at an extraordinary value. Allows you to conduct an applied research project, advised by experienced faculty, that will bring up-to-date theory to bear on real issues of importance to managers and organizations.
- Allows you to develop advanced financial and managerial skills through applied, rigorous seminars, and enhances your ability to develop and execute business strategies.
- Provides you with the opportunity to complete coursework in a condensed two-year timeframe, leaving more time for self-paced research pursuits.

Enrolling in this program
Program eligibility requirements

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

- An earned MBA or equivalent management-related master's degree or completion of DBA-level MBA Math.
- Course credits and professional experience in areas related to business and/or business administration. Students must have 20 credits of master's level coursework in the following areas: a) organizational behavior, b) management information systems, c) finance, d) organizational

strategy, e) accounting, f) economics, g) marketing, h) operations management, i) project management, j) research methods, and/or k) statistics.
- Five years of professional experience.

If you wish to apply for the program and wish to include coursework outside of the following areas listed in a) through k) above, you must include a rationale paper that helps to elucidate the connection between the DBA program and the coursework in question. Use this rationale paper to explain how the coursework is applicable to the 20-credit admissions requirement and/or DBA program more generally; consider including such things as course syllabi, course descriptions, or other material evidence that would help to strengthen your argument.

- The ideal applicant will have earned at least a 3.5 grade-point average.
- The ideal applicant will have a GMAT or GRE scores above the 51st percentile.

Information sessions

Note: Oct. 24, 2018 -- DBA information session is canceled.

Saturday, Nov. 17, 2018, 11:00 a.m. - noon, Saint Paul Campus, Founders Hall, L117. Register by emailing graduate.studies@metrostate.edu.

Students seeking admission to the DBA program may complete required prerequisite courses in the College of Management without being admitted to a COM graduate program if they meet the following criteria:

- Have earned an MBA or management-related master's degree
- Achieved a 3.0 GPA in their master's degree program
- Have completed at least five years of professional work

- Indicate in writing an intent to apply for the DBA program in a specific year

Program requirements

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

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

Time to completion

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

Course requirements
Requirements (52 credits)
Phase one (40 credits)

Note: Both DBA 755: Current Topics in Economics (2 credits) and DBA 755: Current Topics in Operations Management (2 credits) are required. Course title changes to match the current topic being offered.

- DBA 700 Doctoral Seminar in the Development of Management Thought (4 credits)
- DBA 705 Foundations of Research Inquiry (4 credits)
- DBA 710 Applied Business Statistics and Analytics (4 credits)
- DBA 711 Advanced Methodology (4 credits)

- DBA 712 Applied Research Projects Design (4 credits)
- DBA 720 Accounting and Financial Policy (4 credits)
- DBA 730 Information Technology: Issues and Strategy (4 credits)
- DBA 740 Global Issues in Business: A Multi-Disciplinary Approach (4 credits)
- DBA 755 Current Topics in Business Leadership (4 credits)
- DBA 755 Current Topics in Business Leadership (4 credits)
- DBA 760 Advanced Strategic Management Seminar (4 credits)

Phase two (12 credits)

During Phase Two, students must successfully complete written comprehensive examinations. Also in this phase, an applied research project and resulting dissertation are completed. Oral defense of the research project/dissertation project, its methodology and findings are required.

Business Administration MBA

The objective of Metropolitan State University's MBA is to prepare qualified students for assuming impactful leadership roles in business organizations. We achieve this with industry-leading instructors, cutting edge curriculum, real-life management scenarios, and an emphasis on ethical decision-making and sustainable business practices.

Metropolitan State's MBA has three instructional formats to accommodate the schedule of busy working professionals: regular classroom-based courses, web-enhanced "hybrid" courses that include some face-to-face discussions and fully online courses. Courses are scheduled through the year, with courses offered during fall, spring and summer semesters. Students can complete their MBA in as little as two years, but our part-time open enrollment format allows students to complete their studies when their busy lives permit.

Enrolling in this program
Program eligibility requirements

Prerequisite courses for admission to the MBA program are Financial Accounting, Statistics (except when MBA Math is selected; see program application information), Microeconomics and Macroeconomics. A letter grade of "C-" or above must be received in prerequisite courses.

Information Sessions

Wednesday, Nov. 14, 2018, 4:30 p.m. - 5:30 p.m., Minneapolis Campus, M2400. Please register by emailing graduate.studies@metrostate.edu

Program requirements

The Metro MBA program is divided into three phases:

Phase I Covers the core functional disciplines of typical business enterprises and provides a solid grounding in the core theories, processes, and skills required by managers in today's rapidly-changing business environment.

Phase II consists of electives which students may choose to best meet their individual career needs and interests. Electives may focus on one of several disciplines or include courses from different disciplines. The general MBA consists of 8 elective credits (total of 40 program credits). Alternatively, the student may elect an MBA with a concentration by choosing 12-course credits in a selected discipline concentration (total of 44 program credits).

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

MBA with concentration

The Metro MBA offers 4 subject-specific concentrations which, when earned, are noted in the student's academic transcript. In addition to completing Phase I and Phase III courses described above, students combine the 8 credits of their Phase II electives with one additional 4 credit course, resulting in an MBA with Concentration of 44 total credits. Current concentrations offered are Project Management, Management Information Systems, Finance and Global Supply Chain Management.

A concentration can be declared at the time of application to the MBA program or after full admission. If the student declares a concentration after admission, a written statement requesting the concentration must be submitted to the College of Management Graduate Program Office. The student can declare up to two concentrations with advisor approval.

Course requirements
Prerequisites

Prerequisite courses for admission to the MBA program are Financial Accounting, Microeconomics and Macroeconomics. Both the Microeconomics and Macroeconomics prerequisite can be satisfied by taking ECON 611. A letter grade of C- or above must be received in prerequisite courses. If some or all of these prerequisites have not been satisfied, the applicant may do so by taking one or more of these prerequisite courses.

- ACCT 210 Financial Accounting (4 credits)
- ECON 201 Macroeconomics (3 credits)
- ECON 202 Microeconomics (3 credits)

- ECON 611 Foundations of Economic Analysis (2 credits)

Requirements (40 credits)

Phase one

Focuses on the functional disciplines of business and organizations and provides a solid grounding in the core theories, processes and skills needed by managers in today's rapidly-changing environment.

- ACCT 620 Management Accounting (4 credits)
- DSCI 681 Operations Management for Services and Manufacturing (4 credits)
- ECON 696 Managerial Economics and Strategy (2-3 credits)
- FIN 601 Financial Management (4 credits)
- MGMT 600 Practical Research Methods for Managers (2-4 credits)
- MGMT 620 Organizational Behavior (3-4 credits)
- MKTG 600 Marketing Management (4 credits)
- MIS 600 Management Information Systems (4 credits)

Phase two

Choose electives to best meet individual career needs and interests. Electives may focus on one of several disciplines or include courses from different disciplines. The general MBA consists of 8 elective credits (40 program credits). Alternatively, the student may elect an MBA with a concentration by choosing 12 course credits in a selected discipline concentration (44 program credits).

Project Management Concentration

- DSCI 620 Project Management (4 credits)
- DSCI 630 Project Risk Management (4 credits)

- DSCI 691 Project Management Leadership and Problem Solving (4 credits)

Management Information Systems (MIS) Concentration

Information technology (IT) has been essential to business innovation and enhanced productivity for decades, and will continue for the foreseeable future. Adding the MIS Concentration will better prepare a student to manage in any organization in which IT is a major force in the delivery of its goods and services. Metropolitan State is well known for the strength of its offerings in MIS. The approach of the MIS Concentration allows the student to meet the dual goals of a strong business degree with recognized special expertise in IT. The MIS Concentration provides the opportunity for MBA students to select a mix of coursework from a range of suggested pathways: business analytics, database administration, information management, information assurance/security, systems analysis and design, and systems development. Course requirement (12 credits in addition to MIS 600 required in Phase I) Any 12 MIS graduate credits OR Any 8 MIS graduate credits plus DSCI 620 Project Management (4 credits)

Finance Concentration

All major decisions in corporations are influenced by financial analysis. The required Phase I finance course (Finance 601) presents models which are used for such decisions, but it does not go into the depth required for people who work professionally in finance. The Finance Concentration coursework is designed to prepare the student for professional work in the fields of corporate finance, investments, insurance and commercial banking. Some of the major skill areas covered include: financial modeling; valuation of investment projects, instruments and firms; understanding financial markets; risk assessment and risk management; and cost of capital.

- ACCT 515G Financial Statement Analysis (4 credits)
- FIN 511G Investment and Portfolio Analysis (4 credits)
- FIN 550G International Finance (4 credits)
- FIN 560G Financial Markets and Institutions (4 credits)
- FIN 595G Advanced Corporate Finance (4 credits)

Global Supply Chain Management Concentration Prerequisite

DSCI 681 or Instructor's consent

- DSCI 681 Operations Management for Services and Manufacturing (4 credits)

Required Coruses

DSCI 640 Supply Chain Management- Concepts and Techniques (4 credits) is also required (course pending approval)

- IBUS 690 Doing Business Internationally (4 credits)
- MKTG 652 Supply Chain Logistics (2 credits)
- MKTG 653 Global Sourcing (2 credits)

Phase three

Phase three is the synthesis and capstone phase. The course, MGMT 699 Management Strategy and Policy, calls for the student to integrate what has been learned in previous courses and life experiences to form a coherent picture of management and organizations. All Phase I courses must be completed in order to register for the capstone course.

- MGMT 699 Management: Strategy and Policy (4 credits)

Business Analytics GCERT

Business Analytics (BA) is one of the most important recently developed areas of information systems management. It generally describes the intensive, iterative, algorithmic and methodical analysis of an organization's data/information for insights leading to productive actions based on those insights. Organizations dedicated to intensive use of data-driven decision making apply advanced data management and statistical techniques to analyze performance, customer data and patterns, as well as develop insights from external data from competitors and the industry/field.

Based on the earlier sub-discipline of business intelligence, BA adds new techniques and skills in pattern analysis, optimization, diagnostic and predictive modeling to yield higher quality insights to enable advanced decision making and change. As the field of BA has developed, several sub-disciplines have evolved, (with differing techniques and purposes) including:

- Descriptive
- Predictive
- Discovery
- Diagnostic
- Prescriptive

Nearly all studies of business analytics and related employment indicate this is one of the hottest markets in IT. One of the best studies was published by Forbes Magazine in November, 2015. That study showed that applicants with business analytics skills had an average nationally of 10 - 13 job offers.

Local employment estimates for the Twin Cities area range from 5,000 to 18,000 new positions within the next three years. The Minnesota Department of Labor's recent IT Workforce study quoted 16,000 unduplicated BA positions.

Metropolitan State's Graduate Business Analytics Certificate builds on a strong base of

general MIS and IT knowledge and problem formulation, to develop significant depth in both descriptive analytics and modern predictive analytics techniques. The certificate adds applied study through a choice of a supply chain-oriented elective or a more data management-driven elective sequence. This exciting new certificate is also 100% transferable into Metropolitan State's highly regarded Masters in MIS (MMIS) program.

Enrolling in this program
Course requirements
Requirements (20 credits)
Required (16 credits)

- MIS 600 Management Information Systems (4 credits)
- MIS 671 Problem Formulation and Data Presentation (4 credits)
- MIS 687 Business Analytics (4 credits)
- MIS 688 Predictive Analytics (4 credits)

Electives (4 credits)
Data and information

Choose one of the two courses below

- MIS 686 Advanced Data Mining Tools (2 credits)
- MIS 693 Advanced Supply Chain Information Systems (2 credits)

- MIS 685 Data Mining Tools (2 credits)

Database Administration GCERT

The Database Administration Graduate Certificate is an exciting certificate program that offers students not only an excellent education in this critical area of IT, but also provides a great head start toward moving into an MIS master's degree.

The program was developed in consultation with the Metropolitan State MIS Advisory Committee (MISAC) and the Center for Strategic Information

Technology and Security (AdvanceIT), a Metropolitan State University Center of Excellence. The Committee and the Center supported the curriculum development and design as being consistent with our vision for graduate education in Database Administration.

This program is:

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

Program outcomes include:

- Improved preparation for management in an increasingly information driven world,
- Ability to develop organizational strategies based on using data as a competitive tool, and
- Broadening of your knowledge of the use of database technology to enhance MIS management areas to meet tactical and strategic organizational objectives.

Enrolling in this program
Program requirements

If the MIS Director determines that you have full prior competence in a certificate course, you

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

Course requirements
Requirements (22 credits)

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

Global Supply Chain Management GCERT

Supply chain management is one of the fastest growing career fields in business. Specialists in this field have a deep understanding of the structures and rhythms of global supply chains, how to optimize them, manage costs and assure uninterrupted commodity, component, and product supplies, and streamline systems integration. Students undertaking this certificate will master the basics of international trade and regulations, transportation and logistics, customer service, order fulfillment, sales and operations planning, ecommerce/omni-channel, warehousing and inventory management, and, supplier relations, sourcing and purchasing.

As organizations use supply chain management to achieve key strategic objectives, this graduate certificate prepares students with knowledge and skills necessary to initiate, plan and implement supply chain projects, policies and systems successfully--globally.

Enrolling in this program
Course requirements
Prerequisites (4 credits)

DSCI 681 or Instructor's consent

- DSCI 681 Operations Management for Services and Manufacturing (4 credits)

Requirements (12 credits)

DSCI 640 Supply Chain Management- Concepts and Techniques (4 credits) is also required (course pending approval)

- MKTG 652 Supply Chain Logistics (2 credits)
- MKTG 653 Global Sourcing (2 credits)
- IBUS 690 Doing Business Internationally (4 credits)

Information Assurance and Information Technology Security GCERT

The Information Assurance (IA) and Technology (IT) Security Graduate Certificate program is designed to meet the fast-moving needs of security professionals from a managerial perspective, addressing national standards for this area. Several high profile data breaches highlight how information technologies that enable us to share information across town, across the country, or around the world faster are vulnerable. The need for organizations to manage the security needed to make these technologies safe and useful is crucial.

The National Security Agency's (NSA) Information Assurance Directorate is dedicated to providing information assurance solutions

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

This program:

- examines the role management plays in creating an infrastructure that enables data security
- examines the issues for organizations in developing policies and procedures to protect information, detect unauthorized access and respond to threats
- provides students and organizations with education, information, and training which focuses on how to identify and respond to cyber threats or cyber criminals
- helps students and organizations develop and deploy policies and other safeguards of information assets.

Program accreditation

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

Enrolling in this program
Program eligibility requirements

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

Course requirements
Requirements (20 credits)

- MIS 600 Management Information Systems (4 credits)
- MIS 683 Process Analysis and Design (2 credits)
- MIS 675 Risk Analysis in Information Technology (2 credits)
- MIS 680 Introduction to Information Assurance (4 credits)
- MIS 681 Enterprise Security Management (4 credits)
- MIS 682 Analysis of Strategic and Tactical Security IT Planning (4 credits)

Management Information Systems Generalist GCERT

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

If you are a general business graduate with workplace experience in information systems or an MIS or other IT technical professional, the MIS Generalist Graduate Certificate brings you up to speed on important MIS management issues.

The program helps you understand new MIS technologies and how to manage them and be aware of important new strategies for managing many architectures including internet-based or distributed computing environments, and many others. You also learn project management skills that are crucial in the MIS environment and in great demand in the marketplace. Finally, you will learn how to integrate many new MIS and management models.

The expected outcomes include:

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

Enrolling in this program
Program eligibility requirements

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

Course requirements
Requirements (22 credits)

- MIS 600 Management Information Systems (4 credits)
- MIS 675 Risk Analysis in Information Technology (2 credits)

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

Master of Management Information Systems MMIS

The Master of Management Information Systems (MMIS) represents an important state-of-the-art concept in graduate education in the field of management information systems (MIS). Merging management and technology education, it is designed to help both technically-oriented information technology (IT) professionals and those from other fields gain expertise in the management of information systems in modern organizations.

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

The MMIS program will help you:

- prepare for management of IS, IT, and related functions;
- prepare to be a leader in the integration of IT into the firm to help meet organizational goals;
- prepare for management of IT planning processes; and
- broader strategic uses of IT
- understand the uses and value of newer technologies in the enterprise
- enhance competencies related to one concentration area of choice: business analytics, database administration, information management, information

assurance and security, systems analysis and design, and systems development.

The Masters in MIS promotes Metropolitan State's well-known ability to tie theory to practice, with a cutting-edge MIS education designed to have a "shelf life" that outlasts successive generations of hardware and software. The program core gives a strong background in management and information technology areas. Flexibility in elective courses, plus applications emphasis throughout courses, internships and the final integrative project gives students a strong base for the future.

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

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

Any managerial or higher level professional in organizations where IT is important will find the MMIS of great value.

The MMIS prepares you in the areas of: data analytics, strategic IT management, IT strategy and Internet strategy, supply chain management, IT security management, electronic commerce, enterprise resource planning (ERP), globalization, human factors, knowledge management, customer relationship management (CRM), managing the IT function (operationally), project management, systems analysis and design, social networking strategies for organizations, business/information analytics and business intelligence technology management, mobile, network and telecommunications

Curriculum

The **Prerequisite Phase** assesses and ensures your readiness to begin graduate work in the MMIS program. Prerequisite courses include College Algebra, Statistics and a programming language (programming language can be satisfied concurrently with your first year classes). You may not take MMIS Phase I, II or III program classes until these prerequisite courses have been successfully completed and you are fully admitted to the program.

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

Phase II consists of a choice of six concentration areas with room for free MIS graduate electives which you choose to best meet your own educational and career needs. The choice of concentration areas is important and enables you to apply for and earn one or more graduate certificates. See the course requirements section

below for details. Phase III is the synthesis and capstone phase. The work in this phase calls for you to integrate what you have learned in previous courses and professional experiences to form a coherent picture of IT management within organizations.

Phase III is the synthesis and capstone phase. The work in this phase calls for you to integrate what you have learned in previous courses and professional experiences to form a coherent picture of IT management within organizations.

The program makes use of an innovative applied project to "bring it all together." Effective communication is fundamental to good management, and so you are expected to demonstrate writing skills by completing a written report about your work on this project, which is performed with a cohort.

Enrolling in this program
Program eligibility requirements

- Familiarity with information systems and technologies demonstrated by at least one of the following:
- Undergraduate degree in IT/IS/MIS-related major
- 12 credits of undergraduate IT/IS/MIS-related coursework as part of any major
- 12 graduate credits in IT/IS/MIS-related degree or certificate program
- Earned industry certification in IT/IS/MIS-related area
- Work experience of at least one (1) year in IT/IS-related role, or two (2) years in any functional business role with significant use of management information systems.

Prerequisites: College Algebra, Statistics, and Visual Programming Language (you can take in the first year)

Information Sessions

Wednesday, Nov. 14, 2018, 4:30 p.m. - 5:30 p.m., Minneapolis Campus, M2300. Please register by emailing graduate.studies@metrostate.edu

Course requirements
Prerequisites

Prerequisite courses must be successfully completed with a letter grade of C- or better before you can be fully admitted to the MMIS program and take any graduate-level courses.

- MATH 115 College Algebra (4 credits)
- STAT 201 Statistics I (4 credits)

First year requirements

This prerequisite can be completed in the first year of the program, but completion in the first semester is highly recommended: Four credits of a visual programming language or equivalent. Choose one.

- ICS 141 Programming with Objects (4 credits)
- MIS 328 Applications Development I (4 credits)

Requirements (44 credits)
Phase one (18 credits)

- MIS 600 Management Information Systems (4 credits)
- MKTG 600 Marketing Management (4 credits)
- MIS 671 Problem Formulation and Data Presentation (4 credits)
- DSCI 620 Project Management (4 credits)
- MIS 683 Process Analysis and Design (2 credits)

Phase two (22 credits)

Choose one concentration

Business Analytics Concentration

Courses listed and 10 additional MIS graduate electives are required.

- MIS 685 Data Mining Tools (2 credits)
- MIS 687 Business Analytics (4 credits)
- MIS 688 Predictive Analytics (4 credits)

Choose one

- MIS 686 Advanced Data Mining Tools (2 credits)
- MIS 693 Advanced Supply Chain Information Systems (2 credits)

Database Administration Concentration

Courses listed and 10 additional MIS graduate electives are required.

- MIS 653 Supply Chain Information Systems (2 credits)
- MIS 657 Database and Client/Server Systems (2 credits)
- MIS 658 Advanced Database Administration (2 credits)
- MIS 680 Introduction to Information Assurance (4 credits)
- MIS 685 Data Mining Tools (2 credits)

Information Management Concentration

Courses listed and 12 additional MIS graduate electives are required.

- MGMT 620 Organizational Behavior (3-4 credits)
- MIS 653 Supply Chain Information Systems (2 credits)
- MIS 673 Knowledge Management (2 credits)
- MIS 685 Data Mining Tools (2 credits)

Information Assurance Concentration

Courses listed and 8 additional MIS graduate electives are required.

- MIS 675 Risk Analysis in Information Technology (2 credits)
- MIS 680 Introduction to Information Assurance (4 credits)
- MIS 681 Enterprise Security Management (4 credits)
- MIS 682 Analysis of Strategic and Tactical Security IT Planning (4 credits)

Systems Analysis and Design Concentration

Courses listed and 10 additional MIS graduate electives are required.

- MIS 665 Systems Design and Decision Support (4 credits)
- MIS 662 Management of Distributed Computing (4 credits)

Systems Analysis and Design Concentration

Choose either MIS 667 (4 credits) or both MIS 643 (2 credits) and MIS 657 (2 credits)

- MIS 667 Telecommunications and Internet Management (4 credits)
- MIS 643 Telecommunications and Internet Management - Part One (2 credits)
- MIS 657 Database and Client/Server Systems (2 credits)

System Development Concentration

Courses listed and 10 additional MIS graduate electives are required.

- MIS 657 Database and Client/Server Systems (2 credits)
- MIS 660 Advanced IT Management, Planning and Systems Delivery (2 credits)

- MIS 662 Management of Distributed Computing (4 credits)
- MIS 665 Systems Design and Decision Support (4 credits)

Phase three (4 credits)

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

- MIS 699 Integrative Capstone Project (4 credits)

Project Management GCERT

Project management is one of the fastest growing career fields in business. Organizations are increasingly using projects as a means of achieving their strategic objectives. In response to this need, the College of Management is offering a graduate certificate and concentration in Project Management. The required courses prepare students for the challenging field of Project Management by providing them with tools, skills, and knowledge necessary to initiate, plan, and implement projects successfully.

Some of the major skills areas covered include:

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

- Techniques in data mining and visual display of quantitative data
- Team building, negotiation, and conflict resolution in projects
- Project management organizational options

Enrolling in this program
Course requirements
Requirements (12 credits)

Learn the framework for focusing and implementing solutions ~ register for PMP/CAPM Test Prep.

- DSCI 620 Project Management (4 credits)
- DSCI 630 Project Risk Management (4 credits)
- DSCI 691 Project Management Leadership and Problem Solving (4 credits)

Systems Analysis GCERT

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

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

The expected outcomes include:

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

Enrolling in this program

Course requirements

Requirements (20 credits)

- MIS 600 Management Information Systems (4 credits)

College of Nursing and Health Sciences

Advanced Dental Therapy MSADT

The Master of Science in Advanced Dental Therapy (MSADT) program is the first of its kind in the country with Minnesota recognized as a national leader in oral health care. The dual licensed graduates of Metropolitan State University's Advanced Dental Therapy program have created a meaningful solution to the problem of dental access for underserved communities by providing care in both the dental hygiene and dental therapy scopes of practice for diverse populations.

All Dental Hygiene Department educational programs are based on academic excellence, and the values of community involvement, ethical conduct and social responsibility. The MSADT program provides the theoretical and applied skills necessary for licensure as a dental therapist and certification as and an advanced dental therapist as defined by Minnesota statute. This graduate program requires a full-time commitment for four semesters and prepares baccalaureate educated, licensed dental hygienists for advanced practice to enhance the oral and general health of underserved communities.

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

Choose between MIS 667 or MIS 643 AND MIS 657

- MIS 667 Telecommunications and Internet Management (4 credits)
- MIS 643 Telecommunications and Internet Management - Part One (2 credits)
- MIS 657 Database and Client/Server Systems (2 credits)

Pew Center on the States reports the demand for oral health care services is increasing due to the Affordable Care Act, which expands dental insurance to millions of children in the United States. This demand is coupled with Pew's prediction that the new dental team member with dual licensure as a dental hygienist and a dental therapist can boost the productivity and profits of private dental practice settings. In essence, the employment of dual-licensed providers makes good business sense while improving the oral and general health of underserved Minnesotans.

