

**Metropolitan**  
State University



## **Graduate Academic Catalog 2019 - 2020**

700 East Seventh Street  
Saint Paul, MN 55106  
651-793-1300

[Metropolitan State University website](https://www.metrostate.edu/graduate)

**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 2019-2020

2019		Jan 17	Last day to drop spring courses with a refund
Mar 18	Fall registration begins in eServices	Jan 20	Martin Luther King, Jr. holiday/no classes/buildings closed
Jul 29	Fall bookstore credit program begins	Jan 22	Spring bookstore credit program ends
Aug 5	Fall OPEN (visiting students) registration begins in eServices	Jan 31	Spring financial aid disbursement begins
Aug 5	Tuition payment deadline for fall courses	Feb 17	President's Day/classes held/offices open
Aug 14	Last day to cancel low enrolled fall courses	Feb 25	Caucus Day - No activities or classes after 6 pm
Aug 19	Faculty begin fall duty days	Mar 3	Spring session one ends
Aug 21	Wait list for fall is closed (11:59 a.m.)	Mar 6	Last day to register for spring alternative learning strategies
Aug 24	Fall semester courses begins	Mar 8-14	Spring Break/no classes/offices open
Aug 30	Last day to drop fall courses with a refund	Apr 26	Spring Commencement
Aug 31 – Sep 2	Labor Day holiday/no classes/buildings closed	May 4	Spring semester ends/graduation posting date
Sep 4	Fall bookstore credit program ends	May 7	Spring grades are due from faculty
Oct 14	Indigenous Peoples' Day/classes held/buildings open	May 8	Faculty end spring semester duty days
Oct 21	Last day to register for fall alternative learning strategies	Mar 16	Summer registration begins
Oct 21	Spring registration begins in eServices	Apr 13	Summer OPEN (visiting students) registration begins
Nov 11	Veterans Day/classes held/offices open	Apr 20	Tuition payment deadline for first session and full-term summer courses
Nov 13	Spring OPEN (visiting students) registration begins in eServices	Apr 29	Last day to cancel low enrolled summer courses
Nov 27	Thanksgiving holiday/no evening classes	May 6	Wait list is closed
Nov 28-Dec 1	Thanksgiving holiday/no classes/buildings closed	May 9	Summer session begins
Dec 9	Spring bookstore credit program begins	May 15	Last day to drop first session and full-term Summer courses with a refund
Dec 14	Fall Commencement	May 23-25	Memorial Day holiday/no classes/buildings closed
Dec 15	Fall semester ends/graduation posting date	Jun 12	Tuition payment deadline for second summer session courses
Dec 17	Faculty end fall semester duty days	Jun 19	Last day to register for summer alternative learning strategies
Dec 17	Fall grades are due from faculty	Jun 22	First summer session courses end
Dec 24	Tuition payment deadline for spring courses	Jun 25	First summer session grades are due
Dec 24-26	Winter holiday/buildings closed	Jul 3-5	Independence Day Holiday/no classes/buildings closed
Dec 27-31	Holiday week/buildings open/limited services	Jul 6	Second summer session courses begin
2020		Jul 10	Last day to drop second summer session courses with a refund
Jan 1	New Year's Day holiday/buildings closed	Aug 16	Second and full summer session courses end/graduation posting date
Jan 3	Last day to cancel low enrolled spring courses	Aug 19	Summer 2020 grades are due
Jan 6	Faculty begin spring semester duty days		
Jan 8	Wait list for spring is closed (11:59 a.m.)		
Jan 13	Spring semester begins		

The university calendar is subject to modification or cancellation due to occurrences such as lack of funding, fire, flood, labor disputes, interruption of utility services, inclement weather, civil disorder, war, or other catastrophic event. In the event of such occurrences, the university will attempt to accommodate its students. It does not, however, guarantee that courses or other university programs or events will be completed or rescheduled. Refunds will be made to eligible students in accordance with Minnesota State Colleges and Universities policies.

## **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 Science in Management Information Systems MS in MIS
- 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](http://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.

#### **[2019 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 conducive 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 a 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 Statutes 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

#### **Immunization record form**

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

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 \(PDF\)](#)

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 Minnesota State 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 by 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

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](http://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](http://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		
A	Excellent	Grade Points 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 2019–2020

##### **Resident Tuition (per credit)\***

Graduate	\$404.09
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##### **Nonresident Tuition (per credit)\***

Graduate	\$808.19
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##### **Special Courses and Differential Program Tuition (per credit)**

Online Graduate Resident**	\$531.48
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Online Graduate Nonresident**	\$935.58
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Nursing (MSN) Resident	\$524.15
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Nursing (MSN) Nonresident	\$928.25
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Advanced Dental Therapy MSADT (resident or nonresident)	\$1,600.00
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Doctoral nursing courses	\$1,036.38
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Doctoral DBA courses	\$1,076.34
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Prior Learning Assessments Graduate	\$242.46
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Student-designed Independent Studies Graduate	\$282.87
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##### **Fees (per credit)**

Activity Fee (up to 16 credits)	\$4
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Student Center Fee (up to 16 credits)	\$8.50
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Technology Fee (up to 16 credits)	\$9
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MSUSA Fee	\$0.61
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Parking Ramp Fee	\$12
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Healthcare/Health Services Fee	\$1
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##### **Other Fees**

Graduate Application Fee	\$20
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Doctoral Application Fee	\$40
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Graduation Fee	\$20
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NSF Check Fee	\$20
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Rush Transcript Fee (next day)	\$13
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Online Transcript Fee	\$5
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Transcript Fee	\$8
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Senior Citizens (per credit)***	\$20
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Tuition Late Fee	\$30
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Additional Course and Lab	Fees vary
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Noncredit Workshops	Fees vary
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Payment Plan	Fees vary
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Replacement ID	Fees vary
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Health Insurance	Fees vary
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#### 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](mailto: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](mailto: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](mailto: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](mailto:student.senate@metrostate.edu) or [student.life@metrostate.edu](mailto: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](mailto:student.senate@metrostate.edu) or [student.life@metrostate.edu](mailto: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 gain 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.