The MSADT program is a full-time graduate program combining classroom-based, web-enhanced courses with simulation and clinical learning environments. This program engages students in interprofessional educational experiences with members of the broader health care team as well as members of the dental care team.

Dental hygiene department mission

The mission of the Metropolitan State Dental Hygiene Department is to prepare licensed dental hygienists for advanced practice and to

enhance the oral health of underserved and diverse populations. Programs are built upon academic excellence and support the value that advanced education is essential to the delivery of quality, safe, accessible, cost-effective oral healthcare. The Dental Hygiene Department is committed to collaborative community involvement, emphasizing ethics and social responsibility.

Curriculum

The program includes advanced dental therapy and interprofessional coursework which focuses upon three primary educational phases for a total of 44 graduate credits:

- The science of health care delivery phase focuses on:
  - Working within diverse communities
  - Communication across cultures
  - Understanding health care needs and the incidence of disease across populations
  - Advancing safe, quality oral health care
  - This phase has a total of eight credits.

- The clinical practice development phase focuses on:
  - Advancing assessment and evaluation skills and knowledge
  - Simulation and clinical experiences
  - Collaborative care provision skills unique to advanced dental therapy
  - This phase has a total of 31 credits.

- The leadership and synthesis phase concentrates on:
  - Extending health system and public policy knowledge
  - Developing leadership skills

- A capstone project focused on the evaluation of a relevant clinical question
- This phase has a total of five credits

Program accreditation

Metropolitan State's Master of Science in Advanced Dental Therapy Program is approved by the Minnesota Board of Dentistry. Minnesota Board of Dentistry 2829 University Avenue, SE Suite 450 Minneapolis, Minnesota 55414-3246 612-617-2250

Enrolling in this program
Program eligibility requirements

The MSADT degree builds upon a liberal arts and/or science-oriented baccalaureate degree and Minnesota dental hygiene licensure. The Dental Hygiene Department evaluates applications for evidence of undergraduate scholarship, professional experience, and commitment to the Dental Hygiene Department's and the advanced professional. Size is limited. Entrance is competitive.

Resident and community faculty members bring multiple specialties and areas of interest to their instruction. Many faculty members maintain an active dental practice. Community and resident faculty providing clinical instruction are licensed dentists.

The following requirements are necessary to be considered for admission to the MSADT program.

- Cumulative GPA of 3.0 (calculated from all college coursework);
- Current dental hygiene licensure in good standing (must meet Minnesota requirements, including nitrous oxide and local anesthesia certifications);

- Prerequisite course, DENH 420 Restorative Functions Theory and Lab, must be completed or a plan for the completion submitted with the program application. Documentation of successful completion of the prerequisite course or its equivalent must be provided to enroll in dental program courses.

Completion of the prerequisite course does not guarantee entrance into the program. The program will have limited enrollment and Metropolitan State reserves the right to determine admissions status.

Program requirements

Before MSADT students begin clinical dental courses, the following must be provided:

- Appropriate documentation of an active Minnesota dental hygiene license;
- Evidence of current dental hygiene professional liability insurance;
- Evidence of required immunizations;
- Evidence of current CPR certification;
- Evidence of HIPAA training;
- Evidence of successful background study, and
- Evidence of current health insurance.

Course Material Charges

In addition to tuition, the course material charges apply and are payable prior to or on the first day of class.

Semester   1   -- $1,698.17
Semester   2 -- $5,694.18
Semester   3   -- $3,898.00
Semester 4 -- $5,867.27

Program orientation

Once you have been fully admitted to the program, you will be required to attend a graduate program orientation session and develop a plan of study.

Academic Standing

You must maintain satisfactory academic progress to continue in the College of Nursing and Health Sciences. To remain in good standing, you must maintain a term and cumulative GPA of 3.0.

You will be admitted as part of a cohort for the MSADT competency-based dental courses and must adhere to the program progression published at the time of your admission. If you are unable to progress with the assigned cohort, you may make a written request to join a subsequent cohort, provided you have made satisfactory academic progress to date and space is available. Permission to join a subsequent cohort is determined by the Dental Hygiene Programs Director.

Student licensure

Add this link regarding certification https://mn.gov/boards/assets/Adv%20dental%20therapy%20certification%20process_tcm21-46119.pdf

Course requirements
Prerequisites

- DENH 420 Restorative Functions Theory and Lab (3 credits)

Requirements (44 credits)
MSADT competency

DENH courses are taught in a sequence using a cohort model beginning in the fall semester. Courses will be taught at Metropolitan State (St. Paul and Maplewood) and Normandale Community College (Bloomington). Clinical courses with community practice components

require students to travel to clinical sites throughout the greater Minneapolis/St. Paul metropolitan area for course completion.

- DENH 620 Pharmacology Principles of Clinical Application (2 credits)
- DENH 610 Health Assessment and Oral Diagnostic Reasoning (4 credits)
- DENH 630 Management of Dental and Medical Emergencies (1 credits)
- DENH 640 Community-Based Primary Oral Healthcare I (6 credits)
- DENH 650 Community-Based Primary Oral Healthcare II (5 credits)
- DENH 660 Community-Based Primary Oral Healthcare III (4-5 credits)
- DENH 670 Community-Based Primary Oral Healthcare IV (4 credits)
- DENH 680 Community-Based Primary Oral Healthcare V (3 credits)
- DENH 685 Oral Health Literacy and Cultural Competency in Advanced Dental Therapy (1 credits)
- DENH 690 Advanced Dental Specialty Practices (2-3 credits)
- DENH 700 Advanced Community Specialty Internship (3 credits)
- DENH 710 Comprehensive Competency-Based Capstone (2-3 credits)

MSADT Interprofessional didactic

These courses may be taken prior to or during completion of the MSADT competency-based dental courses.

- NURS 608 Epidemiology (2 credits)
- NURS 605 Health Policy and Leadership (3 credits)
- HSCI 648 Designing for Quality in Health Care (3 credits)

Dental Hygiene Post-PSDH GCERT

Collaborative dental hygiene practice

This program provides baccalaureate educated dental hygienists, who have graduated from an accredited institution, the opportunity to complete an undergraduate certificate in dental hygiene. The focus is to augment and deepen the knowledge, skills and values of the professional role of the dental hygienist in the community. The course offerings are online. This part-time program may prepare those students who are interested in pursuing Metropolitan State University's Master of Science in Advanced Dental Therapy (MSADT) program if Post-Baccalaureate Certificate students enroll in the prerequisites course for this program, DENH 420 Restorative Functions Theory and Lab. This course requires a face-to-face commitment for successful completion.

Gainful employment disclosure

Gainful employment programs are those "that prepare students for gainful employment in a recognized occupation." Public institutions are required to report this information for all undergraduate and graduate programs that are Title IV eligible and that lead to certificates, diplomas, graduate certificates or specialist awards. Degree programs at all levels are not considered to be gainful employment programs.

Eligibility and admission criteria

To be eligible for acceptance to the Dental Hygiene Post-Baccalaureate Certificate program, students must have completed the following:

- Official transcript from an accredited dental hygiene program demonstrating successful completion
- Official transcripts of all other college and university coursework, indicating a BS/BA degree
- Cumulative GPA of 2.5 (calculated from all college coursework)
- Appropriate documentation of an active unencumbered license to practice dental hygiene in Minnesota

If an applicant's dental hygiene license does not meet Minnesota's dental hygiene requirements,

specifically with regard to the administration of local anesthesia and nitrous oxide inhalation sedation, the applicant may be required to complete continuing education courses to meet these requirements depending upon the student's goals for the program. (this section the bullets are not displaying)]]]

Enrolling in this program
Program eligibility requirements

To be eligible for acceptance to program, students must have completed the following:

- Official transcript from an accredited dental hygiene program demonstrating successful completion
- Official transcripts of all other college and university coursework, indicating a BS/BA degree Cumulative GPA of 2.5 (calculated from all college coursework)
- Appropriate documentation of an active unencumbered license to practice dental hygiene in Minnesota
    - If an applicant's dental hygiene license does not meet Minnesota's dental hygiene requirements, specifically with regard to the administration of local anesthesia and nitrous oxide inhalation sedation, the applicant may be required to complete continuing education courses to meet these requirements depending upon the student's goals for the program.

Program requirements

Students complete a planned program of 16-22 credits of dental hygiene coursework from the list of courses below. The required certificate courses will be determined based upon the applicant's baccalaureate degree and career goals.

Classes are offered primarily online with the exception of DENH 420, Restorative Functions Theory and Lab.

Course requirements
Requirements (16-22 credits)

DENH 430 should be the last course completed.

- DENH 300 Designing and Managing Teams in Health Care (3 credits)
- DENH 310 Current and Relevant Topics for the Dental Hygienist (3 credits)
- DENH 320 Management of Oral Healthcare Delivery (3 credits)
- DENH 330 Dental Hygiene Care for Culturally Diverse and Special Needs Populations (3 credits)
- DENH 410 Evidence-Based Dental Hygiene Practice (3 credits)
- DENH 420 Restorative Functions Theory and Lab (3 credits)
- DENH 430 Dental Hygiene Capstone (4 credits)
- DENH 340 Educational Concepts in Dental Hygiene (3 credits)

Optional Restorative Functions certification

Required for those interested in pursuing Restorative Functions certification by the Minnesota State Board of Dentistry.

- DENH 440 Restorative Functions Clinic (1 credits)

Nursing Entry Level MSN

The ELMSN is a seven-semester program that provides the opportunity for individuals with a baccalaureate degree in a non-nursing discipline to learn the theoretical and applied skills necessary for the professional practice of nursing. Upon completion of this program, students will be awarded a Master of Science in Nursing (MSN) degree and be eligible to take the

NCLEX-RN examination for licensure as a registered nurse.

The application deadline is January 15, 2019 for Fall 2019 admission.

Financial Aid

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

Program accreditation

The Master of Science in Nursing program at Metropolitan State University is accredited by the Commission on Collegiate Nursing Education, 655 K Street, NW, Suite 750, Washington, DC 20001, 202-887-6791. The ELMSN program is endorsed by the American Holistic Nurses Credentialing Corporation (AHNCC). Graduates from this program are allowed to waive the post-graduate holistic nursing practice and continuing holistic nursing education requirements if they take the certification exam in holistic nursing within 2 years of graduation. Upon licensure as an RN, graduates are eligible for Public Health Nursing Registration in the state of Minnesota.

Enrolling in this program
Program eligibility requirements

Applicants must meet the requirements listed for admission to the ELMSN program at Metropolitan State University.

- Applicants must have a completed baccalaureate degree from an accredited college or university. Applicants whose degrees are from a non-US college or university shall have their degrees evaluated by a credentials evaluation service to determine equivalency to a US baccalaureate degree.
- Applicants must have a 3.0 cumulative GPA for all previous post-secondary study and degrees, including any courses completed that did not lead directly to a completed degree.
- Applicants must have completed the four science prerequisites of chemistry, human anatomy, human physiology and microbiology prior to the application deadline.

Prerequisite Courses

- Chemistry with laboratory component
- Human Anatomy with laboratory component
- Human Physiology with laboratory component
- Microbiology with laboratory component
- Nutrition
- Life span psychology
- Medical Ethics
- Statistics course, which must be:
  - Upper division undergraduate (300-level or above) or graduate-level;
  - Completed no more than 4 years prior to the date of program application.

Applicants must achieve a grade of "C" or above in prerequisite courses and a cumulative GPA of 3.0. One prerequisite course may have a P/NP grade.

The four science prerequisites of chemistry, human anatomy, human physiology and microbiology must be completed prior to the application deadline. The four prerequisites of lifespan psychology, medical ethics, statistics, and nutrition may be pending at the time of application deadline. If an admission offer is made, the remaining prerequisites must be completed with a grade of C of better by the start

of the program, as indicated by an official transcript submitted to the Department of Nursing prior to the start of the program. All courses must be at least three (3) semester credits. Courses taken under the quarter system must be at least four (4) quarter credits.

Program requirements
Pre-practicum requirements

Prior to beginning the practicum experience, information must be submitted to the Department of Nursing which may include, but is not limited to the items listed on the pre-practicum requirements page. Requirements must be valid for the duration of the practicum experiences.

The Nursing program endeavors to provide students with appropriate clinical training placements, but cannot guarantee placements in all circumstances. Students with personal circumstances that may limit their eligibility to participate in clinical experiences are encouraged to contact the Nursing program chair as soon as possible. The Nursing program does not guarantee alternative facility placements in cases where students are not allowed at planned clinical sites. Students with these circumstances may be unable to continue in the Nursing Program.

Student licensure

Graduates of the Entry Level MSN program are eligible to sit for the National Council Licensure Examination for registered nurses (NCLEX-RN). Graduates of the Entry Level MSN program are eligible for registration as a Public Health Nurse in the state of Minnesota after becoming licensed as a registered nurse in the state. Licensure Exam Pass Rates Source: Minnesota State Board of Trustees Accountability Dashboard 2016 - 23 taking exam, pass rate of 74% 2015 - 1 taking exam, pass rate of 100% 2014 - 26 taking exam, pass rate of 88% 2013 - 29 taking exam, pass rate of 97%.

Course requirements
Requirements (62 credits)

After being accepted into the program, students will successfully complete 62 credits of nursing coursework, 29 of which are at the undergraduate level and 33 at the graduate level. 2 credits theory with all students attending theory together, 1 credit lab with 3 sections of lab (01, 02, 03) equally split with 10-11 students per lab section. Students sign up for the section desired based on the timing of lab.

- NURS 304 Fundamental Concepts of Professional Nursing (5 credits)
- NURS 306 Essential Concepts of Pharmacology I (1 credits)
- NURS 309 Holistic Nursing Care of the Adult I (3 credits)
- NURS 325 Health Assessment (2 credits)
- NURS 400P Intensive Practicum I (2 credits)
- NURS 404 Essential Concepts of Pharmacology II (1 credits)
- NURS 405 Essential Concepts of Pharmacology III (1 credits)
- NURS 409 Holistic Nursing Care of Women, Children, and Families (4 credits)
- NURS 410 Applied Pathophysiology (3 credits)
- NURS 414 Geriatric Nursing (2 credits)
- NURS 460 Mental Health Nursing (3 credits)
- NURS 462 Holistic Nursing Care of the Adult II (2 credits)
- NURS 600P Intensive Practicum II (4 credits)
- NURS 601 Nursing Science (3 credits)
- NURS 603 Foundations of Integrative Care (2 credits)
- NURS 604 Research Methodology (3 credits)
- NURS 623 Advanced Integration of Pathophysiology, Pharmacology and Health Assessment (3 credits)
- NURS 646 Informatics for Nursing Practice (2 credits)

- NURS 648 Leadership, Quality, and Finance in Nursing (4 credits)
- NURS 656 Nursing in the Community (3 credits)
- NURS 656P Intensive Practicum III (2-3 credits)
- NURS 690P Capstone Practicum (5 credits)
- NURS 696 Comprehensive Care Seminar (2 credits)

Nursing MSN

After careful consideration, Metropolitan State University's College of Nursing and Health Sciences has elected to suspend admission to the MSN program for both the Nurse Educator and Leadership/Management Program. This suspension includes the post-master's certificate options.

We remain committed to our students currently enrolled.

We continue to admit a new cohort of Entry Level MSN students each fall semester

Please check back for future updates regarding these programs.

Enrolling in this program
Course requirements
Requirements
Program admission is currently suspended

Nursing Practice DNP

The Doctor of Nursing Practice program is for Registered Nurses with a Baccalaureate degree in nursing (BSN/BAN) or Entry Level Master's Degree in Nursing (ELMSN) who wish to expand their practice to include the Advanced Practice Registered Nurse (APRN) role of the Family Nurse Practitioner (FNP). The BSN to DNP track is 80 credits and nine semesters long at full-time progression. The ELMSN to DNP track is 64 credits and seven semesters long at full-time

progression. A part-time study option is not available at this time. Four semesters of clinical rotations include primary care across the lifespan. Students accumulate at least 1,000 hours of experience through clinical practicum and scholarship work.

The priority application deadline is November 1st, 2018 and the final application deadline is February 1st, 2019 for Fall 2019 admission.

The curriculum consists of didactic and clinical course work structured around the American Association of Colleges of Nursing (AACN) Essentials of Doctoral Education and when appropriate, the National Organization of Nurse Practitioner Faculties (NONPF) Nurse Practitioner Core Competencies. Didactic and clinical course work culminates in the completion of an evidence-based clinical scholarship project during the Clinical Scholarship course sequences.

All faculty members at the doctoral level are:

- Doctoral prepared in their fields
- Experienced in implementation science
- Prepared to advise DNP capstone projects
- Experienced in their field of practice
- Nurse Practitioner faculty all practice as Advanced Practice Nurses

Information Sessions

Before applying, prospective students are highly encouraged to attend one of our monthly DNP information sessions to learn about program format, curriculum, time to completion, financing, and tips for submitting a strong application. No registration required.

Program accreditation

The Doctor of Nursing Practice (DNP) program at Metropolitan State University is accredited by the Commission on Collegiate Nursing

Education. The DNP program is approved as an APRN preparation program by the: Minnesota Board of Nursing 2829 University Avenue SE #200 Minneapolis, MN 55414-3252 Phone: 612-617-2270 Fax: 612-617-2190 Toll Free: 888-234-2690 FREE (MN, IA, ND, SD, WI) TTY: 800-627-3529Nursing Board - email

Enrolling in this program
Program eligibility requirements

Entry into the DNP program occurs in one of two ways depending upon your level of nursing preparation.

- The BSN to DNP option is for nurses who have a baccalaureate degree in nursing. Award upon successful completion is the DNP degree with a concentration in Family Nurse Practitioner.

- The ELMSN to DNP option is for nurses who have earned an entry-level master's degree in nursing. Award upon successful completion is the DNP degree with a concentration as a Family Nurse Practitioner.

Transcripts must indicate completion of a BS or BA in nursing or Entry Level Master's in Nursing from a an accredited college or university, also accredited by either the National League for Nursing (NLN) or the Commission on Collegiate Nursing Education (CCNE). Students in their last semester of their baccalaureate program in nursing may apply for conditional admission.

Applicants must have a 3.0 cumulative GPA for all previous post-secondary study and degrees, including any courses completed that did not lead directly to a completed degree.

Following review of applications an interview with DNP faculty may be requested.

If accepted into the DNP program, students are required to complete an approved upper division

(BSN-DNP track) or graduate level statistics course (ELMSN-DNP track) prior to program start. See Applying to the Program for application information, details on the requirements, deadlines and International Student application requirements.

Evaluation of Credentials of Graduates of Foreign Nursing Schools

Graduates of foreign nursing schools who apply to the nursing program are required to have transcripts evaluated by a credentials evaluation service. The evaluation report will serve as the basis for the transcript evaluation needed for admission to the university and the nursing program.

Program requirements
Course sequencing and time to completion

- All courses must be completed in sequence.
- Students must achieve a minimum of a B- in each course in order to progress. Exceptions: students may earn a minimum grade of C in STAT 621 and one additional DNP course.
- Degree requirements must be completed within six years of beginning DNP coursework for post-BSN students, and five years for post-ELMSN students.

Pre-Practicum requirements

Prior to beginning the practicum experience, information must be submitted to the Department of Nursing which may include, but is not limited to the items listed on the pre-practicum requirements page. Requirements must be valid for the duration of practicum experiences.

The Nursing and Dental Hygiene Programs endeavor to provide students with appropriate clinical training placements, but cannot guarantee placements in all circumstances.

Students with personal circumstances that may limit their eligibility to participate in clinical experiences are encouraged to contact the Nursing/Dental Hygiene Program Chair as soon as possible.

Student licensure

The Doctor of Nursing Practice (DNP) program prepares nurses for the advanced practice role as Family Nurse Practitioners (FNP). Graduates of the this program will be awarded a Doctor of Nursing Practice degree, and will be eligible to sit for the American Academy of Nurse Practitioner FNP Certification Examination or the American Nurses Credentialing Certification FNP Certification Examination.

Course requirements
Requirements (82 credits)

STAT 621 pre-requisite: Upper division or graduate-level statistics course completed within the previous five years with a grade of B or better. Pre-requisite must be completed before Fall program start.

BSN to DNP track
Core: Research and theory (35 credits)

- NURS 602 Ethical Dimensions for Nursing Practice (2 credits)
- NURS 603 Foundations of Integrative Care (2 credits)
- NURS 604 Research Methodology (3 credits)
- NURS 607 Family Health Nursing (3 credits)
- NURS 609 Pharmacology for Advanced Nursing Practice (3 credits)
- NURS 610 Pathophysiology for Advanced Nursing Practice (3 credits)
- NURS 621 Primary Care Nursing I (3 credits)
- NURS 646 Informatics for Advanced Nursing Practice (2 credits)

- NURS 700 Advanced Nursing Science (3 credits)
- NURS 703 Evidence-Based Practice (4 credits)
- NURS 708 Epidemiology and Population Health (3 credits)
- STAT 621 Advanced Biostatistics in Health Research (4 credits)

Core: Leadership (12 credits)

- NURS 647 Leadership in Health Care Systems (3 credits)
- NURS 749 Resource Management and Finance for Health Care (3 credits)
- NURS 751 Health Policy and Advocacy (3 credits)
- HSCI 648 Designing for Quality in Health Care (3 credits)

Core: Clinical (25 credits)

NURS 616/616L are 2 credit courses. NURS 724 Primary Care Nursing IV (3 credits) and NURS 724P Primary Care Nursing IV Practicum (2 credits) are additional requirements.

- NURS 621P Primary Care Nursing I Practicum (2 credits)
- NURS 616 Health Assessment for Advanced Nursing Practice (2 credits)
- NURS 616L Health Assessment for Advanced Nursing Practice Lab (2 credits)
- NURS 621 Primary Care Nursing I (3 credits)
- NURS 627 Applied Pharmacology for Advanced Nursing Practice (1 credits)
- NURS 722 Primary Care Nursing II: Secondary Prevention across the Lifespan (3 credits)
- NURS 722P Primary Care Nursing II Practicum (2 credits)
- NURS 723 Primary Care Nursing III: Pediatrics (3 credits)
- NURS 723P Primary Care Nursing III: Pediatrics (2 credits)

- NURS 724 Primary Care Nursing IV: Complex Care (3 credits)
- NURS 724P Primary Care Nursing IV: Complex Care Practicum (2 credits)

DNP scholarship project (11 credits)

- NURS 741 Pre-Scholarship (2 credits)
- NURS 750 DNP Scholarship I (3 credits)
- NURS 760 DNP Scholarship II (3 credits)
- NURS 770 DNP Scholarship III (3 credits)

Entry level MSN to DNP track

Program NURS 616/616L are 2 credit courses. NURS 724 Primary Care Nursing IV (3 credits) and NURS 724P Primary Care Nursing IV Practicum (2 credits) are additional Clinical Core requirements.

Core: Research and theory (19 credits)

- NURS 610 Pathophysiology for Advanced Nursing Practice (3 credits)
- NURS 700 Advanced Nursing Science (3 credits)
- NURS 703 Evidence-Based Practice (4 credits)
- NURS 708 Epidemiology and Population Health (3 credits)
- NURS 607 Family Health Nursing (3 credits)
- NURS 609 Pharmacology for Advanced Nursing Practice (3 credits)

Core: Leadership (9 credits)

- HSCI 648 Designing for Quality in Health Care (3 credits)
- NURS 749 Resource Management and Finance for Health Care (3 credits)
- NURS 751 Health Policy and Advocacy (3 credits)

Core: Clinical (25 credits)

- NURS 627 Applied Pharmacology for Advanced Nursing Practice (1 credits)
- NURS 722 Primary Care Nursing II: Secondary Prevention across the Lifespan (3 credits)
- NURS 722P Primary Care Nursing II Practicum (2 credits)
- NURS 723 Primary Care Nursing III: Pediatrics (3 credits)
- NURS 723P Primary Care Nursing III: Pediatrics (2 credits)
- NURS 724 Primary Care Nursing IV: Complex Care (3 credits)
- NURS 724P Primary Care Nursing IV: Complex Care Practicum (2 credits)
- NURS 616 Health Assessment for Advanced Nursing Practice (2 credits)
- NURS 616L Health Assessment for Advanced Nursing Practice Lab (2 credits)
- NURS 621 Primary Care Nursing I (3 credits)
- NURS 621P Primary Care Nursing I Practicum (2 credits)

DNP scholarship project (11 credits)

- NURS 741 Pre-Scholarship (2 credits)
- NURS 750 DNP Scholarship I (3 credits)
- NURS 760 DNP Scholarship II (3 credits)
- NURS 770 DNP Scholarship III (3 credits)

WebWOC GCERT

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

WEB WOC Education

No matter where you live, if you're close to a computer, you're close to the classroom.

Because your coursework is delivered entirely online, there is no travel associated with attending classes. Which means you can keep working and earning wages while you complete your coursework. But keep in mind, that coursework is rigorous and comprehensive – as is intended to prepare you for the national certification exams and evidence-based clinical practice.

As a learner in the WEB WOC program, you "attend" online interactive classes presented by WEB WOC faculty. You receive timely feedback from these instructors, while you and your classmates participate in:

- Threaded Discussions
- Faculty Presentations
- Case Studies
- Required Readings
- Study Games and Guides
- Online Testing

The WebWOC Nursing Education Program is delivered in partnership with Metropolitan State University, College of Nursing and Health Sciences, Department of Nursing (St. Paul, Minnesota) and a collaboration of professional nurses, who are Board Certified in WOC Nursing and dedicated to supporting the WOC profession and the mission of the WOCN®. We promote and support the education of bachelor's prepared nurses to become WOC Nurses in order to guide the delivery of expert health care to individuals with wounds, ostomies or incontinence.

Program accreditation

Founded in 2001, the WEB WOC Nursing Education Program is the first online WOC nursing education program, and is fully accredited by the Wound, Ostomy, Continence Nurses Society® . The program is offered in partnership with the College of Nursing and Health Sciences at Metropolitan State University, which is accredited by the Commission on Collegiate Nursing Education.

Enrolling in this program
Program eligibility requirements

Admitted student or instructor's consent.

Program requirements

Special tuition applies; visit the [WEBWOC website](#) for program and tuition information.

There are required online activities and assignments each week.

Course requirements
Requirements

- NURS 520 Foundations of WOC Nursing (0.5 credits)
- NURS 520G Foundations of WOC Nursing (0.5 credits)
- NURS 521 WOC Nursing, Skin and Wound Management (3 credits)
- NURS 521G WOC Nursing, Skin and Wound Management (3 credits)
- NURS 521P WOC Nursing, Skin and Wound Management Practicum (0.5 credits)
- NURS 522 WOC Nursing, Ostomies and Continent Diversion (3 credits)
- NURS 522G WOC Nursing, Ostomies and Continent Diversion (3 credits)
- NURS 522P WOC Nursing, Ostomies and Continent Diversions Practicum (0.5 credits)
- NURS 523 WOC Nursing, Bowel and Bladder Continence (3 credits)
- NURS 523G WOC Nursing, Bowel and Bladder Continence (3 credits)
- NURS 523P WOC Nursing, Bowel and Bladder Continence Practicum (0.5 credits)
- NURS 529P WOC Wound Practicum Portfolio Evaluation (0.5 credits)
- NURS 531P WOC Ostomy and Continent Diversions Practicum Portfolio Evaluation (0.5 credits)

- NURS 532P WOC Bower and Bladder Continence Practicum Portfolio (0.5 credits)

College of Sciences

Computer Science MS

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

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

The MSCS program consists of 28 credits of coursework, which includes 12 credits focused on distributed computing and computer security and 16 credits of electives.

All MSCS students will learn about research methodologies, scholarly research, and professional writing in a 2-credit ICS 698 Research Seminar course. An applied project or original thesis in Computer Science (4 credits) must also be completed.

Enrolling in this program
Program eligibility requirements

- Bachelor's degree from an accredited institution with either:

  - a cumulative undergraduate grade point average (GPA) of at least 3.0 (on a 4.0 scale), or
  - an undergraduate GPA of at least 3.0 in all Computer Science and Mathematics or related courses, or
  - in rare circumstances, a student not meeting requirements (a) or (b) might be considered if their other application materials are stellar (e.g., outstanding recommendations, excellent GRE scores, etc.)
- Evidence that the student's preparation includes work in Computer Science and Mathematics through the level of ICS 240 and MATH 215, through either:
  - transcript verified credits in equivalent courses
  - letters of recommendation and essay indicating how such competence was achieved

Program requirements

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

- one course in computer security (4 credits)
- one course in distributed systems (4 credits)
- a second course in either computer security or distributed systems (4 credits)
- the research seminar course (2 credits)
- a set of elective courses covering advanced material in computer science. (Electives may include additional work in distributed systems or security or may

be taken from other advanced topics.) (16 credits)

- completion of a practical research project (project option) or theoretical problem (thesis option) under the guidance of a full-time faculty member of the department. The student must submit a written report of his/her work to a graduate committee and later make an oral defense of the work. (4 credits)

Course requirements
Prerequisites

Ideally, applicants will have an undergraduate degree in Computer Science or a related field. Applicants are expected, at a minimum, to have intermediate object-oriented programming skills with a good knowledge of data structures and concomitant mathematical background. This would be the equivalent of having completed ICS 140, 141, and 240 and MATH 215 in our undergraduate program (further work in Computer Science would be preferable). Applicants lacking a strong undergraduate major in Computer Science may be required, as a condition of admission, to take senior-level undergraduate courses as part of their program. Eight credits of this 400-level work may count toward the 34 credits required to graduate.

- ICS 440 Parallel and Distributed Algorithms (4 credits)
- ICS 460 Networks and Security (4 credits)
- ICS 462 Operating Systems (4 credits)

Requirements (34 credits)
Distributed Systems (4 credits)

Choose one

- ICS 611 Distributed Database Systems (4 credits)
- ICS 613 Introduction to Big Data Computing Systems (4 credits)
- ICS 625 Web Services and Service-Oriented Architectures (4 credits)

- ICS 640 Distributed Algorithms (4 credits)
- ICS 661 Wireless Technologies (4 credits)
- ICS 662 Distributed System Design (4 credits)
- ICS 668 Cloud Forensics (4 credits)

Computer Security (4 credits)

Choose one

- ICS 668 Cloud Forensics (4 credits)
- ICS 682 Cryptography and Computer Security (4 credits)
- ICS 684 Cyberspace Security Engineering (4 credits)
- ICS 686 Design of Information Assurance Systems (4 credits)
- ICS 688 Cyber Threat Intelligence (4 credits)

Electives (20 credits)

Take electives from these advanced topics or complete additional courses in the distributed systems or computer security categories above. At least 4 credits must be taken in one of the two categories above.

- ICS 631 User Experience and Design Thinking (4 credits)
- ICS 650 Simulation Modeling and Queuing Theory (4 credits)
- ICS 664 Real Time Operating Systems (4 credits)
- ICS 670 Contemporary Issues in Software Engineering (4 credits)
- ICS 672 Pattern-Oriented Software Construction (4 credits)
- ICS 690 Special Topics: (4 credits)

Research Seminar and Project or Thesis (6 credits)

Students are required to register for ICS 698 and later register for their 4-credit student designed thesis project (ICS 660I).

- ICS 698 Research Seminar (2 credits)
- ICS 660I Information and Computer Sciences Student Designed Independent Study (1-5 credits)

Computer Science PSM

The Professional Science Masters in Computer Science (PSM) is a 38-credit program that combines advanced coursework in computer science with courses in professional skill areas such as team and project management, as well as verbal and written communications. Students are also encouraged to complete an industry internship that culminates in a technical project to be evaluated by a faculty member and the industry partner offering the internship.

Enrolling in this program

Program eligibility requirements

The ICS department bases admission decisions on the applicant's prior academic work (especially in Computer Science), professional or other non-academic background in Computer Science, and recommendation letters. The following three items are the minimum criteria for the ICS department to consider an applicant for potential admission. Meeting these requirements is not a guarantee of admission.

1. Bachelor's degree in Computer Science or a related discipline from a regionally accredited institution with either a cumulative undergraduate grade point average (GPA) of at least 3.0 (on a 4.0 scale), or an undergraduate GPA of at least 3.0 in all Computer Science and Mathematics or related courses. Applicants without a formal degree in computer science should have completed coursework in the following topics: 1) Discrete mathematics 2) Problem solving using a modern programming language such as C, C++, or Java 3) Data structures (stacks, queues, trees, graphs, etc.), algorithms,

and complexity 4) Object-oriented programming and design Note: In rare circumstances, an applicant not meeting the GPA requirements might be considered if their other application materials are stellar (e.g., outstanding recommendations, excellent GRE scores, etc.)
2. Two positive recommendations from people qualified to judge the applicant's ability for graduate studies
3. English language proficiency or permanent resident status, documented/demonstrated in one of the following ways:
   o Is a US citizen or permanent resident
   o Has a bachelor's, master's, or doctoral degree from an English-speaking institution in the United States, Canada, the United Kingdom, Ireland, Australia, or New Zealand
   o Has a minimum TOEFL score of 80 (Internet-based), or 550 (paper-based) achieved within 24 months of intended matriculation.
   o Has an IELTS score of 6.5 or higher achieved within 24 months of intended matriculation.

Applicants must have an undergraduate degree in Computer Science or a related field. Applicants are expected, at a minimum, to have intermediate programming skills with a good knowledge of data structures and concomitant mathematical background. Applicants who do not have such a background will need to take remedial courses before being admitted to the program.

Applicants lacking background in operating systems would be required, as a condition of admission, to take ICS 462 Operating Systems as part of their program. These four credits of

coursework may count toward the 38 credits required to graduate.

Program requirements
Course requirements
Requirements (38 credits)
Distributed Systems (4 credits)

Choose one

- ICS 611 Distributed Database Systems (4 credits)
- ICS 613 Introduction to Big Data Computing Systems (4 credits)
- ICS 625 Web Services and Service-Oriented Architectures (4 credits)
- ICS 640 Distributed Algorithms (4 credits)
- ICS 661 Wireless Technologies (4 credits)
- ICS 662 Distributed System Design (4 credits)
- ICS 668 Cloud Forensics (4 credits)

Computer Security (4 credits)

Choose one

- ICS 668 Cloud Forensics (4 credits)
- ICS 682 Cryptography and Computer Security (4 credits)
- ICS 684 Cyberspace Security Engineering (4 credits)
- ICS 686 Design of Information Assurance Systems (4 credits)
- ICS 688 Cyber Threat Intelligence (4 credits)

Software / Engineering / Data Management (4 credits)

Choose one

- ICS 611 Distributed Database Systems (4 credits)
- ICS 670 Contemporary Issues in Software Engineering (4 credits)

- ICS 672 Pattern-Oriented Software Construction (4 credits)

Electives (12 or 16 credits)

Covering advanced subject matter in computer science. Electives may include additional work in distributed systems, computer security, software engineering /data management or may be taken from other advanced topics such as the three courses listed below. Students are encouraged to take 12 credits of elective coursework and do a 4-credit internship. However, students may alternatively take an additional 4 credits of elective coursework in lieu of an internship.

- ICS 664 Real Time Operating Systems (4 credits)
- ICS 650 Simulation Modeling and Queuing Theory (4 credits)
- ICS 690 Special Topics: (4 credits)

Internship (4 credits, recommended)

1-) Requires approval by a committee/advisor

2-) Should involve at least 300 hours of work of which at least 250 hours must be spent on highly technical activities involving design or implementation or both.

3-) The level and quality of the work must be appropriate for a professional with a master's degree in computer science

4-) Must culminate in a technical project to be evaluated by a faculty member and the industry partner offering the internship.

- ICS 650I Information and Computer Sciences Individual Internship (1-5 credits)

Professional Skills coursework (6 credits)

Graduate courses covering topics such as team and project management, decision making, and related topics. Suggested courses are listed below and as approved by graduate advisor.

- MGMT 610 Managerial Communications (2 credits)
- ICS 698 Research Seminar (2 credits)
- DSCI 620 Project Management (4 credits)

Writing coursework (4 credits)

All students will be evaluated before placement into WRIT 571G. A student lacking the necessary writing skills will be required to complete additional writing classes, those credits will not be applied toward the program.

Choose one

- WRIT 571G Advanced Editing (4 credits)
- ICS 631 User Experience and Design Thinking (4 credits)

Mathematics GCERT

The Graduate Certificate in Mathematics is an 18-credit-hour program consisting of elective graduate-level mathematics and statistics courses designed to deepen and broaden student's knowledge, application, and appreciation of advanced mathematics and statistics.

The program is intended for:

- Post-baccalaureate students who seek to extend their undergraduate mathematics and statistics education.
- High school teachers who seek professional development, especially towards the qualification to teach college-level math courses in concurrent enrollment programs.
- Mathematics instructors who seek qualification to teach at colleges and universities.
- Individuals who seek professional advancement in their current careers.

Course Scheduling

Graduate courses are offered in the fall, spring, and summer sessions. Courses that meet during the fall and spring terms are 15 weeks in length and meet one evening per week, generally on Thursday evenings starting at 6:00 pm. Courses offered during the summer generally meet five days per week (MTWHF) for two weeks at the end of June.

Shown below is a tentative schedule of upcoming course offerings:

Spring 2019: MATH 625 Graph Theory
Summer 2019: MATH 670 Advanced Geometry
Fall 2019: MATH 605 Fractals and Analysis, STAT 621 Advanced Biostatistics in Health Research
Spring 2020: MATH 615 Advanced Discrete Mathematics
Summer 2020: DATA 611 Data Science & Analytics
Fall 2020: MATH 620 Stochastic Processes

Enrolling in this program
Program eligibility requirements

Students must have a Bachelor's degree in Mathematics, Mathematics Education or closely related field.

Program requirements

To complete the Graduate Certificate of Mathematics program, students must complete a minimum of 18 credit hours of graduate-level course work in mathematics or statistics. At most 4 credit hours of graduate coursework may be transferred into the program, with approval of the Mathematics & Statistics Department.

The Department of Mathematics & Statistics offers a diverse range of course options. All courses in this program are elective. A list of available courses is given below.

- MATH 605 Analysis and Fractals (4 credits)
- MATH 615 Advanced Discrete Mathematics (4 credits)
- MATH 620 Stochastic Processes (4 credits)

School of Urban Education

Urban Education MS: Curriculum, Pedagogy and Schooling concentration

The Curriculum, Pedagogy and Schooling concentration or track in the Urban Education M.S. degree is for pK-12 teachers and others interested in urban education who are seeking professional development only; it is not a licensure program. The required and elective coursework in this program is designed to examine the racial, socioeconomic, cultural, historical, structural and systemic contexts and conditions of urban education. An asset orientation towards urban learners, families, schools, and communities is emphasized. Research on promising efforts to close gaps and create equitable learning opportunities and achievement for E-12 students is analyzed. Courses provide students opportunities to integrate theory, practice, critical reflection and research within a school or community setting to improve E-12 student learning.

In addition to the elective courses listed on the right side of the screen, faculty are developing other urban education elective courses. Students may also request to take graduate courses in other departments that relate to their interests, such as an Ethnic Studies course that is part of the Masters of Arts--Liberal Studies

- STAT 621 Advanced Biostatistics in Health Research (4 credits)

The department has also offered the following courses which count towards program credits and are in the official inter-faculty curriculum review process to be added to the Course Catalog.

MATH 640 Mathematical Models and Applications (3 credits)

MATH 650 Dynamical Systems (4 credits)

MATH 671 Number Theory (3 credits)

program, a Psychology course related to learning or youth, or a course in the content area of one's licensure (e.g., Biology, Literature, or Mathematics). A total of 12 credits outside of the School of Urban Education may be approved, including graduate courses taken at other regionally accredited institutions.

Earned Bachelor's degree or higher from an accredited institution with a GPA of 2.75 or higher

In addition to the course requirements, to earn this degree students are required to complete a capstone thesis project demonstrating significant mastery in understanding related to a central question on a particular topic of the student's choice related to urban education. The capstone thesis project may be a traditional thesis, an extensive literature review, or an action research project.

Course requirements
Requirements (34 credits)
Core (7 credits)

Metropolitan State graduates who have completed the undergraduate versions of these courses may substitute additional electives for these credits.

- EDU 600 Principles of Urban Education (4 credits)
- EDU 614 Literacy Education in Urban Schools - Advanced Theory and Practice (3 credits)

Final core sequence for degree completion (12 credits)

These courses are to be taken at the end of the degree program. EDU 670 and EDU 688 are co-requisites typically offered in the summer, and EDU 698 is typically offered in the fall.

- EDU 670 Advanced Reflective Practice for Urban Educators (4 credits)
- EDU 688 Research Methods in Urban/Cross-Cultural Education (4 credits)
- EDU 698 Capstone: Conducting Research in Urban Classrooms, Schools and Communities (4 credits)

Electives (15 credits)

Up to 12 graduate credits may be transferred from other accredited institutions or taken in other relevant subjects (e.g. content courses in your licensure field, psychology courses, etc.) More electives are being developed by faculty.

- EDU 602 Assessing Learning in Urban Grades 5-12 - Advanced Theory and Practice (3 credits)
- EDU 606 Urban Middle School & High School Methods -Advanced Theory and Practice (4 credits)

- EDU 610 Teaching & Assessing Exceptional Urban Learners-Advanced Theory & Practice (3 credits)
- EDU 615 Managing Learning in Urban 5-12 Classrooms-Advanced Theory and Practice (3 credits)
- EDU 630 Historical, Cultural, and Philosophical Foundations of Urban Education (3 credits)
- EDU 633 Strategies for Transforming Education Through Absent Narratives (1-2 credits)
- EDU 635 Teaching Assessing ELL Students in Content-Advanced Theory and Practice (3 credits)
- EDU 646 Restorative Practices in Urban Schools and Classrooms (4 credits)
- EDU 651 Immigrants and Refugees in Urban Schools (3 credits)
- EDU 652 Theories and Methods of Language Learning (3 credits)
- EDU 653 Assessment and Curriculum for English Learners in Urban Schools (4 credits)
- EDU 682 Culturally Responsive Pedagogy in Urban Schools (4 credits)
- SPED 600 Socio-Cultural Foundations in Teaching Exceptional Urban Learners (4 credits)
- SPED 601 Behavioral and Learning Principles for Exceptional Urban Learners (4 credits)
- SPED 602 Legal, Political, and Ethical Issues in Urban Special Education (3 credits)
- SPED 603 Assessment in Urban Special Education (4 credits)
- SPED 606 Characteristics of Diverse Urban Learners with Mild/Moderate Disabilities (4 credits)

Urban Education MS: English as a Second Language Concentration

Expand your credentials to serve the needs of increasing immigrant and refugee populations to learn English for success in school and life. Gain an additional Minnesota teaching license for

grades K-12 ESL and your Masters degree. Our flexible program also allows you to complete only the additional K12 ESL licensure program if you are not interested in the Masters, or only the Masters degree without licensure if you just want more understanding and skill in working with English learners of any age.

Our approach to teacher education focuses on preparing diverse, reflective and resilient teachers who are outstanding in their commitment to teaching urban youth and creating equitable educational opportunities. While this program is primarily designed to meet the needs of urban elementary, middle and high schools for licensed ESL teachers who can improve students' educational achievement, others who work with English learners outside of the K-12 school setting will find this concentration worthwhile in our Urban Education Masters degree.

Program accreditation

This program is accredited by the Minnesota Professional Education and Licensing Standards Board (PELSB) to meet the Standards of Effective Practice for Beginning Teachers as part of the requirements for being licensed to teach in a specific subject area.

Enrolling in this program
Program eligibility requirements

Earned Bachelor's degree or higher from an accredited institution with a GPA of 2.75 or higher. Students seeking additional K12 licensure must already possess a current Minnesota teaching license in another field.

Program requirements

Field experiences (5-15 hours) are required for most core courses, and practicum courses (EDU 656, 657, 658) each require a minimum of 25 hours for those seeking licensure.

Student licensure

This is not an initial licensure program. Students seeking additional K12 licensure must already possess a current Minnesota teaching license in another field before completing this program and being recommended for this additional licensure. Passing the MTLE content test for ESL licensure is required.

Course requirements
Prerequisites

Students only seeking the masters (without licensure) do not need EDU 483.

- LING 316 The Nature of Language (4 credits)
- EDU 483 Foundations of Teaching Reading in Urban Grades K-6 (3 credits)

Requirements
Core (22 credits)

These courses are required for all students in the program, whether interested in earning licensure, masters or both. (Metropolitan State graduates who have completed EDU 400 and/or EDU 435 may substitute electives for these courses if needed to earn 34 graduate credits for the degree, but they do not have to complete EDU 614 and/or EDU 635 for licensure.)

- EDU 614 Literacy Education in Urban Schools - Advanced Theory and Practice (3 credits)
- EDU 635 Teaching Assessing ELL Students in Content-Advanced Theory and Practice (3 credits)
- EDU 651 Immigrants and Refugees in Urban Schools (3 credits)
- EDU 652 Theories and Methods of Language Learning (3 credits)
- EDU 653 Assessment and Curriculum for English Learners in Urban Schools (4 credits)

- EDU 654 The Urban ESL Professional (1 credits)

Core practicum for licensure (3 credits)

These courses are only required for students interested in earning the additional K-12 English as a Second Language Licensure. (Students interested in Masters degree only are not required to take these three courses.)

- EDU 656 Elementary ESL Practicum (1 credits)
- EDU 657 Middle School ESL Practicum (1 credits)
- EDU 658 High School ESL Practicum (1 credits)

Additional Core Courses for Master's Degree Completion (16 credits)

These courses are only required for students interested in earning the Masters degree. (Students interested only in licensure are not required to take these courses) EDU 600 should be taken at the beginning of the program and EDU 670, 688, and 698 are taken at the end of the program

- EDU 600 Principles of Urban Education (4 credits)
- EDU 670 Advanced Reflective Practice for Urban Educators (4 credits)
- EDU 688 Research Methods in Urban/Cross-Cultural Education (4 credits)
- EDU 698 Capstone: Conducting Research in Urban Classrooms, Schools and Communities (4 credits)

Urban Education MS: Secondary Education Teacher Preparation Concentration for English Teaching

Share your passion for literature, writing and communications with urban youth and make a difference. Gain a Minnesota teaching license for grades 5-12 Communication Arts & Literature and your master's degree. Build upon your content knowledge and empower yourself with the multicultural teaching skills and urban field experiences you need to give urban secondary students a high-quality, equitable education.

The Urban Secondary Education graduate-level licensure program within the School of Urban Education (UED) is designed to meet the needs of urban middle and high schools for teachers who can improve students' educational achievement. The UED prepares prospective secondary teachers who can use their understanding of diverse urban learners and communities along with content knowledge and build on the talents and resiliency of their students 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 creating equitable educational opportunities. More than any other program in Minnesota, we attract more teacher candidates who are of color, multilingual, low-income or ""first generation"" into teaching careers who can relate to the experiences of culturally and linguistically diverse urban youth and their communities.

Program accreditation

This program is accredited by the Minnesota Professional Education and Licensing Standards Board (PELSB) to meet the Standards of Effective Practice for Beginning Teachers as part of the requirements for being licensed to teach in a specific subject area.

Enrolling in this program
Program eligibility requirements

Earned Bachelor's degree or higher from an accredited institution with a GPA of 2.75 or higher, including at least 12 credits in this

content area towards meeting licensure standards.

Students first gain conditional admission to start the program, and then seek full admission by meeting additional requirements. See information linked below about the admission criteria and requirements for the Urban Teacher Program in the School of Urban Education.

Program requirements

In addition to completing required coursework, the following are among the requirements for program completion and licensure:

- Completion of at least 120 hours of practicum experiences in urban middle school (60 hours) and urban high school (60 hours) classrooms in your licensure subject area.
- Completion of 12 weeks of full-time student teaching.
- Passing all required licensure exams and performance assessments.
- Background check and licensure application with fee.

Student licensure

See School of Urban Education page linked below for additional information related to teaching licensure in Minnesota through the Professional Education Standards and Licensing Board (PELSB).

Course requirements
Requirements
Required introductory courses for admission (4+ credits)

In addition to the course shown, requirements include (1) a Urban Teacher Program-approved Ethnic Studies course, 4 credits, or prior ethnic studies competency and (2) at least 12 credits of coursework in the subject area of licensure that has been transferred in or taken at Metro State.

- EDU 600 Principles of Urban Education (4 credits)

Required for licensure (30 graduate, 10+ undergraduate credits)

Any subject area courses needed to meet state licensure standards for this content area that haven't been met as determined by a School of Urban Ed transcript review based on the courses needed for the BS English for Teaching major that meet licensure content standards must also be completed.