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.

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.

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. They 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 220 alumni, approximately four fifths of whom are working in the advocacy field. Two thirds of alumni 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 approximately 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)

#### Internships (4 credits)

Required for MAPL degrees.

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

#### Electives (20 credits)

Required for all concentrations. Students must take 20 credits of electives. These can be in MAPL or up to 8 credits from other relevant graduate level courses at Metropolitan State University if approved by your faculty advisor. Students can focus on a concentration or design their own path through the electives.

#### 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)

**Alcohol and Drug Recovery 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.

**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 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**

This is a full-time program (8 credits per semester) that is completed in two years.

**Contact Information**  
After reviewing the information provided on the website, if you have specific questions regarding the MS in Alcohol and Drug Recovery Counseling, you may email [therissa.libby@metrostate.edu](mailto:therissa.libby@metrostate.edu). General questions about the application process can be directed to [graduate.studies@metrostate.edu](mailto: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 (11 credits)**

- HSCD 580G Introduction to Counseling (1 credits)
- HSCD 590G Introduction to Substance Use and Co-occurring Disorders (1 credits)
- HSCD 600 Foundations, Models and Evidence-Based Practices (2 credits)

- HSCD 601 Cognitive Behavioral and Trauma-Informed Strategies (3 credits)
- HSCD 602 Advanced Motivational Interviewing: Practice and Supervision (2 credits)
- HSCD 650 Evaluation and Utilization of Research (2 credits)

#### *Core (29 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 (2 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 (3 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.

#### **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](mailto:therissa.libby@metrostate.edu). General questions about the application process can be directed to [graduate.studies@metrostate.edu](mailto: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 580G Introduction to Counseling (1 credits)
- HSCD 590G Introduction to Substance Use and Co-occurring Disorders (1 credits)
- HSCD 600 Foundations, Models and Evidence-Based Practices (2 credits)
- HSCD 601 Cognitive Behavioral and Trauma-Informed Strategies (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-Opressive 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 (3 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 (2 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**

Our full Master of Science (MS) in Criminal Justice degree is currently on hold, but starting in Fall 2019, the School of Law Enforcement and Criminal Justice will be offering a select few graduate level courses in Criminal Justice to support Master of Arts (MA) and Master of Science (MS) in Individualized Studies and other partner graduate programs. These elective classes are open to all graduate students at Metropolitan State University. They provide graduate students with the unique opportunity to sample the criminal justice curriculum on their own terms, to explore timely and topical issues related to criminal justice, from gun violence to mass incarceration, and, if desired, work toward a focus area of study in Criminal Justice via the College of Individualized Studies. The first class offered in this new format is CJS 625: Community Building and Social Change. If you are interested in taking this class, or learning more about graduate education in the School of Law Enforcement and Criminal Justice, please contact Dr. James Densley at [james.densley@metrostate.edu](mailto:james.densley@metrostate.edu)

- CJS 625 Community Building and Social Change (4 credits)

#### 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, and/or 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, i.e., ALEKS, if cumulative undergraduate GPA is below 3.0 in the last two years of study. All applicants are required to submit an admissions essay, which also serves as a writing assessment. The quantitative tutorial/assessment (if required) 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)
- MPNA 635 Economic Reasoning for Public Administrators and Nonprofit Managers (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, i.e., ALEKS, if cumulative undergraduate GPA is below 3.0 in the last two years of study. All applicants are required to submit an admissions essay, which also serves as a writing assessment. The quantitative tutorial/assessment (if required) 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)
- MPNA 635 Economic Reasoning for Public Administrators and Nonprofit Managers (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, if cumulative undergraduate GPA is below 3.0 in the last two years of study. All applicants are required to submit an admissions essay, which also serves as a



writing assessment. The quantitative tutorial/assessment (if required) 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 (MNLN, 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)
- MPNA 635 Economic Reasoning for Public Administrators and Nonprofit Managers (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**

Program note: The Master of Arts in Psychology is not accepting applications at this time.

#### **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 develop a graduate program that is tailored 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/project 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 important details.

### **Course requirements**

*Requirements (32 credits)*

- IDST 600 Research and Planning (4 credits)

*Focus Area of Study*

12-16 credits

*Approved Graduate Elective Credits (Outside the Focus Area)*

8-12 credits

*Individualized Studies Capstone (required)*

- IDST 680 Research Methodologies and Research Ethics (4 credits)
- IDST 699 Individualized Studies Capstone (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.  
Time to Completion

You have two years from your first semester of graduate study to complete your certificate program requirements. You may request an extension of the time limit by writing to the 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.

## 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*

At least 12 credits of 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](mailto:techcomm@metrostate.edu).

## **Enrolling in this program**

### *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:** We prefer that your most recent score 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:** We prefer that your most recent score 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. Courses in which a grade 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. (The program director may make an exception for an F that results from an Incomplete reverting to an F.) 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 may 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. Please contact the program director at techcomm@metrostate.edu if you think you might need prerequisite courses.

- 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.

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.

### **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, Statistics (except when MBA Math is selected; see program application information in the How to enroll tab), 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)
- STAT 201 Statistics I (4 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 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 Courses*

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 two 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 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
- 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.
- 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 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.