- EDU 383 Information Technology for K-12 Education (2 credits)
- EDU 602 Assessing Learning in Urban Grades 5-12 - Advanced Theory and Practice (3 credits)
- EDU 606 Urban Middle School & High School Methods -Advanced Theory and Practice (4 credits)
- EDU 311 Urban Teaching Practicum and Seminar (0-1 credits)
- EDU 610 Teaching & Assessing Exceptional Urban Learners-Advanced Theory & Practice (3 credits)
- EDU 614 Literacy Education in Urban Schools - Advanced Theory and Practice (3 credits)
- EDU 615 Managing Learning in Urban 5-12 Classrooms-Advanced Theory and Practice (3 credits)
- EDU 630 Historical, Cultural, and Philosophical Foundations of Urban Education (3 credits)
- EDU 635 Teaching Assessing ELL Students in Content-Advanced Theory and Practice (3 credits)
- LAED 445 Teaching Writing and Communications in Urban Grades 5-12 (4 credits)
- LAED 450 Teaching Language Arts in Urban Middle and High School (4 credits)
- EDU 450 Advanced Urban Teaching Practicum and Seminar (0-1 credits)

- EDU 650 Student Teaching in the Urban Secondary School Grades 5-12 (1-9 credits)

Final core sequence for degree completion (12 credits)

These courses are to be taken at the end of the degree program after student teaching. EDU 670 and EDU 688 are co-requisites typically offered in the summer, and EDU 698 is typically offered in the fall.

- EDU 670 Advanced Reflective Practice for Urban Educators (4 credits)
- EDU 688 Research Methods in Urban/Cross-Cultural Education (4 credits)
- EDU 698 Capstone: Conducting Research in Urban Classrooms, Schools and Communities (4 credits)

Urban Education MS: Secondary Education Teacher Preparation Concentration for Mathematics Teaching

Share your passion for learning mathematics with urban youth and make a difference. Gain a Minnesota teaching license for grades 5-12 Mathematics and your master's degree. Build upon your content knowledge and empower yourself with the multicultural teaching skills and urban field experiences you need to give urban secondary students a high-quality, equitable education. The Urban Secondary Education graduate-level licensure program within the School of Urban Education (UED) is designed to meet the needs of urban middle and high schools for teachers who can improve students' educational achievement. The UED prepares prospective secondary teachers who can use their understanding of diverse urban learners and communities along with content knowledge and build on the talents and resiliency of their students 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 creating equitable educational opportunities. More than any other program in Minnesota, we attract more teacher candidates who are of color, multilingual, low-income or ""first generation"" into teaching careers who can relate to the experiences of culturally and linguistically diverse urban youth and their communities.

Program accreditation

This program is accredited by the Minnesota Professional Education and Licensing Standards Board (PELSB) to meet the Standards of Effective Practice for Beginning Teachers as part of the requirements for being licensed to teach in a specific subject area.

Enrolling in this program
Program eligibility requirements

Earned Bachelor's degree or higher from an accredited institution with a GPA of 2.75 or higher, including at least 12 credits in this content area towards meeting licensure standards. Students first gain conditional admission to start the program, and then seek full admission by meeting additional requirements.

See information linked below about the admission criteria and requirements for the Urban Teacher Program in the School of Urban Education.

Program requirements

In addition to completing required coursework, the following are among the requirements for program completion and licensure:

• Completion of at least 120 hours of practicum experiences in urban middle school (60 hours) and urban high school (60 hours) classrooms in your licensure subject area.

• Completion of 12 weeks of full-time student teaching.

• Passing all required licensure exams and performance assessments.

• Background check and licensure application with fee.

Student licensure

See School of Urban Education page linked below for additional information related to teaching licensure in Minnesota through the Professional Education Standards and Licensing Board (PELSB).

Course requirements

Requirements

Required introductory courses for admission (4+ credits)

In addition to the course shown, requirements include (1) a Urban Teacher Program-approved Ethnic Studies course, 4 credits, or prior ethnic studies competency and (2) at least 12 credits of coursework in the subject area of licensure that has been transferred in or taken at Metro State.

- EDU 600 Principles of Urban Education (4 credits)

Required for licensure (30 graduate, 10+ undergraduate credits)

Any subject area courses needed to meet state licensure standards for this content area that haven't been met as determined by a School of Urban Ed transcript review based on the courses needed for the BS Mathematics Teaching major that meet licensure content standards must also be completed.

- EDU 383 Information Technology for K-12 Education (2 credits)

- EDU 602 Assessing Learning in Urban Grades 5-12 - Advanced Theory and Practice (3 credits)
- EDU 606 Urban Middle School & High School Methods -Advanced Theory and Practice (4 credits)
- EDU 311 Urban Teaching Practicum and Seminar (0-1 credits)
- EDU 610 Teaching & Assessing Exceptional Urban Learners-Advanced Theory & Practice (3 credits)
- EDU 614 Literacy Education in Urban Schools - Advanced Theory and Practice (3 credits)
- EDU 615 Managing Learning in Urban 5-12 Classrooms-Advanced Theory and Practice (3 credits)
- EDU 630 Historical, Cultural, and Philosophical Foundations of Urban Education (3 credits)
- EDU 635 Teaching Assessing ELL Students in Content-Advanced Theory and Practice (3 credits)
- MAED 440 Teaching Mathematics to Urban Learners in Grades K-8 (4 credits)
- MAED 450 Teaching Mathematics to Urban Learners in Grades 7-12 (4 credits)
- EDU 450 Advanced Urban Teaching Practicum and Seminar (0-1 credits)
- EDU 650 Student Teaching in the Urban Secondary School Grades 5-12 (1-9 credits)

Final core sequence for degree completion (12 credits)

These courses are to be taken at the end of the degree program after student teaching. EDU 670 and EDU 688 are co-requisites typically offered in the summer, and EDU 698 is typically offered in the fall.

- EDU 670 Advanced Reflective Practice for Urban Educators (4 credits)
- EDU 688 Research Methods in Urban/Cross-Cultural Education (4 credits)

- EDU 698 Capstone: Conducting Research in Urban Classrooms, Schools and Communities (4 credits)

Urban Education MS: Secondary Education Teacher Preparation Concentration for Social Studies Teaching

Share your passion for learning social studies (i.e., history, political science, economics, geography, anthropology, ethnic studies, sociology) with urban youth and make a difference. Gain a Minnesota teaching license for grades 5-12 Social Studies and your master's degree. Build upon your content knowledge and empower yourself with the multicultural teaching skills and urban field experiences you need to give urban secondary students a high-quality, equitable education.

The Urban Secondary Education graduate-level licensure program within the School of Urban Education (UED) is designed to meet the needs of urban middle and high schools for teachers who can improve students' educational achievement. The UED prepares prospective secondary teachers who can use their understanding of diverse urban learners and communities along with content knowledge and build on the talents and resiliency of their students 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 creating equitable educational opportunities. More than any other program in Minnesota, we attract more teacher candidates who are of color, multilingual, low-income or ""first generation"" into teaching careers who can relate to the experiences of culturally and linguistically diverse urban youth and their communities.

Program accreditation

This program is accredited by the Minnesota Professional Education and Licensing Standards Board (PELSB) to meet the Standards of Effective Practice for Beginning Teachers as part of the requirements for being licensed to teach in a specific subject area.

Enrolling in this program
Program eligibility requirements

Earned Bachelor's degree or higher from an accredited institution with a GPA of 2.75 or higher, including at least 12 credits in this content area towards meeting licensure standards.

Students first gain conditional admission to start the program, and then seek full admission by meeting additional requirements. See information linked below about the admission criteria and requirements for the Urban Teacher Program in the School of Urban Education.

Program requirements

In addition to completing required coursework, the following are among the requirements for program completion and licensure:

• Completion of at least 120 hours of practicum experiences in urban middle school (60 hours) and urban high school (60 hours) classrooms in your licensure subject area.

• Completion of 12 weeks of full-time student teaching.

• Passing all required licensure exams and performance assessments.

• Background check and licensure application with fee.

Student licensure

See School of Urban Education page linked below for additional information related to teaching licensure in Minnesota through the Professional Education Standards and Licensing Board (PELSB).

Course requirements

Requirements

Required introductory courses for admission (4+ credits)

In addition to the course shown, requirements include (1) a Urban Teacher Program-approved Ethnic Studies course, 4 credits, or prior ethnic studies competency and (2) at least 12 credits of coursework in the subject area of licensure that has been transferred in or taken at Metro State.

- EDU 600 Principles of Urban Education (4 credits)

Required for licensure (30 graduate, 10+ undergraduate credits)

Any subject area courses needed to meet state licensure standards for this content area that haven't been met as determined by a School of Urban Ed transcript review based on the courses needed for the BS Social Studies for Teaching major that meet licensure content standards must also be completed.

- EDU 630 Historical, Cultural, and Philosophical Foundations of Urban Education (3 credits)
- EDU 635 Teaching Assessing ELL Students in Content-Advanced Theory and Practice (3 credits)
- SSED 450 Teaching Social Studies in Urban Grades 5-12 (4 credits)
- EDU 450 Advanced Urban Teaching Practicum and Seminar (0-1 credits)
- EDU 650 Student Teaching in the Urban Secondary School Grades 5-12 (1-9 credits)

- EDU 383 Information Technology for K-12 Education (2 credits)
- EDU 602 Assessing Learning in Urban Grades 5-12 - Advanced Theory and Practice (3 credits)
- EDU 606 Urban Middle School & High School Methods -Advanced Theory and Practice (4 credits)
- EDU 311 Urban Teaching Practicum and Seminar (0-1 credits)
- EDU 610 Teaching & Assessing Exceptional Urban Learners-Advanced Theory & Practice (3 credits)
- EDU 614 Literacy Education in Urban Schools - Advanced Theory and Practice (3 credits)
- EDU 615 Managing Learning in Urban 5-12 Classrooms-Advanced Theory and Practice (3 credits)

Final core sequence for degree completion (12 credits)

These courses are to be taken at the end of the degree program after student teaching. EDU 670 and EDU 688 are co-requisites typically offered in the summer, and EDU 698 is typically offered in the fall.

- EDU 670 Advanced Reflective Practice for Urban Educators (4 credits)
- EDU 688 Research Methods in Urban/Cross-Cultural Education (4 credits)
- EDU 698 Capstone: Conducting Research in Urban Classrooms, Schools and Communities (4 credits)

Urban Education MS: Secondary Education Teacher Preparation for Life Sciences Teaching Concentration

Share your passion for learning biology and other sciences with urban youth and make a difference. Gain a Minnesota teaching license for grades 9-12 Life Science with grades 5-8 General Science and your master's degree. Build upon your content knowledge and empower yourself

with the multicultural teaching skills and urban field experiences you need to give urban secondary students a high-quality, equitable education.

The Urban Secondary Education graduate-level licensure program within the School of Urban Education (UED) is designed to meet the needs of urban middle and high schools for teachers who can improve students' educational achievement. The UED prepares prospective secondary teachers who can use their understanding of diverse urban learners and communities along with content knowledge and build on the talents and resiliency of their students 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 creating equitable educational opportunities. More than any other program in Minnesota, we attract more teacher candidates who are of color, multilingual, low-income or "first generation" into teaching careers who can relate to the experiences of culturally and linguistically diverse urban youth and their communities.

Program accreditation

This program is accredited by the Minnesota Professional Education and Licensing Standards Board (PELSB) to meet the Standards of Effective Practice for Beginning Teachers as part of the requirements for being licensed to teach in a specific subject area.

Enrolling in this program
Program eligibility requirements

Earned Bachelor's degree or higher from an accredited institution with a GPA of 2.75 or higher, including at least 12 credits in this content area towards meeting licensure standards.

Students first gain conditional admission to start the program, and then seek full admission by meeting additional requirements. See information linked below about the admission criteria and requirements for the Urban Teacher Program in the School of Urban Education.

Program requirements

In addition to completing required coursework, the following are among the requirements for program completion and licensure:

- Completion of at least 120 hours of practicum experiences in urban middle school (60 hours) and urban high school (60 hours) classrooms in your licensure subject area.
- Completion of 12 weeks of full-time student teaching.
- Passing all required licensure exams and performance assessments.
- Background check and licensure application with fee.

Student licensure

See School of Urban Education page linked below for additional information related to teaching licensure in Minnesota through the Professional Education Standards and Licensing Board (PELSB).

Course requirements
Requirements
Required introductory courses for admission (4+ credits)

In addition to the course shown, requirements include (1) a Urban Teacher Program-approved Ethnic Studies course, 4 credits, or prior ethnic studies competency and (2) at least 12 credits of coursework in the subject area of licensure that has been transferred in or taken at Metro State.

- EDU 600 Principles of Urban Education (4 credits)

Any subject area courses needed to meet state licensure standards for this content area that haven't been met as determined by a School of Urban Ed transcript review based on the courses needed for the BS Life Science Teaching major that met licensure content standards must also be completed.

- EDU 383 Information Technology for K-12 Education (2 credits)
- EDU 602 Assessing Learning in Urban Grades 5-12 - Advanced Theory and Practice (3 credits)
- EDU 606 Urban Middle School & High School Methods -Advanced Theory and Practice (4 credits)
- EDU 311 Urban Teaching Practicum and Seminar (0-1 credits)
- EDU 610 Teaching & Assessing Exceptional Urban Learners-Advanced Theory & Practice (3 credits)
- EDU 614 Literacy Education in Urban Schools - Advanced Theory and Practice (3 credits)
- EDU 615 Managing Learning in Urban 5-12 Classrooms-Advanced Theory and Practice (3 credits)
- EDU 630 Historical, Cultural, and Philosophical Foundations of Urban Education (3 credits)
- EDU 635 Teaching Assessing ELL Students in Content-Advanced Theory and Practice (3 credits)
- SCED 445 The Practice of Science (4 credits)
- SCED 450 Science Methods for Urban Grades 5-12 Classrooms and Lab (4 credits)
- EDU 450 Advanced Urban Teaching Practicum and Seminar (0-1 credits)
- EDU 650 Student Teaching in the Urban Secondary School Grades 5-12 (1-9 credits)

Final core sequence for degree completion (12 credits)

These courses are to be taken at the end of the degree program after student teaching. EDU 670 and EDU 688 are co-requisites typically offered in the summer, and EDU 698 is typically offered in the fall.

- EDU 670 Advanced Reflective Practice for Urban Educators (4 credits)
- EDU 688 Research Methods in Urban/Cross-Cultural Education (4 credits)
- EDU 698 Capstone: Conducting Research in Urban Classrooms, Schools and Communities (4 credits)

Urban Education MS: Special Education concentration

Expand your credentials to serve the needs of students with exceptionalities for success in school and life. Gain an additional Minnesota teaching license for grades K-12 Special Education-Academic Behavioral Strategist (ABS) and your Masters degree. Our flexible program also allows you to complete only the additional K12 Special Education-ABS licensure program if you are not interested in the Masters, or only the Masters degree without licensure if you just want more understanding and skill in working with students who have mild-moderate special needs.

Our approach to teacher education focuses on preparing diverse, reflective and resilient teachers who are outstanding in their commitment to teaching urban youth and creating equitable educational opportunities. While this program is primarily designed to meet the needs of urban elementary, middle and high schools for licensed Special Education teachers who can improve students' educational achievement, others who work with youth who have special needs outside of the K-12 school setting will find this concentration worthwhile in our Urban Education Masters degree.

Program accreditation

This program is accredited by the Minnesota Professional Education and Licensing Standards Board (PELSB) to meet the Standards of Effective Practice for Beginning Teachers as part of the requirements for being licensed to teach in a specific subject area.

Enrolling in this program
Program eligibility requirements

Earned Bachelor's degree or higher from an accredited institution with a GPA of 2.75 or higher. Students seeking additional K12 licensure must already possess a current Minnesota teaching license in another field.

Program requirements

Field experiences (60 hours) and a 4 week student teaching experience in special education are required for those seeking additional licensure. Most of these experiences may be completed where a student works as a teacher.

Student licensure

This is not an initial licensure program. Students seeking additional K12 licensure must already possess a current Minnesota teaching license in another field before completing this program and being recommended for this additional licensure. Passing the MTLE content test for this Special Education licensure is required.

Course requirements
Prerequisites

These prerequisites are only for students seeking additional licensure, and may be completed with initial required Core courses. Students only seeking the masters (without licensure) do not need to complete these two courses.

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

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

Requirements
Core (22 credits)

These courses are required for all students in the program, whether interested in earning additional licensure, masters or both. In addition to courses listed, SPED 605 is required.

- SPED 600 Socio-Cultural Foundations in Teaching Exceptional Urban Learners (4 credits)
- SPED 601 Behavioral and Learning Principles for Exceptional Urban Learners (4 credits)
- SPED 602 Legal, Political, and Ethical Issues in Urban Special Education (3 credits)
- SPED 603 Assessment in Urban Special Education (4 credits)
- SPED 606 Characteristics of Diverse Urban Learners with Mild/Moderate Disabilities (4 credits)

For master's only (3 credits)

This course is only required for earning the Masters degree if students have not completed a previous course in literacy education. (For example, Metro State graduates who have completed EDU 400 or EDU 487 have met this requirement.)

- EDU 614 Literacy Education in Urban Schools - Advanced Theory and Practice (3 credits)

For licensure (14 credits)

These courses are only required for students seeking additional K12 Special Education (ABS) licensure. (Students interested in Masters degree only are not required to take these courses.) In addition to course listed the

following are required: SPED 604, SPED 609, SPED 650, SPED 690

- SPED 611 Urban Special Education Practicum and Seminar (2 credits)

Final core sequence for master's degree completion (12 credits)

These courses are only required for students interested in earning the Masters degree.

(Students interested only in licensure are not required to take these courses)

- EDU 670 Advanced Reflective Practice for Urban Educators (4 credits)
- EDU 688 Research Methods in Urban/Cross-Cultural Education (4 credits)
- EDU 698 Capstone: Conducting Research in Urban Classrooms, Schools and Communities (4 credits)

Graduate Courses (Alphabetically by Subject)

ACCT

ACCT 515G - Financial Statement Analysis (4 credits)
This course provides an in-depth study of the concepts and applications of financial statement analysis including the supply of and demand for accounting information in financial markets and the uses of accounting information in performance evaluation, investment and credit decisions. **Prerequisites:** ACCT 310 and ECON 202

ACCT 620 - Management Accounting (4 credits)
This course focuses on accounting for managerial planning and control. The role of financial and nonfinancial information in a strategically focused decision environment is discussed. Emphasis is on strategic cost management and cost analysis. **Prerequisites:** ACCT 210

BIOL

BIOL 511G - Freshwater Ecology and Quality (3 credits)
This course examines theory and methods central to the assessment, monitoring and maintenance of freshwater ecosystem health. Students learn and apply techniques in water quality monitoring and taxonomic methods used in the science of phycology.

CJS

CJS 660I - CJS 660I Student Designed Ind Study (1-5 credits)
CJS SDIS

CJS 690 - Praxis Seminar II (2 credits)
The course is the continuation of CJS 680 and the culmination of the Master of Science degree in Criminal Justice. Students work independently with faculty to complete their individualized teaching, applied, or thesis project. Competence Statement Students will understand the interaction between theory and practice in the criminal justice system to the extent that they will be able to identify problems in need of solutions and propose research projects that address these problems. Students will determine and make progress towards their final project for their master's degree. Students can chose from 3 options: 1. Thesis 2. Applied Project 3. Teaching Preparation **Prerequisites:** CJS 680

COMM

COMM 660I - Communication Graduate Student Designed Independent Studies (1-8 credits)
Student-designed independent studies give Metropolitan State students the opportunity to plan their own study. This type of independent learning strategy can be useful because it allows students: to study a subject in more depth, at a more advanced level; to pursue a unique project that requires specialized study; to draw together several knowledge areas or interests into a specialized study; to test independent learning capabilities and skills; or to use special learning resources in the community, taking advantage of community education opportunities which, in themselves, would not yield a full college

competence. Students should contact their academic advisor for more information.

DBA

DBA 700 - Doctoral Seminar in the Development of Management Thought (4 credits)

This course examines the history of the development of management theory and practice and its relationship to significant issues and challenges of today's managers. The works of both classical and contemporary management theorists will be analyzed, with students developing and defending models of management practice for their use in business organizations.

DBA 705 - Foundations of Research Inquiry (4 credits)

This course introduces students to the assumptions, theories, and processes of qualitative and quantitative business research methods. It requires students to develop a preliminary prospectus for their doctoral research project, identifying a practice-anchored research problem, a brief literature review, and an appropriate research methodology.

DBA 710 - Applied Business Statistics and Analytics (4 credits)

In this course, students apply statistical and analytical techniques used in conducting doctoral-level applied research, with emphasis on graphical, bivariate, and multivariate data analysis techniques as well research and reporting practices.

DBA 740 - Global Issues in Business: A Multi-Disciplinary Approach (4 credits)

This course provides students with an in-depth understanding of international factors directly or indirectly affecting day-to-day operations and management decision making of small, mid-size, and large organizations that pursue business opportunities internationally. Emphasis is placed on research, analysis, and decision making skills essential to success in an increasingly international business environment.

DBA 755 - Current Topics in Business Leadership (4 credits)

This course is an integrated multi-disciplinary inquiry seminar of the critical problems facing the pragmatic and academic nature of leadership theory and practice. The broad scope of this course explores the impact of leadership theory, research and practice on individual, group, and organization outcomes. This course focuses on emerging and applied research and theory in leadership.

DBA 795 - Directed Doctoral Research on Applied Projects (1-8 credits)

Development of DBA dissertation with faculty adviser.

DENH

DENH 610 - Health Assessment and Oral Diagnostic Reasoning (4 credits)

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

DENH 620 - Pharmacology Principles of Clinical Application (2 credits)

This blended/hybrid course is designed to prepare the Masters of Science Advanced Dental Therapy (MSADT) student with the pharmacology knowledge and skill necessary to think critically when providing patient-centered care. Effective care begins with sorting through the patient's medical/dental health status and pharmacological report. Based on a comprehensive analysis, the student will discern appropriate treatment modifications and necessary drug prescriptions/interventions to ensure optimal and safe patient care. Drug

classes, pharmacologic effects, adverse reactions, drug contraindications and interactions will be addressed practically and reinforced through case-based learning.

DENH 630 - Management of Dental and Medical Emergencies (1 credit)

This didactic and simulation laboratory based course reviews common medical and dental emergencies that may be seen in the dental setting, as well as, management protocols and prevention strategies for emergencies. This course illustrates the relationship between accurate data collection and achieving successful outcomes in the management of dental and medical emergencies. Emphasis is placed on gathering, analyzing and processing information to develop appropriate action plans. Simulation laboratory experiences of medical emergencies take place in a dental operatory. **Prerequisites:** DENH 610 and DENH 620

DENH 640 - Community-Based Primary Oral Healthcare I (6 credits)

This lecture and simulation laboratory based course is the first in a series of courses taught throughout the curriculum that provides learning opportunities leading to competency in advanced dental therapy practice. In a simulation laboratory setting the course emphasizes operative dentistry techniques that restore form, function, and esthetics to teeth with the purpose of contributing to both oral and general health. The basic principles of cavity and restoration design, and appropriate selection and application of direct restorative materials are emphasized. Focus is on theoretical and laboratory principles of operative dentistry utilizing direct placement restorative materials in the permanent dentition. **Prerequisites:** DENH 610 and DENH 620

DENH 650 - Community-Based Primary Oral Healthcare II (5 credits)

This lecture and laboratory based course builds upon the concepts and skills learned in Community-Based Primary Oral Healthcare I. The laboratory emphasis of the course is restorative dentistry for the pediatric and adolescent patient in a simulated setting. Course concepts and strategies include behavior and trauma management; management of the developing occlusion; treatment planning within the context of oral health practitioner collaborative management agreements; preventive strategies; extractions of primary teeth and restorative care for the pediatric and adolescent patient in the dental therapy/advanced dental therapy (DT/ADT) scope of practice. Collaborative management agreements and indications for professional referral/consultation to provide comprehensive patient care are also a focus.