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)

### 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)
- 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)

## **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.

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 program provides the theoretical and applied skills necessary for licensure as a dental therapist and certification as 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. 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 mission. The cohort beginning spring, 2021 will be required to have 2 years of clinical dental hygiene experience as a program prerequisite. Class size is limited, and the admission process 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 oversight of clinical instruction are licensed dentists.

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

- Complete Graduate Application for admission to Metropolitan State University, an essay, and references;
- Cumulative GPA of 3.0 (calculated from all college coursework);
- Evidence of current unencumbered Minnesota dental hygiene license, including nitrous oxide and local anesthesia certifications;
- Successful completion of DENH 420 Restorative Functions (4 credits) with Certification Completion or documentation of its equivalent.

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.

## **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 and Dean of the College of Nursing and Health Sciences.

### Student licensure

Add this link regarding certification [https://mn.gov/boards/assets/Adv%20dental%20therapy%20certification%20process\\_tcm21-46119.pdf](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 (41 - 44 credits)

#### *MSADT competency*

DENH courses are taught in a sequence using a cohort model beginning in the spring semester. Courses will be taught at Metropolitan State (St. Paul and Maplewood). 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 Comprehensive Evaluation and Evidence-based Treatment Planning (3 credits)
- DENH 630 Management of 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 Primary Oral Health Care I: Clinic (4 credits)
- DENH 685 Oral Health Literacy and Cultural Competency in Advanced Dental Therapy (1 credits)

- DENH 690 Primary Oral Health Care II: Rotations (4 credits)
- DENH 695 Community-Based Externship (4 credits)
- DENH 698 Comprehensive Competency-Based Capstone (2 credits)

#### *MSADT Interprofessional didactic*

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

- NURS 605 Health Policy and Leadership (3 credits)
- HSCI 648 Designing for Quality in Health Care (3 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 651-793-1300 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 or 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 Entry Level MSN program coordinator or nursing department chair as soon as possible. The Nursing Department 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

- 2018 - 28 taking exam, pass rate of 96%
- 2017 - 22 taking exam, pass rate of 91%
- 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**

The Entry Level MSN program is a pre-licensure nursing program for those interested in becoming a registered nurse who already possess a bachelor's degree in a non-nursing field. It is a seven semester program which begins in fall and includes course work in two summer semesters. Students are cohorted, so they stay with the same group of students throughout the program. This program has holistic nursing concepts and theories threaded throughout the curriculum and is endorsed by the American Holistic Nurse Credentialing Corporation (AHNCC). Graduates who sit for holistic nurse certification within 2 years of graduation are able to waive the holistic nursing practice and education 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.

- 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 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: 800-627-3529 Nursing 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.

Applicants must have one year of full-time registered nursing practice experience (equivalent to 2,080 hours) completed by the time of application.

### **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.

- *For the BSN to DNP track, 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.*
- *For the Entry level MSN to DNP track: 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.*

## Student licensure

The Doctor of Nursing Practice (DNP) program prepares nurses for the advanced practice role as Family Nurse Practitioners (FNP). Graduates of 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

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 (80 credits)*

#### *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 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 628 Family Health Promotion and Health Maintenance (2 credits)
- NURS 637 Informatics for Advanced Nursing Practice (2 credits)
- NURS 700 Advanced Nursing Science (3 credits)
- NURS 703 Research Methodology and Advanced 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 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 II (3 credits)
- NURS 722P Primary Care II Practicum (2 credits)
- NURS 723 Primary Care Nursing III: Pediatrics (3 credits)
- NURS 723P Primary Care Nursing III Practicum (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 742 DNP Scholarship Project Assessment (1 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 (63 credits)*

*Core: Research and theory (19 credits)*

- NURS 610 Pathophysiology for Advanced Nursing Practice (3 credits)
- NURS 700 Advanced Nursing Science (3 credits)
- NURS 703 Research Methodology and Advanced 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 II (3 credits)
- NURS 722P Primary Care II Practicum (2 credits)
- NURS 723 Primary Care Nursing III: Pediatrics (3 credits)
- NURS 723P Primary Care Nursing III Practicum (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 742 DNP Scholarship Project Assessment (1 credits)
- NURS 750 DNP Scholarship I (3 credits)
- NURS 760 DNP Scholarship II (3 credits)

- NURS 770 DNP Scholarship III (3 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](#)

The Computer Science and Cybersecurity (CSC) department bases admission decisions on the applicant's prior academic work (especially in Computer Science),

professional or other non-academic background and experience in Computer Science, and recommendation letters. The following three items are the minimum criteria for the CSC 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 computation 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:
  - Is a US citizen or permanent resident
  - 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

- Has a minimum TOEFL score of 80 (Internet-based), or 550 (paper-based) achieved within 24 months of intended matriculation.
- 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. This would be the equivalent of having completed ICS 140, 141, 232, 240, 340, and MATH 215 in our undergraduate program (further work in Computer Science would be preferable).

Applicants lacking background in upper level computer science courses would be required, as a condition of admission, to take one or more following courses as part of their program study plans.

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

Up to 8 credits of those 400-level courses may count as electives toward the 34 credits required to graduate.

### **Program requirements**

### **Guidelines for completing the Masters of Science in Computer Science (MSCS) program**

Admission into the masters program and transfer coursework equivalency is determined by the Computer Science and Cybersecurity (CSC) Department and initially evaluated upon admission. Once admitted into 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 CSC resident 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**

Applicants lacking background in upper level computer science courses would be required, as a condition of admission, to take one or more following courses as part of their program study plans. Up to eight credits of this 400-level course work may count as electives 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)

Core (12 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 I (4 credits)
- ICS 686 Design of Information Assurance Systems (4 credits)
- ICS 688 Cyber Threat Intelligence (4 credits)

*Choose an additional course in Distributed Systems or Computer Security courses listed above (4 credits)*

Electives (16 credits)

Electives may include additional course work in Distributed Systems and Computer Security listed above or may be taken from

other advanced topics such as the courses listed below.

- 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 Computer Science: (4 credits)

*Research Seminar and Practical Research Project or Thesis (6 credits)*

After completion of the research seminar course, an applied research project or an original thesis in computer science, 4-credits of Student Designed Independent Study (SDIS) course (ICS 660I), must also be completed as approved by CSC graduate advisor/evaluator. The completion of this SDIS must include a written report and a public presentation.

- 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 Computer Science and Cybersecurity (CSC) department bases admission decisions on the applicant's prior academic work (especially in Computer Science), professional or other non-academic background and experience in Computer Science, and recommendation letters. The following three items are the minimum criteria for the CSC 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 computation 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:
  - Is a US citizen or permanent resident
  - 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
  - Has a minimum TOEFL score of 80 (Internet-based), or 550 (paper-based) achieved within 24 months of intended matriculation.
  - 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**

#### **Guidelines for completing the Computer Science PSM program**

Admission into the masters program and transfer coursework equivalency is

determined by the Computer Science and Cybersecurity (CSC) Department and initially evaluated upon admission. Once admitted into the program, the student must complete 38 credits of approved work, which include:

- one course in computer security (4 credits)
- one course in distributed systems (4 credits)
- one course in Software Engineering / Data and Database Management (4 credits)
- two courses in professional skill (6 credits)
- one course in writing and communications (4 credits)
- a set of elective courses covering advanced material in computer science and information technology. (12 credits)
- completion of a contemporary project/study in computer science and information technology through either an internship or an SDIS course with a CSC department resident faculty as the evaluator along with a written report and a public presentation (4 credits)
- 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.

### **Course requirements**

Requirements (38 credits)

Core (12 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 I (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)
- ICS 613 Introduction to Big Data Computing Systems (4 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 the director of CSC graduate programs.



- MGMT 610 Managerial Communications (2 credits)
- ICS 698 Research Seminar (2 credits)
- DSCI 620 Project Management (4 credits)
- DSCI 630 Project Risk Management (4 credits)
- DSCI 681 Operations Management (4 credits)

#### Writing coursework (4 credits)

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

Choose one

- ICS 631 User Experience and Design Thinking (4 credits)
- ICS 698 Research Seminar (2 credits)
- WRIT 673 Technical Communication in International Contexts (4 credits)
- PSYC 610 Applied Research Methods (4 credits)

#### Electives (12 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 courses listed below.

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

#### Internship or Independent Study on Contemporary Issue (4 credits)

Students are encouraged to take 12 credits of elective coursework and do a 4-credit internship. However, students may alternatively take a 4-credits of Student Designed Independent Study (SDIS) course (ICS 660I) on a contemporary issue in computer science and technology with a CSC resident faculty as an evaluator. The completion of this SDIS must include a written report and a public presentation.

- ICS 650I Information and Computer Sciences Individual Internship (1-5 credits)
- ICS 660I Information and Computer Sciences Student Designed Independent Study (1-5 credits)

#### Internship Guidelines

- 1) Requires an approval by the director of CSC graduate programs
- 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 CSC resident faculty member and the industry partner offering the internship. The outcome of the internship must include a written report and a public presentation.

#### **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.

#### **Course requirements**

*Requirements (18 credits)*

- MATH 605 Analysis and Fractals (3 credits)
- MATH 615 Advanced Discrete Mathematics (3 credits)
- MATH 620 Stochastic Processes (3 credits)
- MATH 625 Graph Theory (3 credits)
- 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 (3 credits)

MATH 670 Advanced Geometry (3 credits)

MATH 671 Number Theory (3 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 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.

### **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

### **Program requirements**

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 Foundations of Teaching Urban Learners with Exceptionalities (3 credits)
- SPED 601 Applying Behavioral and Learning Principles in Urban Settings (3 credits)
- SPED 602 Legal, Political, and Ethical Issues in Urban Special Education (3 credits)
- SPED 603 Assessment in Urban Special Education (4 credits)
- SPED 604 Supporting Inclusive Education through Differentiation and Technology (3 credits)
- SPED 605 Collaboration and Transition Practices in Special Education (3 credits)
- SPED 606 Characteristics of Diverse Urban Learners with Mild/Moderate Disabilities (3 credits)
- SPED 609 Interventions: Mild 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 (2 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 Minnesota grades 5-12 Tier 3 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 (28 graduate, 8+ 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 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)
- 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)
- EDU 650 Student Teaching in the Urban School (2-9 credits)

Note: For students seeking initial grades 5-12 licensure, EDU 650 is 6 credits and includes

12 full-time weeks in a middle or high school classroom in their licensure subject area.

*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 Minnesota grades 5-12 Tier 3 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 (28 graduate, 4+ 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 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 ()
- 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 450 Teaching Mathematics to Urban Learners in Grades 5-12 (4 credits)
- EDU 450 Advanced Urban Teaching Practicum and Seminar ()
- EDU 650 Student Teaching in the Urban School (2-9 credits)

Note: For students seeking initial grades 5-12 licensure, EDU 650 is 6 credits and includes 12 full-time weeks in a middle or high school classroom in their licensure subject area.

*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 Minnesota grades 5-12 Tier 3 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 (28 graduate, 4+ 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 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 ()
- 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)
- SSSED 450 Teaching Social Studies in Urban Grades 5-12 (4 credits)
- EDU 450 Advanced Urban Teaching Practicum and Seminar ()
- EDU 650 Student Teaching in the Urban School (2-9 credits)

Note: For students seeking initial grades 5-12 licensure, EDU 650 is 6 credits and includes 12 full-time weeks in a middle or high school classroom in their licensure subject area.