DENH 660 - Community-Based Primary Oral Healthcare III (4-5 credits)

This course is a variable credit option offering either 4 or 5 credits. Credits are viewable in eServices. This course consists of lecture, laboratory, and clinical components. The course addresses the basic principles of uncomplicated primary and permanent tooth exodontia, in accordance with MN Statute 150A.106, as well as dressing changes, and suture removal techniques. Indications and fabrication of soft occlusal guards, repair of defective removable prosthetics, tissue conditioning, and soft relines of removable prosthetics are also addressed. The clinical component of this course provides the oral health care practitioner student their initial advanced dental therapy clinical experiences under professional supervision by dentists. Introduction to the clinical employment of teledentistry, professional referrals/consultations, and collaborative management agreements to ensure comprehensive patient care is also emphasized. **Prerequisites:** DENH 650

DENH 670 - Community-Based Primary Oral Healthcare IV (4 credits)

This seminar and clinically based course provides the oral health care practitioner student with the opportunity to develop and refine their skills in providing primary and preventive oral health care to underserved patients across the lifespan within the context of advanced dental therapy scope of practice. Some of the skills this course focuses upon are the clinical development of

assessment and patient-centered treatment planning skills, appropriate prescribing practices, pain management skills, restorative and preventive procedures, and non-surgical extractions as outlined in MN Statute 150A.106. The continuation of the development of teledentistry skills, professional referrals and consultations, and practicing within collaborative management agreements are also emphasized to manage comprehensive patient care. **Prerequisites:** DENH 660

DENH 680 - Community-Based Primary Oral Healthcare V (3 credits)

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

DENH 685 - Oral Health Literacy and Cultural Competency in Advanced Dental Therapy (1 credit)

Advanced dental therapists work in clinical settings which provide preventive and therapeutic oral health care services for populations that have experienced long standing barriers accessing these services. This online course will address oral health literacy and cultural competency within the context of providing advanced dental therapy scope of practice for individuals, families, and communities representing diverse backgrounds. Competence Statement Knows the principles and practices of oral health literacy, cultural and linguistic appropriate services well enough to implement strategies into advanced dental therapy practice to increasingly overcome oral healthcare access barriers for those with diverse backgrounds.

DENH 690 - Advanced Dental Specialty Practices (2-3 credits)

This course is a variable credit option offering either 2 or 3 credits. Credits are viewable in eServices. This practicum and seminar based course provides the oral healthcare practitioner student with practical advanced dental therapy experiences in delivering primary and preventive oral healthcare services to special needs patients in extended campus clinical settings while under the guidance of a dentist preceptor. Patient groups encountered may include: pediatrics, geriatrics, medically compromised, patients with genetic and/or acquired disabilities and financially or motivationally impaired patients. **Prerequisites:** DENH 680

DENH 699 - Special Topics in Dental Hygiene (1-8 credits)

This independent study course is designed for oral health practitioner students and focuses on continuing development of laboratory and/or clinical skills. The student and faculty member negotiate the number of credits to be completed and the specific course outcomes and requirements to be satisfied. Through guided study the student completes these requirements. This course may be repeated. Credits do not substitute for required course work. Register by permission only.

DENH 700 - Advanced Community Specialty Internship (3 credits)

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

considerations outside of routine patient methodology and comprehensive management of patient-centered dental problems within the context of advanced dental therapy practice is the course focus. **Prerequisites:**

DENH 710 - Comprehensive Competency-Based Capstone (2-3 credits)

This course is a variable credit option offering either 2 or 3 credits. This course is the culmination and synthesis of the educational experiences of the oral health care practitioner student. Integration and application of independent critical thinking, problem solving skills, professional attitudes, sound clinical judgment, and primary and preventive oral health care skills are essential to advanced dental therapy practice success and will be demonstrated through laboratory (simulation) and clinical practical experiences. A final scholarly paper will focus on a topic relevant to advanced dental therapy practice demonstrating the writing and communication skills necessary for the MSOHCP degree. **Prerequisites:** DENH 700

DSCI

DSCI 620 - Project Management (4 credits)

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

DSCI 630 - Project Risk Management (4 credits)

This course provides a comprehensive study of project risk management, including concepts, methodologies, and applications. It includes systematic approaches to risk identification, risk modeling, risk impact assessment, respond planning, and documentation. Decision science methods such as System Dynamics, Monte Carlo Simulation, Decision Analysis, Probability Analysis, Analytic Hierarchy Process, and Scenario Analysis will be utilized in risk assessment. Use of computer software in risk analysis will also be emphasized. **Prerequisites:** DSCI 620

DSCI 640 - Supply Chain Management: Concepts and Techniques (4 credits)

This course will cover the fundamental concepts in supply chain management, including the forward and backward flows of materials, information, and money. Different configurations of supply chains will be examined, along with the fit of different supply chains to different organizational environments. Techniques for analyzing supply chains and their effectiveness will be examined, including qualitative and quantitative models. Specific topics include concepts and methods in supply chain strategies, planning and operations, inventory and information management, warehousing and materials handling systems, logistics, distribution and transportation systems, distribution strategies, supply chain design, and information technology. Integration of functional areas such as purchasing, materials management, and distribution is addressed.

DSCI 681 - Operations Management for Services and Manufacturing (4 credits)

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

DSCI 691 - Project Management Leadership and Problem Solving (4 credits)

The primary purpose of this course is to introduce students to overall leadership and methods and procedures for solving managerial problems in multiple knowledge management areas of project management. Students will learn the art and science of problem solving by actively participating in solving real-life problems and cases and in the execution and control of projects through simulations. Emphasis is placed on developing the appropriate knowledge and skills for dealing with complexity and uncertainty. Topics covered include decision making, prediction and forecasting, conflict resolution, scenario planning and strategic problem solving. Applications of appropriate computer software programs will also be emphasized. This course covers many important topics that are included in the Project Management Institute's examinations for certifications like PMP and CAPM. Students who wish to achieve these type of certifications will be facilitated by this course.

ECON

ECON 611 - Foundations of Economic Analysis (2 credits)

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

ECON 635 - Economics of Social Issues (4 credits)

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

ECON 696 - Managerial Economics and Strategy (2-3 credits)

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

EDU

EDU 600 - Principles of Urban Education (4 credits)

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

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

This course explores advanced theory and practice to support the use of assessment as a tool to guide the planning, development and implementation of curriculum and instruction. Participants will examine theories and research related to principles of learning, motivation, and multiple knowledge and skill sets. Participants will gain practical experience designing short and

long term learner outcomes and the use of various assessment tools and approaches. Teacher candidates will gain skills at identifying areas of student mastery and indicating areas of future learning. Topics include standards-based instruction, formative and summative assessment, standardized testing, validity, reliability, bias, rubrics, portfolio-based assessment, performance-based assessment and communicating with families. State and national standards and performance criteria for the evaluation of teaching will also be reviewed. Clinical field experience hours are part of the course requirements.

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

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

EDU 610 - Teaching & Assessing Exceptional Urban Learners-Advanced Theory & Practice (3 credits)

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

EDU 614 - Literacy Education in Urban Schools - Advanced Theory and Practice (3 credits)

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

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

This course examines current theory and research on the relationship between classroom management and academic achievement to prepare prospective urban teachers for facilitating student learning in a positive

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

EDU 630 - Historical, Cultural, and Philosophical Foundations of Urban Education (3 credits)
This course explores historical, cultural, sociological, and philosophical foundations of education in the United States with an express focus on urban education principles and practices. The metropolitan community is used as a resource for learning about the educational strengths and challenges faced by diverse groups. Students will gain understanding of the contributions and lifestyles of various racial, cultural, and economic groups in our society, including an emphasis on Minnesota-based American Indian culture, history, and tribal government. Core concepts include democracy and education, educational equity for all students, and historical as well as contemporary relationships between school and society. Emphasis is on issues of power and the educational segregation and attempted de-culturalization of historically marginalized

groups. Resilience and persistent struggles for equal educational opportunity in the face of oppression are also emphasized from diverse cultural perspectives. Philosophical, legal, cultural, and ethical perspectives about education will be explored as teacher candidates develop critical awareness of issues and develop their own philosophies of education.

EDU 633 - Strategies for Transforming Education Through Absent Narratives (1-2 credits)
This graduate-level independent study is offered to participants in the MN Humanities Center's week-long educator institute to increase student engagement through absent narratives. This course will provide participants an opportunity to reflect upon and develop authentic practices with tools that guide and increase instruction in four key learning areas. The four areas of focus will be on (1) building and strengthening relationships, (2) identifying strategies that support the power of student story, (3) creating engagements that help teacher and students learn from and with those representing diverse experiences/voices, and (4) how to connect with diverse communities in ways that amplify solutions that improve educational outcomes for students. The four key areas used to guide outcomes in this course are foundational and based on extensive research focusing on epistemology. Participants will learn to use the four key areas as essential strategies that allow for the assessment of a teacher's practice on the impact on student engagement. Participants will engage in self-reflection to identify personal areas of growth needed to fully engagement in the learning and move it past the research/discussion format to active and increased engagements.

EDU 635 - Teaching Assessing ELL Students in Content-Advanced Theory and Practice (3 credits)
This course includes an examination of theory, research, and practice regarding the process of second language acquisition and various strategies for teaching English Language Learners (ELL) subject matter content in urban K-

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

EDU 646 - Restorative Practices in Urban Schools and Classrooms (4 credits)

This course will cover the use of restorative practices in urban classrooms and schools at large. Restorative practices are often seen as alternative ways of engaging youth who are faced with personal and environmental challenges that impact their participation in the classroom and school. Research will be reviewed including that which shows the effectiveness of restorative practices in reducing suspensions and expulsions while increasing student engagement. The historical and cultural roots of restorative practices will be examined and applied to current educational environments.

EDU 650 - Student Teaching in the Urban School (2-8 credit)

Supervised student teaching with students in an urban school required for the candidate's licensure area. This course for graduate students seeking initial licensure includes 12 full-time weeks or equivalent required for Minnesota teacher licensure, and required periodic seminars with other student teachers. ** Note: this is a variable credit course with credit range of 2 - 8, but all initial licensure candidates register for 8 credits. Individualized student teaching placements for reduced credit are arranged for currently licensed teachers seeking to expand or add licensure through the post-baccalaureate process. **Prerequisites:** EDU 450

EDU 650 - Student Teaching in the Urban Secondary School Grades 5-12 (1-9 credits)

Supervised student teaching with students in an urban school required for the candidate's licensure area. This course for graduate students seeking initial licensure includes 12 full-time weeks or equivalent required for Minnesota teacher licensure, and required periodic seminars with other student teachers. ** Note: this is a variable credit course with credit range of 2 - 8, but all initial licensure candidates register for 8 credits. Individualized student teaching placements for reduced credit are arranged for currently licensed teachers seeking to expand or add licensure through the post-baccalaureate process. **Prerequisites:** EDU 450

EDU 651 - Immigrants and Refugees in Urban Schools (3 credits)

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. Graduate-level research and theoretical perspectives are part of the expectations. **Prerequisites:** LING 316 and EDU 203 and EDU 200

EDU 652 - Theories and Methods of Language Learning (3 credits)

This course starts with the fundamentals of the first and second language acquisition, and

differences between child, adolescent, and adult language acquisition. Students will learn and demonstrate strategies to develop skills in listening, speaking, reading, and writing across the K-12 curriculum. Other topics are: differences between literacy development in the first language and the second language and implications for teaching English learners; and communication techniques that enhance student learning. Students will become familiar with a variety of methods, approaches, techniques, and programs; and will investigate issues related to the full inclusion of English learners in the school setting; and that both language learning and subject matter learning are essential to student success. The teaching of reading and writing across the curriculum will be emphasized, as well as the use of technology. Urban field experience in grades K-12 is part of the course requirements. **Prerequisites:** EDU 200 and EDU 203 or LING 316

EDU 653 - Assessment and Curriculum for English Learners in Urban Schools (4 credits)

This course includes formal and informal second language assessment techniques to determine placement and to evaluate the progress of English learners in grades K-12. It also addresses criteria for determining the readiness to enter and exit English proficiency programs. Students will gain an understanding of the characteristics and limitations of second language assessment, including the ones for placement in gifted and special education programs; they will learn item and test construction methods appropriate for students with limited English proficiency; and how to administer, interpret, and explain test results to parents and colleagues; rubrics and standards alignment with district goals. Other topics are: curriculum development related to the English learners; program planning; connecting schooling experiences with everyday life, the workplace, and further education; involving the community; purpose of co-curricular and extracurricular activities; and best practices. Urban field experience in grades K-12 is part of the requirements. Prerequisites: Admission to the UTP; LING 316.

EDU 654 - The Urban ESL Professional (2 credits)

This course examines the roles and responsibilities of the urban ESL teacher. Students will develop the ability to communicate successfully with English learners in grades K-12, their parents, colleagues, and urban community members. Other topics include bilingualism, multilingualism, resources for continual professional development, classroom management, and working effectively with colleagues and the community to support student learning.

EDU 654 - The Urban ESL Professional (1 credit)

This course examines the roles and responsibilities of the urban ESL teacher. Students will develop the ability to communicate successfully with English learners in grades K-12, their parents, colleagues, and urban community members. Other topics include bilingualism, multilingualism, resources for continual professional development, classroom management, and working effectively with colleagues and the community to support student learning.

EDU 670 - Advanced Reflective Practice for Urban Educators (4 credits)

This course examines the important role of critical reflection for the professional development and effectiveness of urban teachers in their efforts to provide equitable educational opportunities and increase achievement of their diverse students. Various types of reflection will be practiced in critically thinking about the multiple and complex aspects of the teaching and learning process within a racial, socio-economic, cultural, historical, structural and systemic context. The role of urban educators as agents and leaders of change will be examined, in addition to how reflection can be used as a tool to foster change for educational equity. Reflection during the course will lead to identifying a central focus and question for thesis research.

EDU 678 - Literacy Seminar (4 credits)

This course is designed to update students on the recent literacy research. Students are required to examine theories and research in

literacy instruction. Issue such as literacy practices in urban setting will be explored.

EDU 682 - Culturally Responsive Pedagogy in Urban Schools (4 credits)

This course expands discussions of culturally responsive pedagogy by focusing specifically on the tasks and challenges on implementation. This course examines practices, strategies, and dispositions that create an inclusive classroom environment relevant to diverse students and ways in which all students learn. Teachers engage in reflection on classroom practice that promote or obstruct equal access to academic success. This means communicating with students in culturally consistent ways, developing a caring classroom environment, and working with families and communities. Classroom reaching will be examined from a culturally responsive perspective. This course aligns with the State of Minnesota policies and approaches that education be culturally responsive.

EDU 688 - Research Methods in Urban/Cross-Cultural Education (4 credits)

The course engages students in the variety of educational research designs, analyses and conceptual frameworks appropriate for research in diverse and urban educational settings. The course examines approaches to research for improving classroom or school practices and/or connections with diverse urban or cross-cultural communities. Research methods learned include responsible conduct of research and human subjects protections, quantitative, qualitative, and mixed methods along with issues of sampling, measurement, and technical adequacy of observed research results in urban educational settings.

EDU 698 - Capstone: Conducting Research in Urban Classrooms, Schools and Communities (4 credits)

This course provides both an introduction to modes of research and scholarship useful in urban education or other diverse cross-cultural educational settings and an opportunity for applying principles learned to classrooms, schools, or communities. Students develop and complete a culminating project of research to improve an aspect of teaching, student learning, a school program/initiative or a community service and share their findings with others.

FIN

FIN 511G - Investment and Portfolio Analysis (4 credits)

This course is to equip students with strong knowledge of the modern theory of portfolio management and its applications. The major topics to be covered are: 1. The institutional environment of investment, the financial products available and how they are traded; 2. Models used in pricing these products: fixed income, equity, and derivative securities; 3. How to design an optimal portfolio of many assets and the trade-off between risk and return. **Prerequisites:** FIN 601

FIN 550G - International Finance (4 credits)

This graduate course examines the same topics as FIN 550, but with greater breadth, in greater depth, and with additional assignments. It 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. **Prerequisites:** ECON 202 and FIN 601 and MATH 115

FIN 560G - Financial Markets and Institutions (4 credits)

This graduate course meets jointly with FIN 560. The course examines the same topics as FIN 560, but with greater breadth, in greater depth, and with additional assignments. This course provides an overview of financial markets and institutions. Topics include the workings of various financial markets, the functions of different types of financial institutions, and the regulatory framework for the financial sector. The course concludes with an introduction to the types of risks faced by institutions and the basic tools and concepts to manage these risks. Further, the course will include topics of current

interest. **Prerequisites:** MATH 115 and FIN 601 and ECON 201 and ECON 202

FIN 595G - Advanced Corporate Finance (4 credits)

This graduate course examines the same topics as FIN 595, but with greater breadth, in greater depth, and with additional assignments. It reinforces and expands on what is covered in FIN 601. Topics include capital budgeting, business strategy analysis, forecasting and prospective analysis, mergers and acquisitions, credit analysis, corporate financing strategies, and risk management. This course requires extensive use of spreadsheets.

FIN 601 - Financial Management (4 credits)

This course introduces the applications 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. The course also includes the optimal management of the firm's assets and financing requirements. **Prerequisites:** ACCT 210 and ECON 202 and MATH 115 and STAT 201

HSCD

HSCD 580G - Introduction to Counseling (1 credit)

Counseling incorporates theory and practice to foster changes in behavior. This course introduces students to counseling theory and practice and professional identity development. The fundamental knowledge and skills gained in this course help prepare students for advanced studies in substance use or co-occurring disorders counseling.

HSCD 590G - Introduction to Substance Use and Co-occurring Disorders (1 credit)

In this course, students gain an initial understanding of substance use and co-occurring disorders and how they are addressed. Emphasis is placed on understanding multiple conceptualizations of the disorders and their treatment. The fundamental knowledge gained and resources explored in this course help prepare students for advanced studies in substance use or co-occurring disorders counseling.

HSCD 600 - Foundations, Models and Evidence-Based Practices (2 credits)

This course provides an advanced survey of the history of the alcohol and drug counseling discipline, the foundations of the practice of alcohol and drug counseling, and current evidence-based practices that are informing practice and improving outcomes. Students review the historical, social, cultural, theoretical and epidemiological foundations of alcohol and drug counseling; utilize this foundation to explore the scientific research that underpins theories of addiction; explore and critique evidence-based practices and interventions that produce positive behavior change those receiving alcohol and drug counseling services; and discuss the future of the profession.

HSCD 601 - Theory and Practice of Cognitive-Behavioral Therapies (3 credits)

In this course, students explore cognitive-behavioral therapies (CBTs) and their application to substance use disorders counseling (SUDC) and co-occurring disorders counseling (CODC). Theory, research base and practice are all emphasized. In considering the theoretical base of CBTs, students investigate the research and service gaps in multicultural application of these interventions. The course includes a practice dimension that allows students to advance their skills in using multiple cognitive-behavioral approaches with clients in SUDC and CODC. **Prerequisites:** HSCD 600

HSCD 602 - Advanced Motivational Interviewing: Practice and Supervision (2 credits)

This course focuses on motivational interviewing (MI) skills. Students consider the theory, research base and practice of MI. Building on this knowledge, students are guided through practice exercises and skill-building sessions. These include recording and coding of mock counseling sessions, which are designed to build student proficiency in utilization of this key

component of alcohol and drug counseling. **Prerequisites:** HSCD 600

HSCD 603 - Ethics and Professional Practice (2 credits)

This course provides advanced understanding of the ethical and professional responsibilities of alcohol and drug counselors. The course explores specific components of ethical theories, the Rules of Professional Conduct for Alcohol and Drug Counselors in Minnesota, the ethical decision-making process, and application to specific clinical cases. Emphasis is placed on thoughtful consideration of ethically ambiguous and/or morally charged situations, on engaging in dialogue with peers to help resolve them, and on each student's personal biases as they affect decision-making. Attention is also given to the role of self-care in maintaining professionalism. **Prerequisites:** HSCD 600

HSCD 610 - Evidence-Based Group Counseling (3 credits)

In this course, students investigate group theories, dynamics and processes at an advanced level. Emphasis is placed on the foundations of group facilitation and on application of motivational interviewing skills, cognitive behavioral strategies and other evidence-based practices to group counseling. Students gain advanced knowledge and capacities in process, dynamics, developmental stages, leadership and ethical issues involved facilitating group work in substance use disorders counseling (SUDC) and co-occurring disorders counseling (CODC). Students participate in a classroom-based skills development group as part of this course. **Prerequisites:** HSCD 600

HSCD 611 - Culturally Responsive and Anti-Oppressive Practice (3 credits)

In this course, students engage in thoughtful dialogue regarding issues of race, class, language and immigrant status in the provision of alcohol and drug counseling and co-occurring disorders counseling services. The course places the interplay of racism, classism and addiction in its historical context, and considers how institutionalized race and class privilege manifest

in current research and treatment gaps and law enforcement biases. Attention is given to the intersectionality of racism and classism with other forms of oppression, such as those based on sex, sexual and gender identity and ability. Students examine their own preconceptions and points of privilege, and evaluate methods of bridging service gaps through incremental and systemic change. Students also consider power structures in helping relationships, with the goal of creating egalitarian and empowering practices in alcohol and drug counseling and co-occurring disorders counseling. **Prerequisites:** HSCD 600

HSCD 612 - Family Counseling (2 credits)

This course provides an advanced survey of family systems theories and family therapies. Attention is given to evidence-based practices, particularly cognitive-behavioral interventions and therapies; this includes an overview of a variety of approaches that assist families in coping with substance use and co-occurring disorders. Students engage with cross-generational issues and multicultural considerations, and review social and practice trends as relevant to family therapy. Competence Statement Students integrate knowledge of family systems theories into their understanding of substance use and co-occurring disorders service provision, and demonstrate counseling and psycho-educational skills utilized in the application of family systems therapies. **Prerequisites:** HSCD 600

HSCD 613 - Career Development Theory and Practice (2 credits)

This course provides an overview of the major theories of career development, career choice, and decision making, emphasizing assessment, vocational guidance strategies, and sources of occupational information. Attention is paid to multicultural and gender issues related to career development and applications of career counseling. Competence Statement Students demonstrate knowledge and skills needed to assess and facilitate career development in those affected by substance use and co-occurring disorders. **Prerequisites:** HSCD 600

HSCD 620 - Psychopharmacology (3 credits)

This course provides a broad understanding of psychopharmacology related to substance use and co-occurring disorders. Following a review of pharmacokinetics, pharmacodynamics and synaptic and behavioral mechanisms of addictive drugs, the course focuses on medications used to treat substance use and psychiatric disorders. Students distinguish among the major classes of psychotherapeutic and anti-addiction medications, and evaluate the evidence base for clinical effectiveness of psychiatric medications for co-occurring disorders and medication-assisted treatments for substance use disorders. Competence Statement Students demonstrate knowledge of the actions of addictive drugs and psychiatric and anti-addiction medications on the brain and behavior, and demonstrate application of this knowledge as would be expected in clinical settings. **Prerequisites:** HSCD 600

HSCD 630 - Integrated Care: Screening and Assessment (3 credits)

A wide variety of screening instruments, assessment tools and diagnostic criteria are used to evaluate the nature and severity of substance use disorders (SUD) and co-occurring disorders (COD). In this course, students examine the process of screening and assessment, beginning with a consideration of counselor characteristics that influence effective engagement of clients, and of ethical concerns inherent in assessment. Screening and assessment methods are evaluated on their evidence base, with special consideration given to cultural inclusion in creating, norming and applying such methods. Students gain advanced experience in utilizing screening and assessment methods that show evidence of validity, reliability and cultural appropriateness, with particular attention to those required by the state of Minnesota for service placement. Competence Statement Students demonstrate skill in assessing substance use and co-occurring mental disorders in a highly professional, therapeutic and culturally responsive manner. **Prerequisites:** HSCD 600

HSCD 631 - Integrated Care: Treatment and Recovery Planning (3 credits)

The development and implementation of treatment plans is considered key to effective practice of substance use and co-occurring disorders counseling. In addition, treatment planning can play a central role in advocating for and obtaining the most appropriate care for a client. This course examines both treatment (short-term) and recovery (medium- to long-term) planning, including an examination of relevant service delivery systems in Minnesota. Students examine and practice counselor characteristics and strategies that promote retention in care, plan adherence and relapse prevention. Students consider the central roles of stage of change, client autonomy, cultural appropriateness and responsiveness, and motivational enhancement in treatment and recovery planning, and engage in advanced skills-building exercises. Competence Statement Students demonstrate knowledge and skills needed to assist individuals in designing person-centered, strengths-based care plans and to complete appropriate documentation of care. **Prerequisites:** HSCD 630 and HSCD 600

HSCD 632 - Integrated Care: Harm Reduction and Case Management (3 credits)

This course introduces the philosophical underpinnings of public health approaches to and case management of substance use and co-occurring disorders. Students gain knowledge and understanding of the history, principles and strategies of harm reduction interventions, as well as knowledge of and proficiency in delivering specific brief interventions that have been shown to reduce both risky behavior and its consequences. Students also review the principles of and strategies for effective case management in substance use and co-occurring disorders counseling, and create a broad database of case management resources. Significant attention is paid to culturally specific considerations and strategies, and students consider issues of gender, race, class and age when reviewing access to and appropriateness of services. **Prerequisites:** HSCD 631

HSCD 635 - Integrated Care: Advanced Practice (4 credits)

Advanced practice of co-occurring disorders counseling requires excellence in clinical skills, program innovation and application of professional ethics. In this course, students build on their coursework and practicum experiences to gain advanced proficiencies in diagnostics, evidence-based practices and ethical decision-making. Students expand their competence in assessment and diagnosis of substance use, mental health and co-occurring disorders. Students examine the advancement of practice through emerging technologies and address barriers to implementation. Case studies that present especially challenging ethical dilemmas are considered and resolved through collaborative means. Special attention is paid to the responsiveness of professional counseling practice to the needs of clients from marginalized communities. **Prerequisites:** HSCD 632 and HSCD 681

HSCD 640 - Clinical Supervision (3 credits)

This course is designed to prepare students for effective clinical supervision in the provision of services for those with substance use and co-occurring disorders. Topics include elements of supervision, enhancing effectiveness of supervision, managing the supervisory relationship, and ethical and legal concerns that supervisors may be required to address. Consideration is given to power structures, pitfalls and cross-cultural issues encountered in supervisory relationships, and to supervision as a partnership in support of superior client care and professional goals.

HSCD 650 - Evaluation and Utilization of Research (2 credits)

This course is designed to expand understanding of formal and informal investigations relevant to alcohol and drug counseling, and to guide students in evaluating research and incorporating research results into counseling practice. Students endeavor to become proficient in searching, evaluating and critiquing scientific literature, particularly that regarding evidence-based practices and clinical outcomes evaluation in alcohol and drug counseling. Students also critically assess research with regard to the populations on which it is performed and on which its evaluation instruments are normed. This course provides the foundation for the Masters Project, as students determine the topic areas of their projects and consider how to implement them with underserved populations. **Prerequisites:** HSCD 600

HSCD 651 - Master's Project Seminar (1-2 credits)

This course supports students in creating, carrying out and completing projects designed to improve service delivery in alcohol and drug counseling. Building on work begun in HSCD 650, students review literature relevant to their topic areas, and network with local service providers regarding opportunities for implementing their projects with underserved populations. Under faculty supervision, students design projects and implement them in clinical or community-based settings that provide services to clients with substance use or co-occurring disorders, and follow up with outcome evaluation measures. **Prerequisites:** HSCD 650

HSCD 680 - Practicum Preparation (0 credit)

Prior to entering practicum in substance use disorders (SUD) or co-occurring substance use and mental health disorders (COD) counseling, students must document readiness for clinical internship. In this workshop, participants complete necessary documentation, evaluate their self-care and support system, secure a practicum site and complete a Practicum Learning Agreement that will guide their development.

HSCD 681 - Practicum I (1-2 credits)

This series provides students with opportunities to demonstrate the advanced knowledge and skills acquired during their academic coursework and practice by implementing them in clinical or community-based settings. The practicum series requires students to demonstrate advanced competence in alcohol and drug counseling and co-occurring disorders counseling. Students find placement in settings that provide opportunities

for multicultural applications of evidence-based practices. The classroom portion of the course allows students to review and critically analyze counseling style, anti-oppressive practice, ethical issues and the practicum setting. **Prerequisites:** HSCD 630 and HSCD 631

HSCD 682 - Practicum II (1-2 credits)

This series continues the practicum program begun in HSCD 681, and fosters greater independence in utilizing the advanced knowledge and skills acquired during their academic coursework. Students continue under site and faculty supervision as they take on advanced intern-level duties in clinical or community-based settings. Field placements allow students to complete the internship hours required for licensure as both alcohol and drug counselors and professional counselors in Minnesota, while obtaining essential mentorship and networking for employment in the field following completion of graduate studies. The classroom portion of the course allows students to review and critically analyze counseling style, anti-oppressive practice, ethical issues and the practicum setting. **Prerequisites:** HSCD 681

HSCI

HSCI 648 - Designing for Quality in Health Care (3 credits)

This course focuses on clinical and operational excellence and continuous improvement of quality and safety from the leadership perspective. Process improvement philosophies, approaches, models, and methods are reviewed and applied to health care delivery. Critical communication, collaboration, and leadership skills are incorporated and evaluated throughout the course. This course includes 50 hours of community based experiences for the application of course related principles. **Prerequisites:**

IBUS

IBUS 611 - International Business (2-4 credits)

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

IBUS 690 - Doing Business Internationally (4 credits)

This course will bring together the full range of factors influencing companies doing business across borders that were covered in the required IBUS 611; globalization, political economies, culture, ethics, legal systems, trade, investment, currency issues, market entry, production, logistics and marketing, and apply them to management decision-making in national and regional operating environments around the world. The syllabus may be modified at short notice to accommodate current world events impacting the international business environment.

ICS

ICS 613 - Introduction to Big Data Computing Systems (4 credits)

The field of computer science is experiencing a transition from computation-intensive to data-intensive problems, wherein data is produced in massive amounts by large sensor networks, simulations, and social networks. Efficiently extracting, interpreting, and learning from very large datasets requires a new generation of data management technologies. This course gives an introduction to the Hadoop ecosystem as de facto big-data-management system and special consideration will be made to the Apache Spark data analysis framework. The fundamental concepts on which the emerging big data management systems are based are discussed first. Once a foundation is defined, technologies

and algorithms that are used to work with big data sets are studied. Tentative topics covered include: distributed file system, map-reduce programming paradigm, Apache Spark basics, SparkSQL, Pig, Hive, Impala, and Scoop. The course is programming intensive and includes several programming assignment projects using the Hadoop ecosystem. **Prerequisites:** ICS 141 and ICS 311

ICS 631 - User Experience and Design Thinking (4 credits)

This course provides students with advanced knowledge and skills in designing user experience. Students learn how to discover user needs and desires, conceptualize user-centered designs, and test design solutions. Classes will cover latest industry trends, scholarship, and emerging technologies in user experience.

ICS 670 - Contemporary Issues in Software Engineering (4 credits)

This course presents Software Engineering topics of interest to students in the graduate Computer Science program. Topics vary with each offering of this course, but will be related to Software Engineering concepts such as verification, validation, secure systems, quality control, or formal methods. Check the class schedule for details about topics and course prerequisites. **Prerequisites:** ICS 470

ICS 684 - Cyberspace Security Engineering (4 credits)

This course is the first of a two-course series that introduces the interdisciplinary field of cyberspace security. The technical foundation for the cybersecurity defender is a particular combination of network, operating system, hardware (mobile/desktop/server) and software engineering skills, all of which are required to protect and defend modern systems, networks and information assets. Students will explore in-depth technical foundations which underpin cybersecurity threats and corresponding defenses. Through hands-on training students will gain necessary skills to begin supporting and implementing cyberspace security. This course will cover the following topics: Security and Risk Management (security governance principles, compliance, legal and regulatory issues, professional ethic, and security policies), Asset Security (information and asset classification and ownership, data security controls and handling requirements), Security Engineering (secure Engineering processes, security models, security evaluation model, security architectures and designs, cryptography, and physical security), and Communications and Network Security (secure network architecture design, secure network components, secure communication channels, and network attacks) **Prerequisites:**

ICS 688 - Cyber Threat Intelligence (4 credits)

The course will provide students with foundational concepts and practical skills in the field of cyber threat intelligence that can be leveraged to defend against sophisticated network intrusions and loss of proprietary information. The course will discuss various phases of the intelligence lifecycle including developing intelligence requirements, collecting, analyzing, and disseminating information; and using cyber threat intelligence to improve security at the tactical, operational, and strategic levels. **Prerequisites:** ICS 462

ICS 690 - Special Topics: (4 credits)

This course is an in-depth study of some aspect of computer science that is not part of a regular course. Special topics courses of current interest will be offered on an occasional basis. Students may repeat ICS 690 for additional credit with advisor approval. Some topics may have prerequisites. **Prerequisites:** ICS 462

ICS 698 - Research Seminar (2 credits)

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

MAPL

MAPL 610 - Political Process and Public Policy (4 credits)

MAPL 610 is the first required core course in the Master of Advocacy and Political Leadership

(MAPL) Program. Its aim is to help student advocates understand the history of policy development in the United States and particularly in the states of Minnesota and Wisconsin. The course examines the classic study of policy development and implementation on a national basis, then looks closely at the more ideological take on policy formulation and implementation used in the 2000s. More locally, students examine the political cultures of Minnesota and Wisconsin and hear from leaders from those states involved in policy development and implementation. Each student prepares and presents a policy change project, some action they think desirable and in the public interest.

MAPL 611 - Political and Advocacy Leadership (4 credits)

MAPL 611 is a required core course in the Master of Advocacy and Political Leadership (MAPL) Program. The course provides the knowledge and skills needed to help advocates strengthen their abilities to lead wisely, ethically and effectively in political and community settings. It provides an interdisciplinary framework to explore the principles of power and leadership, and features effective leaders from Minnesota and other states discussing their principles of leadership.

MAPL 612 - Organizing and Communication for Advocacy (4 credits)

MAPL 612 is a core course in the Master of Advocacy and Political Leadership (MAPL) Program. This course is designed to provide students with a foundation of the history and techniques of grassroots political organizing, plus honing the writing and speaking skills needed by advocates. The focus will primarily be on the power of communication for advocates and organizers who must mobilize others and change minds.

MAPL 613 - Policy Evaluation (4 credits)

MAPL 613 is the last required core course in the Advocacy and Political Leadership (MAPL) track within the Master of Public and Nonprofit Administration Program. This course prepares students to understand and to perform program and policy evaluations. Given a defined problem, students will learn how various policy proposals might be compared and judged. Students will understand how to demonstrate the value or worth of a program or policy. They will understand how to use evaluation methods to improve programs and policy. The course will explore the complexities of evaluation and why it is important.

MAPL 621 - Advocacy, Organizing and Lobbying in the Nonprofit Sector (4 credits)

MAPL 621 is a concentration course in the Advocacy and Political Leadership (MAPL) track within the Master of Public and Nonprofit Administration Program. Nonprofits are essential players in providing all people a voice at all levels of American government. This class focuses on one level of that government, the state, and specifically will follow and engage in the work of the 2015 Minnesota State Legislative Session. Students are expected to learn how lobbying works through closely tracking specific issues and learning from the advocates and lawmakers involved in those issues. Besides following issues, students are expected to learn in class about the skills required for direct lobbying and for grassroots organizing and advocacy, about media relations on issues, and about the rules governing direct lobbying for nonprofits.

MAPL 631 - Labor and the Political Economy (4 credits)

MAPL 631 is a labor concentration course in the Master of Advocacy and Political Leadership (MAPL) Program. The course will study the history and current status of collective bargaining issues through the lens of the political economy, i.e. the intersection of economics and politics. Early sessions of the course will provide a theoretical and historical grounding in basic concepts in the political economy of labor, both generally and in the specific context of the United States. In later classes, we will consider a number of contemporary political-economic issues in light of these concepts, issues like the minimum wage, the right to work, and whether employees should have any control over the

compensation for and conditions of their jobs. Students will examine and debate these issues from several political-economic perspectives.

MAPL 640 - Advocacy in the Public Sector: Service in the Elective Branch (4 credits)

MAPL 640 is the first of two required segments of the Concentration, Advocacy in the Public Sector. The class prepares students who have or will have careers in the elected branches of government, at the local, regional, state or national level. Those careers can be either as elected members of councils, boards, the Legislature or Congress themselves, or as staff to those elected. Familiarizes students with three essential skills for persons interested in such careers, instruction on understanding and using public opinion measurement, instruction on best practices for those operating as staff to elected or appointed officials, and instruction on media relations in a political setting; all three skills-oriented segments will be taught by guest lecturers with outstanding credentials; the first and last three-hour periods of the class will discuss the ethical dimensions of working in the political realm. The course is always offered in the Spring Semester, to coincide with Minnesota's legislative session.

MAPL 660 - The Impact of Art on Social Change Movements (4 credits)

MAPL 660 is an elective course in the Advocacy and Political Leadership (MAPL) track within the Master of Public and Nonprofit Administration (MPNA) Program. Students committed to advocacy and political leadership will build an understanding of the importance of art in shaping political culture and major policy and political directions. We will examine the impact of art as a means of engaging the interest and influencing the political will and positions of targeted audiences.

MAPL 661 - Ethics in Policy, Politics and Advocacy (4 credits)

MAPL 661 is an elective course in the Advocacy and Political Leadership (MAPL) track within the Master of Public and Nonprofit Administration (MPNA) Program. The course will develop a shared, rudimentary ethical code for participation in advocacy and political life. The course begins by examining classical ethical theory, from Plato on. Then we examine ethics in government, looking at the systems established to insure not that actors on the governmental stage do the right thing, but rather that they avoid the appearance of a conflict. The exercise in developing the code will combine these two ethical systems, one normative and the other procedural, in a single proscriptive document. The codes development will be informed by reading a few of the major political/ethical theorists, by dialogue with some of Minnesota's leading political/advocacy figures, and by case studies.

MAPL 662 - The Legal System and Public Policy (4 credits)

MAPL 662 is an elective course in the Master of Advocacy and Political Leadership (MAPL) Program. This class prepares advocates to understand the extent to which courts - or more precisely the issues confronting our legal system -- drive policy and social change. Students will develop practical skills to seek legal remedies for their constituencies, and strategies for knowing when to choose the courts instead of the legislative process.

MAPL 667 - Organizing and Advocacy in the Digital Age (4 credits)

MAPL 667 is an elective course in the Master of Advocacy and Political Leadership (MAPL) Program. The course examines the rapid growth of online advocacy over the last decade. Special attention will be paid to the 2004, 2008 and 2012 presidential elections. A campaign and organizational online project is utilized.

MAPL 668 - Topics in Advocacy (4 credits)

MAPL 668 is an elective course in the Master of Advocacy and Political Leadership (MAPL) Program. This course will provide students with in-depth insight into timely political advocacy issues of the day. Students will become proficient in the context, the arguments, and the specific techniques used to advocate for and against these specific issues.

MATH

MATH 625 - Graph Theory (3 credits)

The course covers the theory of graphs, with an emphasis on careful proofs of all given statements. Topics include matchings, connectivity, planar graphs and their colorings, Hamilton cycles and infinite graphs. **Prerequisites:** MATH 215 or MATH 301

MATH 640 - Mathematical Models and Applications (3 credits)

This course covers the techniques for construction, analysis and evaluation of mathematical models that are used to aid in the understanding of questions arising in the natural, physical and social sciences, business and engineering. Students will learn how to implement mathematical models on the computer and how to interpret and describe the results of their computational experiments. **Prerequisites:** MATH 210

MATH 670 - Advanced Geometry (3 credits)

Advanced geometry presents a formal and fundamental development of Euclidean geometry with an emphasis on valid arguments. Non-Euclidean geometry will also be investigated. The course begins with a thorough review of geometry and continues with a selection of more advanced topics including the nine-point circle, Ceva's Theorem, Euler line, and Menelaus' Theorem.

MATH 671 - Number Theory (3 credits)

This course covers divisibility; congruences and residues, including the Chinese Remainder Theorem; primes and their distribution; the Euler-phi function; quadratic reciprocity; public-key cryptography, particularly the RSA cryptosystem; elliptic curves and their group structure. **Prerequisites:** MATH 471

MDST

MDST 583G - Online Education and Training (4 credits)

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

MGMT

MGMT 600 - Practical Research Methods for Managers (2-4 credits)

This foundational course provides students with practical knowledge needed to conduct research in organizations. Major topics covered include research design, data collection and analyses, research proposal and research report. Students will gain practical experience by applying the procedures and techniques learned in this class to organizational functions, such as marketing, finance, management, and operations. This course must be taken during the first semester of MBA studies.

MGMT 620 - Organizational Behavior (3-4 credits)

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

MGMT 660 - Managing a Diverse Workforce (4 credits)

This course focuses on policies and practices for effectively managing a diverse workforce in private, public and nonprofit organizations. The current context and historical development of equal employment opportunity, affirmative action, and diversity management are addressed. Students gain theoretical and practical knowledge to understand beliefs, attitudes, biases and prejudices to more effectively manage differences in order to enhance organization productivity. **Prerequisites:** MGMT 600

MGMT 699 - Management: Strategy and Policy (4 credits)

As the capstone course for the M.B.A. program, students integrate analytical tools and knowledge from the various functional areas of

management, previous graduate courses, work experience and strategic management theories. Case studies and readings provide students the opportunity to analyze past and current strategies and to formulate and implement new strategies for various types of organizations. Prerequisite: Completion of all Phase I courses.

MIS

MIS 600 - Management Information Systems (4 credits)

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

MIS 653 - Supply Chain Information Systems (2 credits)

This course examines the use of information technology to improve efficiency and effectiveness in the corporate supply chain. Topics covered include key information technologies in supply chain management: Collaborative Planning Forecasting & Replenishment, Electronic Procurement, Inventory management technology (including auto-identification for inventory such as Bar Codes and RFID tags), Labor Management and Manufacturing Execution systems along with Shipping/Transportation Management & Asset Maintenance technologies. Hands-on exercises with actual ERP software will be used as well. Prerequisite: MIS 600. **Prerequisites:** MIS 600

MIS 654 - ERP and Applications (2 credits)

Introduction to Enterprise Resource Planning systems, the ERP life cycle, the pros and cons of ERP systems, and highlights of ERP's role in an e-commerce system. This course also highlights ERP risk - the factors that go into success or failure for ERP implementations.

MIS 657 - Database and Client/Server Systems (2 credits)

Databases represent not only data storage, but critical organizational assets. MIS professionals must not only understand the basics of database management and relational design, but must also know how to leverage these assets for competitive advantage. This course covers database design and implementation and creation of information and standards. Client/Server technology represents an important part of modern database applications. It allows the firm to implement database applications as efficiently as possible in networked environments. Competence in the application, development, evaluation, management and use of corporate and external databases, including client/server technologies are skills needed by all business people. More importantly it is critical to MIS professionals given the vast array of options and new tools available. Topics in distributed database management including transaction management, concurrency control, deadlocks, replicated database management, query processing reliability, and surveys of commercial systems and research prototypes will be reviewed.

MIS 658 - Advanced Database Administration (2 credits)

This course aims to take students' knowledge of databases (including their application and strategic management) to an advanced level by providing high level concepts and strategies for database administration in the modern firm. The course provides an in-depth description and analysis of the database administration environment, performance

management, data integrity and security, and disaster planning, recovery and management. This course provides a solid managerial context for database administration and helps the students learn strategic roles for databases in the modern firm. **Prerequisites:** MIS 600

MIS 660 - Advanced IT Management, Planning and Systems Delivery (2 credits)

Time to market, competitive advantage, organizational agility and emerging technologies are some of the dynamics that constantly influence IT functions such as Business/IT alignment, strategic IT planning, IT architecture, portfolio management and systems delivery. Understanding the relationships between these drivers, their impact on IT and the associated trade-offs is critical to managing an effective IT organization.

MIS 662 - Management of Distributed Computing (4 credits)

Surveys of the skills desired by potential employers of graduate management students indicate that use and understanding of technology and its impact is highly valued. In this course you have the opportunity to examine technical architecture and build your skills while learning how to incorporate technology into your management "portfolio." The course uses case studies to review state-of-the-art equipment in each of the basic software and hardware families, while emphasizing management models and higher-level analysis using the computer. Practical projects are assigned giving students real-world opportunities to use these tools to enhance their work and build productivity. Participants will complete a comprehensive and highly practical class project and final exam. **Prerequisites:** MIS 600

MIS 665 - Systems Design and Decision Support (4 credits)

New systems design approaches and techniques are providing extraordinary strategic opportunities to organizations that recognize and implement them. This course shows students state-of-the-art systems design from a managerial perspective rather than a strictly technical approach. Managers who wish to get the most out of new and existing information systems and technical people who wish to see where systems may be going have the opportunity to do so in this class. Beyond current approaches, students are also presented with basic information on new technologies including artificial intelligence and expert systems, which many believe will play a critical role in future systems.

MIS 667 - Telecommunications and Internet Management (4 credits)

This course explores the range of available telecommunications technologies and how they can be used to facilitate information-access and dissemination at all levels of an organization. Trends in standardization of telecommunications services are analyzed. In addition, students examine how the management information systems or data processing manager can use these services to generate accurate MIS reports in a cost-effective manner. Telecommunications trends in the United States and Europe are addressed in detail. A range of emerging telecommunications services is explored as well as how such services radically alter the ways that organizations gather information for decision making.

MIS 671 - Problem Formulation and Data Presentation (4 credits)

This course provides students with techniques and strategies to work on complex business problems while exercising strong critical thinking skills. It also helps them develop potential solutions. This course then focuses on how to take the results of students' professional work and present complex material in a manner that helps them clearly explain and market their information.

MIS 673 - Knowledge Management (2 credits)

This course is designed to define the role of Knowledge Management (KM) in organizations, various components needed to manage knowledge in an organization, leadership skills required to lead a KM initiative, evaluation of existing KM tools and systems, the difference between KM and data management, content

management, and information retrieval. It gives special attention to management information systems theories in the organizational setting including: transaction processing, operational reporting, decision support systems and executive information systems. It emphasizes the human aspects of change management, training and implementation with some attention to the role analytics plays to support decisions. The course includes case analysis from texts and real world examples.

MIS 675 - Risk Analysis in Information Technology (2 credits)

Any IT development project contains significant risks. However, keeping the status quo is also risky in rapidly changing technological and competitive environments. This course is designed to familiarize the student with risk analysis concepts derived from many sources including financial, actuarial and statistical studies, insurance and risk analysis, software quality assurance methodologies, management and audit trails and many others. Student will learn to assess the risk in an information systems portfolio and develop strategies for managing the many risk types discussed: Prerequisites: MIS 600.

MIS 676 - Legal Environment in IT (2 credits)

This course explores social, legal, legal-ethics, political, constitutional and economic implications of computing from a business point of view. It covers the issues individuals face as members of a technological society and offers guidance for professionals in computer-related fields. One of the book's goals is to develop computer professionals who understand the implications of what they create and how it fits into society at large. The class covers legal aspects of privacy and personal information, encryption and interception of communications, freedom of speech in cyberspace, intellectual property, computer crime, computers and work, broader issues on the impact and control of computers, and professional ethics and responsibilities.

MIS 680 - Introduction to Information Assurance (4 credits)

Modern organizations operate in a net-centric world. New information technologies arrive at lightning speed, allowing us to share information across town, across the country, and around the world faster than ever before. Organizations in both the public and private sectors organizations suffer from not realizing the value of the information assets they manage. This class will present and provide an introduction to information assurance (IA) and explore a wide range of business services and how they are impacted by IA issues. Topics covered include: How to assess risks and develop a security policy for operational integrity. Learning outcomes for this course include: Defining the roles and responsibilities of technical and non-technical participants in Enterprise systems development and utilization; The applications of information technology in business organizations and managerial decision making; Knowing associated ethical and societal implications; Understanding how emerging technologies pose risks to organizations; and Defining how providing information assurance solutions will keep our information systems safe from harm. At the macro level, the course will also address national security considerations.

MIS 681 - Enterprise Security Management (4 credits)

Organizations with computer networks, Web sites, and employees carrying laptops and mobile devices face an array of security challenges. Among other things, they need to keep unauthorized people out of the network, thwart Web site hackers, and keep data safe from prying eyes or criminal hands. This course provides a high-level overview of these challenges. This course is not for the hard-core IT security engineer who works full time on networks. Instead, it is aimed at the nontechnical executive with responsibility for ensuring that information and assets stay safe and private. The course presents a guide to Thwarting Data Thieves and Hackers and covers the following technical issues in a nontechnical manner: -The concept of "defense in depth" -Network design -

Business-continuity planning -Authentication and authorization -Providing security for your mobile work force -Hackers and the challenges they can present -Viruses, Trojans, and worms But it doesn't stop there. The course goes beyond the technical and covers highly important topics related to data security like outsourcing, contractual considerations with vendors, data privacy laws, and hiring practices. **Prerequisites:** MIS 680

MIS 682 - Analysis of Strategic and Tactical Security IT Planning (4 credits)

This course is designed to provide students and practitioners a framework to build and implement an IT security strategy that is aligned with their business needs. A key element of Security is developing and implementing these strategies. In the course, you will learn about: 1. Advanced concepts and principles of strategic planning for IT Security. 2. Applications of risk principles, security policies to improve operational integrity are learning outcomes for this course. 3. Roles and responsibilities of technical and non-technical participants in Enterprise systems development and utilization. 4. Applications of information technology in business organizations and managerial decision making, and associated ethical and societal implications. 5. Emerging technologies and the risks they pose to organizations.