*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 Minnesota grades 5-12 Tier 3 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 (28 graduate, 4+ 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 Life Science Teaching major that met licensure content standards must also be completed.

- 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 ()
- 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 450 Science Methods for Urban Grades 5-12 Classrooms and Lab (4 credits)
- EDU 450 Advanced Urban Teaching Practicum and Seminar ()
- EDU 650 Student Teaching in the Urban School (2-9 credits)

Note: For students seeking initial grades 5-12 licensure, EDU 650 is 6 credits and includes 12 full-time weeks in a middle or high school classroom in their licensure subject area.

*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 Foundations of Teaching Urban Learners with Exceptionalities (3 credits)
- SPED 601 Applying Behavioral and Learning Principles in Urban Settings (3 credits)
- SPED 602 Legal, Political, and Ethical Issues in Urban Special Education (3 credits)
- SPED 603 Assessment in Urban Special Education (4 credits)
- SPED 604 Supporting Inclusive Education through Differentiation and Technology (3 credits)
- SPED 605 Collaboration and Transition Practices in Special Education (3 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 606 Characteristics of Diverse Urban Learners with Mild/Moderate Disabilities (3 credits)
- SPED 609 Interventions: Mild Disabilities (4 credits)
- SPED 690 Graduate Practicum: Mild Disabilities (3 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**

### **Courses**

ACCT 510G - Advanced Financial Reporting (4 credits)

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

**Prerequisites:** ACCT 310

ACCT 512G - Auditing (4 credits)

The audit of corporate financial statements by the independent registered accountant using generally accepted auditing standards of the Public Companies Accounting Oversight Board for publicly traded corporations is the focus of this course. A risk based approach is used with emphasis on both auditing concepts and audit programs. **Prerequisites:** ACCT 310 and ACCT 340 or ACCT 340 and ACCT 312 and ACCT 311 and ACCT 510

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 520G - Advanced Strategic Management (4 credits)

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

accumulation systems and comprehensive performance indicators is included.

**Prerequisites:** ACCT 320

ACCT 530G - Business Taxation (4 credits)

This course focuses on identifying issues that affect the taxation of businesses. Four modules are covered: foundation of taxation, including types of taxes, structure of the income tax, taxpayers, and general concepts of income and deduction; business income and expenses; taxation of property transactions; and overview of corporations, S corporations, partnerships, and entity choice. Planning options are emphasized. **Prerequisites:** ACCT 310

ACCT 550G - Governmental and Not-for-profit Accounting (4 credits)

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

**Prerequisites:**

ACCT 560G - International Accounting (4 credits)

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

**Prerequisites:**

ACCT 610 - Financial Accounting for Managers (4 credits)

This course meets the prerequisite requirements for undergraduate courses in financial accounting. It does not count toward your

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

#### ACCT 615 - Financial Accounting in Public and Nonprofit Organizations (4 credits)

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

#### ACCT 620 - Management Accounting (4 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

#### ACCT 650I - Accounting Individual Internship (1-8 credits)

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

#### ACCT 660I - Accounting Student-Designed Independent Study (SDIS) (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 for 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 appointed advisor for more information.

#### ACCT 665I - Accounting Prior Learning (1-8 credits)

Credit for Prior Learning is the conditions under which students can receive college credit for prior learning obtained through nontraditional channels such as the military, the workplace, or independent study. The course for which credit is being sought must correspond in its content to a course that is currently offered at Metropolitan State University. Competence is demonstrated by passing the final examination of the corresponding course. Students should contact their appointed advisor for more information.

### **ACHM**

#### **Courses**

#### ACHM 650 - Grants and Gifts for Arts and Culture (4 credits)

ACHM 650 Grants and Gifts for Arts and Culture provides knowledge and skills needed to manage grants and contracts, especially in the area of arts and cultural heritage programming, consulting, and administration. Particular attention is given to grant application and selection, documentation of activities and results, grant and contract accountability, and reporting.

#### ACHM 660 - Marketing and Communications Management (4 credits)

Marketing and Communications Management would prepare students to manage the design and implementation of an integrated marketing and communications plan. This course would provide students with the knowledge and skills to position an organization in the marketplace, to determine sustainable revenue flows, and to advance participation and appreciation in all areas of arts and cultural heritage expression.

## **ARTS**

### **Courses**

#### [ARTS 660I - Arts Student-Designed Independent Study \(SDIS\) \(1-8 credits\)](#)

Student-designed independent studies give Metropolitan State students the opportunity to plan their own study. This type of independent learning strategy can be useful for 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 appointed advisor for more information.

## **BIOL**

### **Courses**

#### [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.

#### [BIOL 512G - Insect Ecology and Management \(3 credits\)](#)

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

#### [BIOL 513G - Wetland Ecology \(3 credits\)](#)

This course examines theory and methods central to the classification, assessment and maintenance of wetlands, with application to wetland monitoring and delineation. Students learn and apply techniques in the sampling and identification of wetland plants, macroinvertebrates, and soils.

#### [BIOL 514G - Forest Ecology \(3 credits\)](#)

This course examines theory and methods central to the assessment, classification maintenance and certification of forest health, with application to sustainable and responsible forest management. Students learn and apply techniques in forest monitoring and taxonomic methods used in the science of dendrology.

#### [BIOL 601 - Evolutionary Ecological Applications \(3 credits\)](#)

This course examines current and classic research central to the assessment, monitoring, maintenance, and management of aquatic and terrestrial ecosystems, with applications to environmental and human health. Students learn the current state of scientific knowledge, and build their skills in scientific communication through reading and discussion of the scientific literature.