MIS 683 - Process Analysis and Design (2 credits)

This course was created to give students a thorough look at the discipline of process analysis and design, workflow analysis and process reengineering. It uses a highly visual approach to both designing and communicating process analysis. Students will learn to properly analyze, design and build the main visualizations for process analysis including flowcharts, data flow diagrams, entity relationship diagrams and others as tools for communicating management designs. **Prerequisites:** MIS 600

MIS 685 - Data Mining Tools (2 credits)

This course introduces how analytics and Data Mining tools can be used to solve business problems like Best Next Offer, Customer Retention, Customer Potential Life Time Value estimation, Market Basket analysis, etc. This course gives students an opportunity to exercise advanced Data Exploration and Mining software. Introduction to Data Mining tools/solutions evaluation is also part of this course.

MIS 686 - Advanced Data Mining Tools (2 credits)

The course gives students an opportunity to start with several Business Problems which require Data Mining techniques like classification, estimation, clustering. Students are supposed to research on Data Mining vendors/tools to find Strengths & Weaknesses for selected Data Mining tools Students are supposed to use 5 groups of Data Mining tools selection criteria: Hardware/OS/Networking, Data reparation/Manipulation, User Interface/Model Output, Algorithms & Manageability, Support/Documentation/Training. The course gives students an opportunity to exercise advanced Data Exploration and Mining software (developed by Synera Systems, Inc.) to analyze Retail Customer Behavior. Students are supposed to use a macro language to document Data Quality problems. Introduction to E-Customer Behavior is also a part of this course.

MIS 687 - Business Analytics (4 credits)

The improvement in computing and information management technology created opportunity for organizations to generate, store, and process huge amount of data which is being generated in every seconds. Business Analytics provides organizations a new, efficient way to intelligently use those data by combining it with sophisticated analytics. With Business Analytics, organizations can take advantage of data with leveraging and turning it into actionable intelligence that can be used to support reasoned decisions. This course is designed to provide an introduction to the concepts of Business Analytics and its applicability with real world data in a business environment. Students will gain experience using several cutting-edge software in Business Analytics to support business decision making. Students will also be familiarized with the overall life cycle of Business Analytics project (identify the problem, describe the data, analyze the data, interpret the results,

and make recommendations) through three different modules: ¿ Module 1 - Business Analytics Fundamentals: Concepts ¿ Module 2 - Business Analytics Fundamentals: Basic predictive analytics ¿ Module 3 - Business Analytics in Actions: Applications, and practical insight **Prerequisites:** MIS 600

MIS 688 - Predictive Analytics (4 credits)

Currently, enterprises across almost every industry are seeking talent for predictive analytics. Predictive analytics helps connect data to effective action by drawing reliable conclusions about current conditions and future events. Coupled with other types of analytics available (i.e., Descriptive, Diagnostic, and Prescriptive analytics), enterprises can make predictions and then proactively act upon that insight to drive better business outcomes and achieve measurable competitive advantage. Naturally, such demand is met with creative and critical thinking professionals that have been prepared with theories that can be put into practice. The Predictive Analytics course offering includes modules, activities and projects that are structured for following topic objectives: Understanding the different purposes of analytics (i.e., Diagnostics analytics for data discovery "Why did it happen?", Predictive analytics for forecasting, and simulation "What will happen?", and Prescriptive analytics for planning, and optimization "What should we do?") to choose appropriate analytic techniques for decision making. Teaching the skills needed to understand the integration of resources (i.e. people, processes, technologies and facilities) to decision making based on predictable data patterns and trends. Building the skills to apply business intelligence, machine learning, decision science, knowledge discovery, and business performance management to obtain business insight that is linkage to foresight. Development of knowledge to broker content from multiple sources and systems, integrate into a common vocabulary that is universally meaningful for enterprise economic growth. **Prerequisites:** MIS 687

MIS 693 - Advanced Supply Chain Information Systems (2 credits)

Beginning where MIS653/MKTG 653 Supply Chain Management/ Logistics Management leaves off, this course examines the use of information technology to improve efficiency and effectiveness in the corporate supply chain. Topics covered include the strategic role of key information technologies in business-to-business e-commerce; efficient customer response; enterprise resource planning; the virtual value chain. Prerequisite: MIS 653 Supply Chain Management/Logistics Management. **Prerequisites:** MIS 600 and MIS 653

MIS 699 - Integrative Capstone Project (4 credits)

Two cohorts per term will be formed to do systems projects, one of which will be Web-based. Twin Cities organizations will be solicited for systems development or other related projects. Resident faculty will oversee teams. Group project and individual reports will be created. Clients' perceptions will be determined. This experience will give the students many networking opportunities in addition to the critical opportunity to apply what they have learned in a rigorous way. Theory and practice will merge to meet the fast-paced requirements of a real world IS environment. When the cohort successfully completes its project, its members will have valuable experiences to draw on for years to come.

MKTG

MKTG 600 - Marketing Management (4 credits)

This course examines activities through which organizations provide goods and services to serve the needs of the marketplace. Some of the topics included are analysis of internal and external factors of an organization that contribute to a successful marketing campaign, consumer behavior, positioning, , setting marketing objectives, designing marketing strategies and tactics, integrated marketing communications, pricing, and elasticity of demand.

MKTG 642 - Design and Management of Advertising Programs (4 credits)

Management of advertising programs requires that good use be made of electronic and print media, direct mail, public relations, promotions and personal sales power in achieving organizational goals. Topics include audience analysis, creative strategies, advertisement production, computer graphics, trade shows, advertising laws and the ethics of advertising communications. Special attention is given to multicultural factors in designing advertising campaigns.

MKTG 652 - Supply Chain Logistics (2 credits)

This course examines those activities involved in planning, implementing and controlling the flow of raw materials, in-process inventories, and finished goods from the point of origin to the points of consumption at the lowest total costs. Topics emphasized include inventory management, transportation, warehousing, information systems, performance measurement, materials handling, customer services, and the overall management of logistical functions.

MKTG 653 - Global Sourcing (2 credits)

Global competition makes it increasingly important for American firms to contract with foreign companies in order to establish efficient and reliable sources of industrial materials and supplies. Topics include starting a global buying program; dealing with foreign cultures, business practices, monetary systems, and related legalities; writing international purchase orders; controlling global logistics costs; and U.S. programs designed to benefit importing buyers.

MKTG 690 - Strategic Marketing Planning (4 credits)

This course covers marketing planning from mission statement to budgets. It extends and builds upon the planning methods introduced in Marketing Management. Particular emphasis is placed upon environmental scanning, competitive analysis, comparisons of alternative strategies and the organizational activities required to implement the plan. The planning methods and procedures discusses are equally applicable for organizations operating in the economy's private, not-for-profit and government sectors. **Prerequisites:** MKTG 600

MLS

MLS 600 - Introductory Seminar (4 credits)

The seminar will address aspects of theory, method, research, and knowledge formation in selected disciplines within the humanities, social sciences and natural and physical sciences. The course will move from the study of selected disciplines to an interdisciplinary study of the connections among disciplines and its implications for the students' program of study and their final research project.

MLS 620 - Master of Liberal Studies Explorations (4 credits)

The MLS Explorations, a requirement within Metropolitan State's MLS degree program, brings students and faculty together to explore topics of consequence that relate to a common theme. The MLS program requires an introductory seminar, MLS 600 that introduces students to graduate study and helps them formulate a focus in the MLS program. Students then complete at least three MLS 620 explorations that, with electives and a capstone, comprise their MLS program. **Prerequisites:** MLS 600

MLS 690 - Master of Liberal Studies Capstone Course (4 credits)

The MLS Capstone, a requirement within Metropolitan State University's MLS degree program, revolves around the facilitation and completion of students' self-directed Capstone projects, broadly defined not only to include research papers, but projects, artwork, or performances that would, however, include a reflective written component. Students identify and develop their interdisciplinary capstone projects throughout the MLS program, and must have an approved MLS Capstone Project Proposal before enrolling. **Prerequisites:** MLS 600

MPNA

MPNA 600 - Practical Research for Public Administration and Non-profit Management (2 credits)

MPNA 600 Practical Research for Public Administration and Non-profit Management is a two credit elective that prepares students in the MPNA program in writing, mathematics and statistical skills at the graduate level. These skills, as the title suggests, will serve as practical foundation for more rigorous efforts that students engage in all of the other courses taken throughout the Master's program.

MPNA 660 - Strategic Human Resources Management: Public and Nonprofit (4 credits)

Strategic human resource management includes the following major components, with specific attention to the unique environment and challenges facing public and nonprofit professionals: a strategic perspective that connects HR management with the organization's mission; labor relations; compensation; benefits management; recruitment and selection; performance management; and an additional focus on organizational/program/project management to align the organization's human resources with overall organization goals and priorities.

MPNA 680 - Information Management, Evaluation, and Public Accountability (4 credits)

This course focuses on knowledge management, organizational learning, e-governance, accountability, and evaluation in the strategic management of information. Important themes include strategies for organizational learning and knowledge sharing-including communities of practice.

MPNA 690 - Public Ethics and the Common Good (2 credits)

Public Ethics and the Common Good brings together into one course the four essential elements of ethical organizational management: development of a code of ethics and standards of professional conduct, instituting systematic training and enforcement on ethical expectations, ethical leadership to incorporate these expectations into the lived culture of the organization, and commitment to corporate responsibility for the common good that meets the demands of procedural and distributive justice.

MPNA 695 - Capstone in Community Oriented Management (4 credits)

The Capstone course for the MPNA program seeks to integrate learning from earlier course work and focus that learning on issues facing our diverse communities. Attention is given to the capacities of professionals in the government and nonprofit sectors to deal effectively with community issues, and the relationships between leadership/management practices and community development. The course includes both case studies as well as a major Capstone project, including direct community engagement for those who wish to have this opportunity.

MPNA 699 - Topics in Public Administration and Nonprofit Management (2 credits)

This course explores a variety of contemporary issues in public administration and nonprofit management in greater detail. The focus keeps changing to keep pace with new issues and new circumstances.

NPM

NPM 600 - Nonprofit Governance and Management (4 credits)

This foundational course explores the challenges of leading and working in today's nonprofit organizations. Topics include leadership, management, ethics and values, board governance, human resources management, and constituency building. It also includes an examination of the theory, history and development of nonprofit. Students examine in depth current issues confronting nonprofit organizations.

NPM 650 - Resource Development and Strategic Communications (4 credits)

Resource Development and Strategic Communications combines fundraising and organizational communications as aspects of a strategic approach to funding and extending the reach of nonprofit and public organizations. Fundraising includes grant writing and the full range of other fund raising channels: events,

donor campaigns, corporate partnerships, and other mechanisms. Communications strategy includes developing a corporate persona, establishing a corporate brand, and telling the story of the organization's contribution to the public good.

NPM 675 - Nonprofit Financial Management (4 credits)

This course provides a comprehensive approach to successfully managing the finances of nonprofit organizations, with particular attention to the principles of budgeting (capital and operating), financial statements, cash management, basic accounting and auditing principles, and investment practices. Emphasis will be placed on the unique position of nonprofit organizations and their complex interrelationships with both the public and private sectors.

NURS

NURS 520G - Foundations of WOC Nursing (0.5 credit)

This course will address the various critical underpinnings to implementation of the role of the WOC nurse and specialty nurse. Students will gain knowledge of the history of the specialty, legal and ethical issues pertaining to implementation of the role, and professional growth opportunities (i.e., WOCN, certification, collaborative practice, research utilization, writing for publication and establishing a service or a clinic). In addition, students will explore common career enhancement activities such as marketing, budgeting, record keeping, contracting for services and charging for services, procedures and equipment. Concepts central to the practice of WOC nursing will also be discussed such as counseling, patient/family education, infection control, continuity of care and nutrition.

NURS 521G - WOC Nursing, Skin and Wound Management (3 credits)

The course focuses on the care of the client across the lifespan who may be at risk for skin breakdown, who has a break in skin integrity or who has an existing wound. Specifically, students will gain knowledge of the etiology, differential diagnoses, clinical findings and management options of the wounds or skin complications affecting these groups. Focus will also be on the adept skill of obtaining a physical assessment and medical history, incorporating data from diagnostic tests, and documentation of assessments and evaluations to attain optimal patient outcomes. **Prerequisites:**

NURS 521P - WOC Nursing, Skin and Wound Management Practicum (0.5 credit)

The practicum will focus on the development of the certified WOC nurse with special emphasis on the care and management of the client with a wound across the life span. Students will integrate knowledge of anatomy and physiology, pathophysiology, family, community and levels of evidence as they plan the nursing care and management for this unique patient population.

NURS 522G - WOC Nursing, Ostomies and Continent Diversion (3 credits)

This course will address the immediate and long term care of clients across the lifespan experiencing acute and chronic health concerns that may result in an ostomy or continent diversion. Specifically, students will gain knowledge of the etiology, differential diagnoses, clinical findings and management options of the common conditions necessitating an ostomy or continent diversion. In addition, students will gain knowledge of the etiology, differential diagnoses, clinical finds, and management protocols of the common conditions affecting the ostomy or continent diversion patients. Emphasis will be placed on the psychosocial and educational needs of these patient groups from the preoperative, postoperative and long-term follow-up perspective. **Prerequisites:**

NURS 522P - WOC Nursing, Ostomies and Continent Diversions Practicum (0.5 credit)

The practicum will focus on the development of the certified WOC nurse with special emphasis on the care and management of the client with an ostomy or continent diversion across the life span. Students will integrate knowledge of anatomy and physiology, pathophysiology, family, community and levels of evidence as they

plan the nursing care and management for this unique patient population.

NURS 523G - WOC Nursing, Bowel and Bladder Continence (3 credits)

This course will address the immediate and long term care of clients across the life span experiencing acute and chronic health concerns that often result in urinary or fecal incontinence. Specifically, students will gain knowledge of the etiology, differential diagnoses, clinical findings and nursing, medical and surgical management options for urinary and fecal incontinence. Emphasis will also be places on the psychosocial and educational needs of these client groups including behavioral strategies, environmental modifications, physical assessment and examination, containment, skin protection, pharmacological interventions and relevant procedures. **Prerequisites:**

NURS 523P - WOC Nursing, Bowel and Bladder Continence Practicum (0.5 credit)

The practicum will focus on the development of the certified WOC nurse with special emphasis on the care and management of the client with incontinence across the life span. Students will integrate knowledge of anatomy and physiology, pathophysiology, family, community and levels of evidence as they plan the nursing care and management for this unique patient population.

NURS 529P - WOC Wound Practicum Portfolio Evaluation (0.5 credit)

This course is an assessment of prior learning to validate specialty nursing competency in the care of the patient with a wound or skin care needs. Emphasis is placed on mastering entry level skills and integrating knowledge of pathophysiology into effective care of the patient with wound and skin care needs. Following the completion of the prerequisite courses and requirements, learner submits material for review to validate completion of the course objectives. **Prerequisites:** NURS 521G and NURS 520 or NURS 520G or NURS 521

NURS 531P - WOC Ostomy and Continent Diversions Practicum Portfolio Evaluation (0.5 credit)

This course is an assessment of prior learning to validate specialty nursing competency in the care of the patient with an ostomy or continent diversion. Emphasis is placed on mastering entry level skills and integrating knowledge of pathophysiology into effective care of the patient with an ostomy or continent diversion. Following the completion of the prerequisite courses and requirements, learner submits material for review to validate completion of the course objectives. **Prerequisites:** NURS 520 and NURS 522G or NURS 520G or NURS 522

NURS 532P - WOC Bower and Bladder Continence Practicum Portfolio (0.5 credit)

This course is an assessment of prior learning to validate specialty nursing competency in the care of the patient with bowel or bladder control problems. Emphasis is placed on mastering entry level skills and integrating knowledge of pathophysiology into effective care of the patient with bowel or bladder incontinence. Following the completion of the prerequisite courses and requirements, learner submits material for review to validate completion of the course objectives. **Prerequisites:** NURS 523G and NURS 520 or NURS 520G or NURS 523

NURS 600P - Intensive Practicum II (4 credits)

This course provides nursing students with experience in varied acute and community-based settings. Opportunities are provided for students to apply theoretical principles to the care of diverse populations consistent with the specialty theory courses. Proficiency with care management interventions and technologies will be achieved during this practicum. Student experiences will include the application of evidence-based practice, clinical decision making, delegation and supervision, and financial aspects of care. Interdisciplinary collaboration is emphasized.

NURS 601 - Nursing Science (3 credits)

This course focuses on the elements of nursing science and their interrelationships. Theories, philosophies and models that inform evidence-

based nursing practice and their application to research and practice are systematically examined. Selected nursing theories are analyzed and critiqued, including their relevance to diverse client populations. The nursing metaparadigm is examined, with students reflecting on their own professional beliefs and values. Competence Statement: Knows concepts well enough to analyze and evaluate the underlying structures and elements of select nursing philosophies, models and theories, and comprehend the appropriate application of such to nursing practice.

NURS 602 - Ethical Dimensions for Nursing Practice (2 credits)

This course focuses on the theory and skills that prepare nurses to be competent participants of a moral community. Content includes analysis and application of several conceptualizations of ethical behavior, examination of the roots of ethical behavior, clarification of values, ethical decision making, collaboration with others to determine ethical standards, and evaluation of an ethic of care in nursing practice. Students explore caring and justice within health care. Graduate students further examine the ethical dimensions related to advanced nursing roles.

NURS 603 - Foundations of Integrative Care (2 credits)

This course focuses on the exploration of scientific approaches to healing using biochemical and energetic models. Students examine variables that contribute to treatment decisions, client self-care knowledge, evidence regarding efficacy of treatment modalities, and mutual treatment goals. Strategies are explored for utilizing an Integrative Care model in advanced nursing practice.

NURS 604 - Research Methodology (3 credits)

This course examines the application of research methods to practice issues in nursing and the health sciences. Quantitative and qualitative research approaches, methodologies, and techniques of data analysis are addressed. Research critique skills are reviewed. Emphasis is placed on the application of analytic methods to critically appraise scientific literature.

Competence Statement: Knows the research process including both quantitative and qualitative methodologies well enough to critically analyze and synthesize a body of scientific literature.

NURS 605 - Health Policy and Leadership (3 credits)

This course examines the social, cultural, economic, and political variables that influence the development of health policy and the strategies that can be used to develop or revise health policy. Students study the present U.S health system to determine ways in which it may be modified to enhance population health and better meet the needs of underserved populations. Competence Statement: Knows principles and concepts related to leadership and health policy well enough to demonstrate leadership in improving the delivery of health care to diverse populations

NURS 607 - Family Health Nursing (3 credits)

This course focuses on family nursing. Major theoretical foundations are presented including family systems, development, structure-function, and stress. Issues related to contemporary families are explored including gay and lesbian families, responses to grief and loss, family violence, and socio-cultural influences. The clinical decision making skills of assessment, diagnosis, intervention, and evaluation are applied to families experiencing a transition or a chronic health problem. Students will work with a family whose cultural, racial, or lifestyle background is different from their own. Graduate students will evaluate the effectiveness of family nursing interventions.

NURS 610 - Pathophysiology for Advanced Nursing Practice (3 credits)

This course focuses on advanced physiologic and pathophysiologic mechanisms underlying human responses to disease or illness across the lifespan. Students will build on knowledge of advanced physiology. Competence Statement: Knows the principles of pathophysiological changes well enough to recognize the signs and symptoms of disease states.

NURS 616 - Health Assessment for Advanced Nursing Practice (2 credits)

This course focuses on the advanced, comprehensive assessment of individuals across the lifespan. A holistic, nursing theoretical framework provides the structure for the course. The course builds on the students' knowledge and skills of basic physical assessment, anatomy and physiology, and provides a foundation for the advance practice nurse to evaluate the health of individuals across the life span. The course emphasizes documentation, and practice skills necessary for advanced communication, biopsychosocial and physical assessment, critical diagnostic reasoning, and clinical decision-making. Students acquire advanced knowledge and skills through a case based, problem focused learning framework that integrates theoretical, empirical, and experience-based practical knowledge. Competence Statement: Knows the principles of holistic health assessment well enough to apply these skills and techniques in a simulated setting.

NURS 616L - Health Assessment for Advanced Nursing Practice Lab (2 credits)

This laboratory experience focuses on the application of skills taught in N616. Students will practice interview skills, physical exam techniques and assessments across the lifespan. Demonstration of complete physical exam is required for course completion. Competence Statement: Knows the skills and techniques of a holistic assessment well enough to obtain a complete health history perform an age appropriate complete physical exam and problem focused physical exam, and provide age appropriate health promotion and anticipatory guidance across the lifespan.

NURS 621 - Primary Care Nursing I (3 credits)

This course introduces the application of nursing science in evidence-based primary prevention, risk assessment and health maintenance across the lifespan. Students learn the management of select common acute health condition. Students utilize assessment and diagnostic reasoning skills in the interpretation of subjective and objective data. Students develop differential diagnosis skills and begin to develop individualized holistic treatment plans. Competence Statement: Knows primary prevention concepts and select acute care concepts well enough to provide evidence-based care across the lifespan.

NURS 621P - Primary Care Nursing I Practicum (2 credits)

This clinical practicum course builds on the clinical reasoning skills learned in NURS 616 and facilitates application of content of NURS 621. In a clinical setting serving primarily adults, students perform histories and physicals, determine differential diagnoses, and develop holistic plans of care under the guidance of a preceptor. Accurate interpretation of clinical data, appropriate prescribing practices, and accurate documentation of patient encounters is fostered. A minimum of 150 clinical hours with approved preceptor(s) are required. Competence Statement: Knows primary prevention concepts and select acute care concepts well enough to develop and implement a health maintenance plan and provide basic primary care for select acute health conditions.

NURS 623 - Advanced Integration of Pathophysiology, Pharmacology and Health Assessment (3 credits)

This course focuses on synthesis of principles and content in pathophysiology, pharmacology and health assessment in the analysis of health issues in nursing practice. Students demonstrate clinical reasoning that builds upon previous coursework in pathophysiology, pharmacology and health assessment. **Prerequisites:** NURS 600P and NURS 405 and NURS 410 and NURS 325

NURS 627 - Applied Pharmacology for Advanced Nursing Practice (1 credit)

This course builds on the knowledge learned in N609 and focuses on applying principles of pharmacology, including pharmacokinetics and pharmacogenomics, through case study methodology. Particular attention will be paid to polypharmacy and drug interactions applied to specific clinical presentations through case study analysis and application **Prerequisites:** NURS 741

NURS 646 - Informatics for Nursing Practice (2 credits)

This course explores health informatics and how it is used in nursing practice for the advancement of safe and quality care. Students will examine theories used to plan, implement and evaluate health information systems. Data management and use of standardized classification systems and reference terminologies are analyzed to enhance outcomes of care. Ethical and legal concerns related to health information systems are explored. Competence Statement: Upon completion of this course, the student will know concepts well enough to evaluate health information systems to enhance outcomes of care.

NURS 646 - Informatics for Advanced Nursing Practice (2 credits)

This course focuses on the development and use of informatics for nursing practice and administration. Discussions will explore the use of patient information systems in the management of nursing and health care services, challenges and opportunities related to nursing informatics, strategies for facilitating effective and appropriate application of information and computer science in nursing.

NURS 647 - Leadership in Health Care Systems (3 credits)

This course focuses on the theoretical foundation needed to provide leadership in the management of health care systems and personnel in various settings including in-patient facilities, clinics, long-term care facilities and community health settings. Contemporary and emerging approaches to leadership and management are critiqued. Selected leadership approaches are applied to organizational development and design, planning and marketing, changing roles of workers in organizations, and population health improvement.

NURS 648 - Leadership, Quality, and Finance in Nursing (4 credits)

This course focuses on the theoretical foundation needed for a generalist master's degree graduate to be a leader/advocate/change agent in a variety of health care settings. Topics include leadership, health care quality/safety, health care finance, professional development, policy, and human resource management. **Prerequisites:** NURS 601 and NURS 460 and NURS 405

NURS 656 - Nursing in the Community (3 credits)

This course focuses on the origins and trends in community and public health nursing, conceptual models for practice, and contemporary public health problems and issues. Students learn concepts related to providing holistic population based care with diverse individuals and communities.