#### [BIOL 602 - Integrative Physiological Science \(3 credits\)](#)

This course examines current and classic research central to the assessment, maintenance, and management of environmental and human health. Students learn the current state of scientific knowledge, and build their skills in scientific communication through reading and discussion of the scientific literature.

#### [BIOL 621 - Graduate Internship \(4 credits\)](#)

This course provides students with a work-related experience in a scientific industry, agency or organization connected to the specific field of biology they have been studying. In this experience, students will draw on their learning from the content, seminar and skills classes they have taken as part of the MS Biology program. Students planning to earn a PSM certified degree must take this course.

#### BIOL 622 - Graduate Thesis (4 credits)

This course provides students with an extended and focused research experience under the supervision of faculty. This course is an appropriate choice for students who have discovered an interest in pursuing a career in scientific research and/or teaching, or prefer a traditional masters-level capstone experience. Students planning to earn a PSM certified degree should not take this course.

#### BIOL 660I - Biology Student-Designed Independent Study (1-6 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.

#### BIOL 665I - Biology Prior Learning (1-9 credits)

Credit for Prior Learning is the conditions under which students can receive college credit for prior learning obtained through nontraditional channels such as the military, the workplace, or independent study. The course for which credit is being sought must correspond in its content to a course that is currently offered at Metropolitan State University. Competence is demonstrated by passing the final examination of the corresponding course. Students should contact their appointed advisor for more information.

### **BLAW**

#### **Courses**

#### BLAW 660I - Business Law Student-Designed Independent Study (SDIS) (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 for 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 appointed advisor for more information.

### **CAS**

#### **Courses**

#### CAS 675I - CAS Graduate Level Transfer Cr (1-8 credits)

### **CC**

#### **Courses**

#### CC 600 - Consortium Course: See Specific Title on Term Course (1-9 credits)

Consortium Course:

### **CHEM**

#### **Courses**

#### CHEM 660I - Chemistry Student-Designed Independent Study (1-6 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.

#### CHEM 665I - Chemistry Prior Learning (1-9 credits)

Credit for Prior Learning is the conditions under which students can receive college credit for prior learning obtained through nontraditional channels such as the military, the workplace, or

independent study. The course for which credit is being sought must correspond in its content to a course that is currently offered at Metropolitan State University. Competence is demonstrated by passing the final examination of the corresponding course. Students should contact their appointed advisor for more information.

## **CJS**

### **Courses**

CJS 600 - Introduction to Graduate Studies in Criminal Justice (2 credits)

CJS 610 - Applied Research Methods in Criminal Justice (4 credits)

This course will provide criminal justice practitioners with the tools to be critical consumer of research. Students will learn methods of research and how to critically analyze studies and reports. Grant writing will also be discussed in this class.

CJS 615 - Program and Policy Evaluation in the Criminal Justice System (2 credits)

Students learn to read, understand, and conduct the types of program and policy evaluations that are typically used in criminal justice agencies. At the end of the course, the student will know the vocabulary, concepts, theories, and techniques related to program and policy evaluation well enough to implement their own evaluation projects. The student will participate in both designing and conducting actual program evaluations.

CJS 620 - Criminology and Public Policy (2 credits)

This course applies criminological and other related theories to programs and policies in order to develop solutions to crime and its associated problems. Theories, as well as empirical findings and statistics, are discussed in order to help ground recommendations for policies and program to be implemented, changed, or continued.

CJS 625 - Community Building and Social Change (4 credits)

The course will examine the processes and dynamics through which agencies, professionals and citizens partner to develop cooperative problem solving communities, focusing on

evidence-based practices that foster inclusion, collaboration and authentic community building. The course affords an opportunity for analysis of diverse communities, including an examination of the influence of various communities on the criminal justice system and the disparate impact of justice practices across different communities.

**Prerequisites:** CJS 600

CJS 635 - Management within the Criminal Justice System (4 credits)

The course focuses on theories, concepts and knowledge regarding criminal justice management/supervision with major focus on leadership, motivation, interpersonal communication, conflict resolution, discipline, performance appraisals, and ethics in effective management/supervision within a criminal justice system.

CJS 640 - Managing Human Resources in Criminal Justice (4 credits)

This course focuses on the problems criminal justice professionals encounter in their duties as managers/supervisors regarding managing of human resources with a focus on: policy development; labor/management issues; labor laws; budgeting issues and concerns; supervising the difficult employee; internal discipline, recruitment, training, and retention issues; and working with minority issues and cultural differences.

CJS 645 - Criminal Justice Leadership (4 credits)

The course explores past and future trends, challenges, and advancements in criminal justice/law enforcement leadership. Focusing on the stories and lessons learned by leaders throughout the private, nonprofit, and public sectors; while exploring issues of ethics, diversity, and changing demographics of leadership within the criminal justice/law enforcement profession.

CJS 660I - CJS 660I Student Designed Ind Study (1-5 credits)

CJS SDIS



CJS 665 - Criminal Justice Response to the Mentally Ill and Other Special Populations (4 credits)

This course will focus on how to manage special populations in the criminal justice system. The types of special populations we will focus on will include the mentally ill, juveniles, the elderly, immigrants, veterans, and the disabled. Competence Statement: The student will know the vocabulary and concepts related to special populations in the criminal justice system. The student will be able to apply concepts to day-to-day work in criminal justice agencies that work with special populations of offenders and victims. Learning Goals: The goal of this course is to provide students with the skills and confidence to work with special populations in the criminal justice system, and to develop solutions to problems that arise related to these groups.

CJS 680 - Praxis Seminar I (4 credits)

This class represents the convergence of theory and practice in criminal justice. Students will develop a project plan/proposal and begin to work on their final master project to be continued and completed in CJS 690, Praxis II.

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

## CM

### **Courses**

CM 075I - CM Transfer Cr (1-8 credits)

CM 675I - CM Transfer Cr (1-9 credits)

## COMM

### **Courses**

COMM 533G - Theories and Explorations in Community Based Intercultural Communication (4 credits)

Theories and Explorations in Community Based Intercultural Communication has a global perspective. Study and travel abroad, as well as language study, create global citizens who see the interconnected and interdependent aspects of all who share this earth. Students research topics of interest that evolve out of their own background and academic program to better understand the social, economic, religious and political values of the host country.

COMM 650I - Communication Individualized Internship (1-9 credits)

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

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**

### **Courses**

[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 711 - Advanced Methodology \(4 credits\)](#)

DBA 711 Advanced Methodologies is an extension of DBA 705 Introduction to Research Inquiry, and covers research methodology at a deeper level. In this course students will gain practical experience by applying the procedures and techniques of various research methodologies, using both instructor-provided and student-generated data. Students will learn methodological techniques that require the collection, and analysis of data and reporting of

results via such methods as bivariate, and multivariate data analysis, as well qualitative research methods to a lesser degree.

**Prerequisites:** DBA 705

[DBA 712 - Applied Research Projects Design \(4 credits\)](#)

In this course, students design the research proposal for their applied doctoral research project. The proposal is an expansion of the research prospectus developed in DBA 705 Foundations of research. The proposal consists of the identification and definition of the research problem, the literature on the problem of study, and a description of the specific research methodology to be used in the research project. **Prerequisites:** DBA 705

[DBA 720 - Accounting and Financial Policy \(4 credits\)](#)

This course promotes understanding of the impact of accounting principles and valuation methods used in financial reporting and corporate financial policy making. Emphasis is placed on analysis and application of capital asset theory in policy making. **Prerequisites:** DBA 705

[DBA 730 - Information Technology: Issues and Strategy \(4 credits\)](#)

This course offers an in-depth understanding of the values, roles, and alignment of information technology in support of the mission of business organizations, with attention given to the relationship between strategic technology management and managerial decision making at senior levels.

[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 750 - Innovative Teaching for Business Faculty and Professionals (4 credits)

This course presents relevant research and theory on curricular and teaching approaches for higher education business students and adult learners. Applied skills in areas such as course and unit development, use of alternative teaching methods, and assessment of learner outcomes will be developed. Attention to effective e-learning approaches is emphasized.

#### DBA 751 - Professional Consulting in Business: Theory and Practice (4 credits)

In this course, students will contract for and execute a significant professional business consulting engagement with exposure to management at the director's level or above. The values, roles, and skills of professional consulting for business organizations will be emphasized. Student skills in these areas will be assessed by faculty member and clients.

#### 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 760 - Advanced Strategic Management Seminar (4 credits)

This course assists students to understand more fully effective processes for developing and executing complex management strategies in business organizations. Emphasis is placed on researching and analyzing four significant frameworks of strategy-making, with in-depth case study research and reporting required.

#### DBA 795 - Directed Doctoral Research on Applied Projects (1-8 credits)

Development of DBA dissertation with faculty adviser.

## **DENH**

### **Courses**

#### DENH 610 - Comprehensive Evaluation and Evidence-based Treatment Planning (3 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 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 operator. **Prerequisites:** DENH 610 and DENH 620

#### DENH 630 - Management of 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 operator. **Prerequisites:** DENH 610 and DENH 620

#### DENH 640 - Restorative Dentistry 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 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 (4 credits)

This lecture and laboratory based course builds upon the concepts and skills the oral health care practitioner student learned in Community-Based Primary Oral Healthcare I. The course emphases are complex amalgam tooth

preparations and restorations; pre-formed crown preparations and restorations; provisional restorations; preventive mouth guards; and pediatric restorative dentistry, atraumatic restorative dentistry, and pulpotomies in a simulation laboratory setting. Concepts and strategies include behavior management; treatment planning; prevention; restorative care; and space maintenance for pediatric and adolescent patients. Within the context of advanced dental therapy practice indications for professional referral to provide comprehensive patient care are also a course focus.

**Prerequisites:**

[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. **Prerequisites:**

[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. **Prerequisites:**

[DENH 680 - Primary Oral Health Care I: Clinic \(4 credits\)](#)

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. **Prerequisites:**

[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 690 - Primary Oral Health Care II: Rotations \(4 credits\)](#)

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 695 - Community-Based Externship \(4 credits\)](#)

Competent, professional dental treatment requiring in-depth understanding of comprehensive management of patient-centered dental problems within the scope of advanced dental therapy practice is the focus of this course. This practicum and seminar based course offers in-depth advanced dental therapy experiences providing primary and preventive oral health care services to underserved patient populations. Emphasis is placed on providing primary and preventive oral health care dental services under the guidance of a preceptor.

**Prerequisites:**

[DENH 698 - Comprehensive Competency-Based Capstone \(2 credits\)](#)

This course is the culmination and synthesis of the educational experiences of the dental therapy 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. This will be demonstrated through clinical practical experiences and a final licensure examination. A final scholarly paper will focus on a topic relevant to advanced dental therapy practice demonstrating research, writing, and communication skills necessary for the MSADT degree. **Prerequisites:** DENH 700

#### [DENH 699 - Special Topics in Dental Hygiene \(0-8 credit\)](#)

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**

#### **Courses**

#### [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 651 - Managerial Statistics \(4 credits\)](#)

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

[DSCI 660I - Decision Sciences Student-Designed Independent Study \(SDIS\) \(1-6 credits\)](#)

Student-designed independent studies give Metropolitan State students the opportunity to plan their own study. This type of independent learning strategy can be useful for 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 appointed advisor for more information.