NURS 656P - Intensive Practicum III (2-3 credits)

This course focuses on the complex and collaborative nursing care of diverse populations. Student clinical experiences will occur in varied community based settings and include the application of public health evidence-based practice and principles and clinical decision making as they relate to the actual health needs of communities.

NURS 670P - Nursing Leadership Practicum I (2 credits)

This practicum focuses on the development of the nurse leader/manager through the application of nursing and leadership/management theory and research in improving the delivery and/or outcomes of health care. A project topic is identified, analyzed, and a plan for change or improvements developed. Learning needs are identified and personal objectives are negotiated with a mentor, emphasizing preparation for advanced leadership and management responsibilities. This practicum experience includes a minimum of 200 hours at an approved clinical site. Competence Statement: Knows principles of leadership, management, nursing, and other health disciplines well enough to evaluate health care systems and to propose an organizational or clinical improvement project in an identified setting.

NURS 671P - Nursing Leadership Practicum II (2 credits)

This practicum focuses on the implementation and evaluation of the organizational or clinical improvement project. Students demonstrate the integration of interdisciplinary theories and strategies during the completion of this improvement project. The improvement project builds upon the organizational assessment and project proposal developed in NURS 670P. This practicum experience includes a minimum of 200 hours at an approved clinical site. Competence Statement: Knows principles of leadership, management, nursing, and other health disciplines well enough to lead an organizational or clinical improvement project. **Prerequisites:**

NURS 690P - Capstone Practicum (5 credits)

The Capstone Practicum is designed to provide students with an intensive practice immersion in preparation for the professional nurse role. Students will be presented by an experienced clinician with on-going guidance from a faculty member. The focus will be on the coordination of holistic nursing care for diverse clients to achieve optimal clinical outcomes. In a clinical practice setting, students will synthesize complex theoretical knowledge, demonstrate competent practice, and evaluate client outcomes. Students will demonstrate leadership skills by developing a clinically-based project. Competence Statement: Knows concepts well enough to demonstrate evidence-based assessment, planning, implementation, and evaluation of safe nursing care.

NURS 696 - Comprehensive Care Seminar (2 credits)

This seminar course provides a foundation to the role transition from student to professional nurse. Emphasis is placed on synthesizing theories, principles, concepts and skills from nursing and other disciplines as a basis for implementing holistic nursing care directed toward healing in the human health experience. Students demonstrate integration of theoretical knowledge and clinical decision making in simulated complex clinical experiences and presentations. Competence Statement: Knows the art and science of the nursing discipline well enough to make the clinical judgments that ensure the provision of safe, holistic care required of an entry-level professional nurse.

NURS 699 - Topics in Nursing (0-6 credit)

This independent study is designed for transfer students whose course or courses from another college or university fulfills some but not all of the requirements of a Metropolitan State graduate nursing course. The student and faculty evaluator negotiate the number of credits to be completed and the specific course objectives and requirements to be satisfied. Through guided study, the student completes these requirements. Register by permission only.

NURS 700 - Advanced Nursing Science (3 credits)

This course focuses on the philosophy of science in nursing and its application to practice inquiry and practice knowledge development. Theories, models, and concepts that inform advanced nursing practice are systematically examined and evaluated. Students analyze the foundations of middle-range theories and explore application of theory to doctoral advanced nursing practice. **Prerequisites:** NURS 603 and NURS 708

NURS 703 - Evidence-Based Practice (4 credits)

This course focuses on skills needed to find and critique a body of health-related literature and the application of evidence-based nursing practice. Content includes translational research approaches and evidence-based practice concepts. Students synthesize a body of health-related literature relative to application in an evidence-based practice model. Competence Statement: Knows evidence-based practice concepts well enough to synthesize evidence from multiple studies and combine it with the expertise of the practitioner as well as the patient preferences and values in the delivery of doctoral level advanced nursing practice.

NURS 708 - Epidemiology and Population Health (3 credits)

This course focuses on analyzing epidemiological, biostatistical, environmental, and other appropriate scientific data related to population health. The student applies this

knowledge in developing, implementing, and evaluating interventions to address health promotion/disease prevention efforts, improve health status/access patterns, and/or address gaps in care for diverse populations. A global perspective to population health is incorporated into advanced nursing practice roles.

NURS 722 - Primary Care II (3 credits)

This course utilizes the Schuler Nurse Practitioner Practice Model and other nursing theories to focus on evidence-based prevention concepts, health maintenance, diagnosis, and management of specific health conditions. Students demonstrate increasing proficiency in assessment and diagnostic reasoning skill through the interpretation of subjective and objective data. **Prerequisites:** NURS 750 and NURS 627 and NURS 621P and NURS 621

NURS 722 - Primary Care Nursing II: Secondary Prevention across the Lifespan (3 credits)

This course utilizes the Schuler Nurse Practitioner Practice Model and other nursing theories to focus on evidence-based secondary prevention concepts, health maintenance, treatment and management of specific diseases across the lifespan. Students will demonstrate increasing proficiency in assessment and diagnostic reasoning skills in the interpretation of subjective and objective data. Competence Statement: Knows secondary prevention well enough to diagnose, treat, and manage select acute and chronic health problems across the lifespan. **Prerequisites:** NURS 750 and NURS 621P

NURS 722P - Primary Care II Practicum (2 credits)

This clinical practicum course builds on the skills learned in N621 and facilitates application of content in N722 with a focus on clinical decision making skills. In a clinical setting serving clients across the lifespan, students focus on the advancement of differential diagnostic and critical thinking skills. Students integrate knowledge of family, culture, holism, community, and caring as they plan holistic care for clients in clinical settings. A minimum of 150 clinical hours with an approved preceptor(s) are required. Competence Statement: Knows select

acute and chronic concepts well enough to provide primary care across the lifespan in the clinical setting in collaboration with a clinical preceptor. **Prerequisites:** NURS 621 and NURS 627 and NURS 621P

NURS 722P - Primary Care Nursing II Practicum (2 credits)

This clinical practicum course builds on the skills learned in N621 and facilitates application of content in N722 with a focus on clinical decision making skills. In a clinical setting serving clients across the lifespan, students focus on the advancement of differential diagnostic and critical thinking skills. Students integrate knowledge of family, culture, holism, community, and caring as they plan holistic care for clients in clinical settings. A minimum of 150 clinical hours with an approved preceptor(s) are required. Competence Statement: Knows secondary prevention and select acute and chronic concepts well enough to provide primary care across the lifespan in the clinical setting in collaboration with a clinical preceptor. **Prerequisites:** NURS 750 and NURS 621P

NURS 723 - Primary Care Nursing III: Pediatrics (3 credits)

This course utilizes the Schuler Nurse Practitioner Practice Model and other theories to focus on evidence-based health maintenance, treatment and management of specific health conditions in pediatrics. Students will continue to demonstrate increasing proficiency in assessment and diagnostic reasoning skills in the interpretation of subjective and objective data in pediatrics. Competence Statement: Knows family nurse practitioner care well enough to diagnose, treat, and manage select acute and chronic health problems in pediatrics. **Prerequisites:** NURS 722 and NURS 722P

NURS 723P - Primary Care Nursing III Practicum (2 credits)

This course focuses on practicum which includes enhancement of history taking and physical examination skills in addition to introduction of new pediatric concepts. Curriculum focuses on the advancement of clinical reasoning through case study examination, documentation review,

and discussion with a pediatric focus. Students integrate knowledge of growth and development, family, culture, holism, community, and caring as they plan holistic care for clients in clinical settings. Issues that arise from the clinical setting regarding advanced practice nursing roles will be addressed. This practicum includes a minimum of 150 clinical hours with approved preceptor(s) with an emphasis in pediatrics. Competence Statement: Knows select acute and chronic concepts well enough to provide pediatric care in the clinical setting in collaboration with a clinical preceptor. **Prerequisites:** NURS 722 and NURS 760 and NURS 722P

NURS 723P - Primary Care Nursing III: Pediatrics (2 credits)

This course focuses on practicum which includes enhancement of history taking and physical examination skills in addition to introduction of new pediatric concepts. Seminars focus on the advancement of clinical reasoning through case study examination, documentation review, and discussion with a pediatric focus. Students integrate knowledge of family, culture, holism, community, and caring as they plan holistic care for clients in clinical settings across the lifespan. Issues that arise from the clinical setting regarding advanced practice nursing roles will be addressed. This practicum includes a minimum of 150 clinical hours with approved preceptor(s) with an emphasis in pediatrics. Competence Statement: Knows principles primary and secondary prevention, etiology, clinical findings, and advanced practice nursing theories and roles well enough to provide family practice nurse practitioner care to clients in clinical settings. **Prerequisites:** NURS 722 and NURS 722P

NURS 724 - Primary Care Nursing IV: Complex Care (3 credits)

This course focuses on developing advanced skills in primary care management of adult and older adult clients with complex, multi-system illnesses. Etiology, clinical presentation, differential diagnoses, disease management issues, and ongoing health promotion/disease prevention will be addressed utilizing an evidence-based framework for providing complex care based in systems biology, healthy aging theory, and advanced practice nursing theory. Health disparities, based in racism, ethnicity, poverty, and structural violence, their effects on physical and mental health, and the DNP- prepared advanced practice nurse's responsibility to combat these disparities will be addressed along with the DNP role in providing case management for persons with complex, debilitating illnesses. Competence Statement: Knows principles of advanced practice nursing well enough to diagnose and manage chronic complex, multi-system health problems of the adult and older adult in simulated settings. **Prerequisites:** NURS 723P and NURS 723

NURS 724P - Primary Care Nursing IV: Complex Care Practicum (2 credits)

This clinical practicum focuses on the management of complex, multi-system illness of adults and older adults. Seminars focus on the advancement of differential diagnostic and critical thinking skills through case study examination, critical self-evaluation, documentation review, and seminar discussion. Students integrate knowledge of nursing science, social science, biological science, biomedicine, ethics, public and community health, mental health, integrative and functional care systems, and trauma-informed care as they plan holistic care for adult and older adult clients with complex, multi-system illnesses in the clinical setting. Health promotion needs appropriate to the client's complex needs are also addressed. Competence Statement: N724P: Knows principles of health promotion, etiology, clinical findings, differential diagnoses, nursing theories and roles well enough to provide advanced practice nursing care to adult and older adult clients with complex, multi-system illnesses in clinical settings and to transition from student NP role to independent novice practitioner. **Prerequisites:** NURS 723 and NURS 723P

NURS 741 - Pre-Scholarship (2 credits)

This course focuses on conducting a needs assessment and defining the scope of a problem

at a community site that will serve as the location for the DNP clinical scholarship project. Students will start to accrue required clinical hours for their clinical scholarship projects. Competence Statement: Know concepts of needs assessment well enough to identify a clinical practice problem and the scope of a clinical scholarship project.

NURS 749 - Resource Management and Finance for Health Care (3 credits)

This course focuses on mastering the knowledge and strategies essential for financial and human resource development and oversight within the health care delivery environment. The relationships between health care economics, human resource management, and health policy within organizations are analyzed. Strategic and business planning principles and approaches are presented and applied. Competence Statement: Knows the principles of financial management and human resource development well enough to critically appraise a health care issue and analyze the personnel impacts, costs and benefits, and cost effectiveness of a proposed solution. **Prerequisites:** HSCI 648

NURS 750 - DNP Scholarship I (3 credits)

This course focuses on developing a proposal for a clinical scholarship project designed to improve health outcomes of a defined population. Students will identify theoretical underpinnings, analyze scientific evidence, and evaluate the literature applicable to the clinical scholarship project. Students must successfully present the clinical scholarship proposal. Students accrue 100 clinical hours related to the clinical scholarship project. Competence Statement: Knows concepts of practice project design well enough to develop and successfully present a clinical scholarship project proposal. **Prerequisites:** NURS 741

NURS 751 - Health Policy and Advocacy (3 credits)

This course focuses on the analysis of regulations and policies that impact health and health care. Students analyze health issues and the social, economic, and political implications of current and proposed policies. Students compare health policies and health outcomes within a global context to evaluate alternative approaches to advancing health equity. Students learn to develop and pursue appropriate strategies to influence policy makers and educate others. **Prerequisites:** NURS 607 and NURS 703 and HSCI 648

NURS 760 - DNP Scholarship II (3 credits)

This course focuses on implementing a clinical scholarship project designed to improve health outcomes of a defined population. Students will lead the clinical scholarship project; while collaborating with stakeholders, the capstone clinical mentor, and the Capstone Project Adviser. Students accrue 100 clinical hours related to the clinical scholarship project. Competence Statement: Knows concepts of project management well enough to implement the clinical scholarship project. **Prerequisites:** NURS 750

NURS 770 - DNP Scholarship III (3 credits)

This course focuses on the evaluation of a clinical scholarship project designed to improve health outcomes of a defined population. Students will evaluate the entire project process, present a plan for project sustainability, and reflect on his/her role leading the project. Students must successfully present the clinical scholarship project and develop a plan for dissemination of the findings. Students will accrue 100 clinical hours related to the clinical scholarship project. Competence Statement: Knows concepts of project management well enough to evaluate and present the clinical scholarship project. **Prerequisites:** NURS 760

NURS 799 - Topics in Nursing (1-4 credits)

This independent study is designed for DNP students. The student and faculty evaluator negotiate the number of credits to be completed and the specific course objectives and requirements to be satisfied. Through guided study, the student completes these requirements. Register by permission only.

PADM

PADM 600 - Public Administration Foundations (4 credits)

This course familiarizes students with the historical and contemporary place of government institutions in the United States and the State of Minnesota. It provides an intellectual perspective on public administration that traces major theories associated with the field and the political, economic and social context within which they developed. The unique challenges of leadership and management in the public sector is also addressed.

PADM 650 - Public Policy Analysis (4 credits)

Policy analyses in the public sphere differs from the private because of the political context and process. Core of the course is understanding the importance of how a problem is defined and then comparing and evaluating alternative approaches to solve public problems. This course will help students to better understand, design, implement and evaluate policies and programs. Various forms of analyses are used including economic, quantitative, political and historical.

PADM 675 - Public Finance (4 credits)

This course explores how the operations and services of public agencies are financially managed and paid for. Students examine taxes and government budgets from legal, economic and political perspectives. The main taxes of the American system-income, sales and property-as well as fees, intergovernmental transfers, economic development, education finance and public borrowing are covered on the tax side. On the spending side, students prepare and implement mock budgets. Current topics in government spending and taxation are also examined.

PSYC

PSYC 560 - Friday Forum Topics (0-2 credit)

The Friday Forum series, which the Metropolitan State University Psychology Department cosponsors with the Minnesota Psychological Association, is being offered for academic credit by Metro State. Each forum is on a topic of current professional importance in the field of psychology. Descriptions and dates of offerings are published in the Class Schedule and Catalyst. Note: At least 12 credits in psychology, human services, or social work prior to registration.

PSYC 611 - Advanced Lifespan Developmental Psychology (3 credits)

Lifespan developmental psychology reviews a variety of advanced concepts, theories and principles of human development from conception, prenatal development, and young adulthood through late adulthood. This course will emphasize the cognitive, physical and social aspects of development from a topical approach and review important contemporary as well as classic theories addressing lifespan development. Discussions will include a variety of contemporary topics of developmental psychology (i.e., Gender differences in behaviors, ADHD; Childhood obesity, styles of play and cultural parenting practices) from a variety of scholarly journal articles. Other key topics that will be addressed include research design in developmental psychology, maturation, cross-cultural topics relative to parenting and lifespan development, human growth experiences and the various stages of physical development as key components influencing human behaviors.

PSYC 648 - Psychopathology (3 credits)

In this course, students gain advanced understanding of the etiology and treatment of psychopathology/psychiatric disorders as viewed from several theoretical perspectives. Assessment and diagnostic tools are reviewed, preparing students to apply this information in clinical practice. The overlap between psychopathology/psychiatric disorders and substance use disorders is described. The widely used DSM diagnostic system will be critically examined in terms of both its evidence base and its multicultural relevance. **Prerequisites:** PSYC 300

PSYC 660I - Psychology Student Designed Independent Studies (1-9 credits)

Student-designed independent studies give Metropolitan State students the opportunity to plan their own study. This type of independent

learning strategy can be useful because it allows students: to study a subject in more depth, at a more advanced level; to pursue a unique project that requires specialized study; to draw together several knowledge areas or interests into a specialized study; to test independent learning capabilities and skills; or to use special learning resources in the community, taking advantage of community education opportunities which, in themselves, would not yield a full college competence. Students should contact their academic advisor for more information.

SPED

SPED 600 - Socio-Cultural Foundations in Teaching Exceptional Urban Learners (4 credits)
The course shall provide students with an overview of student exceptionality: students with disabilities and students with gifts and talents. Special emphasis will be placed on characteristics of exceptional children; the legal aspects of educating students with disabilities; and assessment, instructional, and collaborative strategies. An important outcome of this course is to foster participant dispositions toward appreciating the diverse talents of all learners with exceptionalities and to value flexibility and collaboration in adapting instruction for urban students with diverse needs. The content and skills learned and practiced in this course are designed to meet Minnesota standards of effective teaching practice in the area of special education. This course contributes to the mission, vision, and guiding principles of the Metropolitan State Urban Teacher Program. In addition the course is designed for students to integrate knowledge through content reflection and discussion and skill development through course assign

SPED 601 - Behavioral and Learning Principles for Exceptional Urban Learners (4 credits)
This course is designed for special education professionals to build knowledge and skill in examining the characteristics and risk factors leading to chronic learning, behavioral, and mental health issues of diverse urban students with disabilities. Participants will learn mediating practices that support students with disabilities

from an ecological perspective that examines, service integration, and individual social integration supports that promote lifelong social and academic learning. Students enrolled in this course fulfill requirements toward teacher certification in special education. Competence Statement: Participants in this course will develop content and skills well enough to meet Minnesota standards of effective teaching practice in the area of special education regarding knowledge and practice in federal and state law as well as pedagogy and professional responsibility in serving children and adolescents with disabilities.

SPED 602 - Legal, Political, and Ethical Issues in Urban Special Education (3 credits)
Students in this course examine, discuss, and practice the elements of special education law, litigation, ethics of professional practice in special education and how these elements affect the identification, eligibility determination, planning, programming, and instruction of diverse student with disabilities. Attention is paid to the social and political issues and contexts affecting such services, especially regarding the differences and similarities that would facilitate the involvement of students with disabilities and their families from diverse ethnic/racial, linguistic, and social, gendered, and socio-economic backgrounds. Topics include the rights and responsibilities of students, parents, and educators, due process, data privacy safeguards, ethical practices, and effective communication strategies for working with diverse students with disabilities and their families.

SPED 603 - Assessment in Urban Special Education (4 credits)
This course will introduce students to the basic psychometric foundations of standardized and classroom-based assessment to inform data-based decision-making about exceptionality, eligibility, and educational programming for students with disabilities. Students in this course will learn models of educational assessment, practice methods of observation in classroom and clinical education settings, and

administration of standardized assessments of academic achievement. Participants will be introduced to methods of providing and promoting assessment accommodations, adaptations, and modifications for a range of diverse learners including the use of interpreters and assistive technologies. Finally, this course will be technology-enhanced in the following areas: (1) incorporate knowledge about technology-based program planning solutions in special education (2) use of online methods and materials to enhance instruction between class times and to compensate for potential class period interruptions. Co-Requisite: SPED 611¿Practicum in Special Education Assessment (2 credits).

SPED 611 - Urban Special Education Practicum and Seminar (2 credits)

This field experience practicum is a co requisite of SPED 603: Special Education Assessment designed to give special education teacher candidates the opportunity to document and reflect upon at least 30 contact hours of field-based educational assessment of diverse youth with disabilities in a linguistically, economically, and ethnically diverse urban elementary, middle school, or high school. Most of the field experience hours will be determined by field-based assignments required in UTP SPED courses, especially SPED 603 or SPED 601 for conducting a variety of special education assessments. However, field experiences can include work needed for other SPED courses as needed to fulfill field experience requirements. Urban SPED teacher candidates will have opportunity to apply knowledge, theories and skills in their placement(s) as they progress through coursework. Successful completion of this practicum is a prerequisite for student teaching. Prerequisite(s): SPED 600: Foundations of Urban Special Education. Co requisite: SPED 603: Special Education Assessment. Other Information: Full admission to Urban Special Education Program or Department approval required to register. Students may register for 0, 1 or 2 credit(s) depending on personal circumstances; but the practicum requirements are the same. Placements are made or approved

in collaboration with the instructor of SPED 603 and the Urban Teacher Program Field Experience Coordinator. Participation in 4 reflective seminars with other students is also required for this course and will held in connection with SPED 603.

STAT

STAT 621 - Advanced Biostatistics in Health Research (4 credits)

This course is the application of statistical knowledge in reading, evaluating, and utilizing research findings. Students will know and understand the advanced statistical methods applied in the health sciences, and the students will develop the skills required to critique research, especially nursing research, and to have an understanding of the fundamental requirements of conducting their own research studies.

WRIT

WRIT 532G - Writing about Place (4 credits)

This course explores questions such as, How does place shape you and how do you shape place? How do we see nature in urban environments? How is place ironic or ridiculous? Students use memory, imagination, research, experience and analysis to write about places important to them. Students work toward achieving advanced skills in creative nonfiction, an individual written voice, and a thoughtful approach to place, nature and environment.

WRIT 572G - Document Design (4 credits)

This course teaches students a systematic procedure for researching, designing, editing and evaluating documents that convey specialized information. The primary focus is on effective design of layout and information, whether documents are paper or electronic. Document types discussed include promotional publications, proposals and various kinds of product literature. **Prerequisites:** COMM 171

WRIT 574G - Usability and User Experience (4 credits)

This course focuses on usability and user experience for technical and information products. Students learn concepts, principles, processes, and methods of usability and user

experience. Students work in teams and conduct a usability study systematically to improve an information product. Topics also include usability in business and organizational settings, usability workflow and governance. Students will also interact with user experience professionals.

WRIT 583G - Writing Major Projects (4 credits)

This independent study examines the principles and techniques of writing substantial professional or creative projects such as longer business documents, articles, grant applications, proposals, and works of fiction or creative non-fiction. Through consultations with the instructor, students determine their specific organizational or stylistic problems. Evaluation is based on written projects. Students should have in mind a writing project of either one long piece or several short ones on related topics. Course may be repeated for credit. Graduate status required.

WRIT 631 - User Experience and Design Thinking (4 credits)

This course provides students with advanced knowledge and skills in designing user experience. Students learn how to discover user needs and desires, conceptualize user-centered designs, and test design solutions. Classes will cover latest industry trends, scholarship, and emerging technologies in user experience.

WRIT 671 - Technical Communication Theory and Research Seminar (4 credits)

This course surveys scholarship in the field of technical communication. Research examined includes theoretical works, scholarship drawn from the empirical study of particular sites, and practically-oriented publications (designed to address issues of relevance for practicing professionals). Prerequisite: enrollment in a graduate program.

WRIT 673 - Technical Communication in International Contexts (4 credits)

This course is designed to explore how technical communication functions in international contexts. The course explores the following areas of study and praxis: cultural theory, acculturation, organizational culture, international rhetorical theories, translation, kinesics, and international design and usability.

WRIT 676 - Advanced Writing and Designing for the Web (4 credits)

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.

WRIT 677 - User Research (4 credits)

This course introduces students to designing, conducting, communicating, and evaluating user research. Students learn to form and investigate a research question, examine existing literature, use a wide array of methods, conduct effective user research, make design recommendations, and communicate research findings.

WRIT 683 - Technical Communication Capstone (4 credits)

This course is designed to enable graduate students in technical communication to effectively review, synthesize and demonstrate the skills and theories they have learned during their master's coursework. It is also designed to be a "culminating experience in which students are expected to integrate special studies with the major, and extend, critique, and apply knowledge gained in their major" (Wagenaar, 1993). Students should have completed all of their coursework before embarking on this course.

WRIT 685 - Rhetorical Theory (4 credits)

Rhetorical theory can be loosely defined as the theory of effective communication. This course begins with a review of key figures and texts in the history of Western rhetoric, while also introducing some non-Western rhetorical traditions. It then turns to more contemporary issues, including the rhetoric of visual messages and electronic media, feminist rhetoric, and the politics of technical rhetoric. Questions addressed include: What is the relationship of rhetoric to morality? What are the social and political constraints on any rhetorical act?