[DSCI 665I - Decision Sciences Prior Learning \(1-6 credits\)](#)

Credit for Prior Learning is the method by which students may receive college credit for prior learning obtained through nontraditional means, such as military training/experience, the workplace, or independent study. The course for which credit is being sought must correspond in its content to a course that is currently offered at Metropolitan State University. Competence is demonstrated by passing the final examination of the corresponding course. Students should contact their academic advisor for more information.

[DSCI 681 - Operations Management \(4 credits\)](#)

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 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**

#### **Courses**

#### [ECON 601 - Economic Research and Forecasting \(4 credits\)](#)

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

#### [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 650I - Economics Individual Internship \(1-8 credits\)](#)

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

#### [ECON 660I - Economics Student-Designed Independent Study \(SDIS\) \(1-8 credits\)](#)

Student-designed independent studies give Metropolitan State students the opportunity to plan their own study. This type of independent learning strategy can be useful for 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 appointed advisor for more information.

#### [ECON 665I - Economics Prior Learning \(1-8 credits\)](#)

Credit for Prior Learning is the conditions under which students can receive college credit for prior learning obtained through nontraditional channels such as the military, the workplace, or independent study. The course for which credit is being sought must correspond in its content to a course that is currently offered at Metropolitan State University. Competence is demonstrated by passing the final examination of the corresponding course. Students should contact their appointed advisor for more information.

#### [ECON 696 - Managerial Economics and Strategy \(2 credits\)](#)

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.

#### [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**

#### **Courses**

#### [EDU 001 - UTP Information \(0 credit\)](#)

Access on-line via D2L important information about the Urban Teacher Program (UTP) needed

from program admission through program completion and licensure. Information includes a link to the UTP Student Handbook; news, events, and opportunities for UTP students; opportunities to ask questions, participate in on-line discussions, and provide feedback about the UTP; and drop boxes to submit required forms.

#### [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 deculturalization of historically marginalized groups. Resilience and persistent struggles for equal educational opportunity in the face of oppression are also emphasized from diverse cultural perspectives. Philosophical, legal, cultural, and ethical perspectives about education 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 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 650 - Student Teaching in the Urban School \(2-9 credits\)](#)

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 \(1 credit\)](#)

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 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 656 - Elementary ESL Practicum \(1 credit\)](#)

This practicum is designed to give urban teacher candidates the opportunity to document and reflect upon at least 25 hours practical field experience working with ELL students in an urban K and/or elementary school. Urban ESL teacher candidates will have the opportunity to reflectively apply knowledge, theories and skills in learned in coursework. Successful completion of this practicum is a prerequisite for the ESL license.

#### [EDU 657 - Middle School ESL Practicum \(1 credit\)](#)

This practicum is designed to give urban ESL teacher candidates the opportunity to document and reflect upon at least 25 hours practical field experience working with ELL students in an urban middle school. Urban ESL teacher candidates will have the opportunity to reflectively apply knowledge, theories and skills in learned in coursework. Successful completion of this practicum is a prerequisite for the ESL license.

#### [EDU 658 - High School ESL Practicum \(1 credit\)](#)

This practicum is designed to give urban teacher candidates the opportunity to document and reflect upon at least 25 hours practical field experience working with ELL students in an urban high school. Urban ESL teacher candidates will have the opportunity to reflectively apply knowledge, theories and skills in learned in coursework. Successful completion of this practicum is a prerequisite for the ESL license.



#### EDU 660I - Education Student-Designed Independent Study (SDIS) (1-4 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 for 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 appointed advisor for more information.

#### 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 691 - The Prison Industrial Complex: Connections and Impacts on Education (3 credits)

This class will explore the phenomenon of the school to prison pipeline, the prison industrial complex, and their larger impact on education. We will explore what the school to prison pipeline is, the context in which it is/was created, the populations it disproportionately impacts, and identify strategies to contribute to its dismantling in our own work and imagine a future where it no longer exists. Using popular education pedagogy, this in an intensive course that will use written text, visual media, guest presenters, and guided discussions to

interrogate the multiple issues that contribute to the larger school to prison pipeline nexus.

[EDU 692 - Early Career Teacher Seminar \(3 credits\)](#)

This course will provide early career teachers who are within their first five years of teaching support in creating work/life balance, instructional strategies, classroom management, building relationships with students, families and colleagues, cultural awareness and understanding the roles of building professionals. Participants will discover many ways to cultivate their resiliency. Through panel discussions, collegial support and coaching, participants will learn strategies to refuel, reenergize and reframe their passion for teaching and student success.

[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.

## **ENTR**

### **Courses**

[ENTR 510 - Social Entrepreneurship \(4 credits\)](#)

Social entrepreneurship and innovation is a model of business where enterprise owners are using business methods to help solve social and environmental challenges while delivering a “triple bottom line” of: profits, social, and environmental considerations. Using the social enterprise model, this course differentiates between traditional entrepreneurial ventures and nonprofit organizations as well as highlights economically viable businesses adding value to society. In this evolving landscape, it is critical for students to examine the benefits and challenges of integrating social impact with enterprise profitability while exploring their own capacity

as a social change agent. This course is designated as a Community Engagement course.

**Prerequisites:** MGMT 310 or ENTR 300

[ENTR 510G - Social Entrepreneurship \(4 credits\)](#)

Social entrepreneurship and innovation is a model of business where enterprise owners are using business methods to help solve social and environmental challenges while delivering a “triple bottom line” of: profits, social, and environmental considerations. Using the social enterprise model, this course differentiates between traditional entrepreneurial ventures and nonprofit organizations as well as highlights economically viable businesses adding value to society. In this evolving landscape, it is critical for students to examine the benefits and challenges of integrating social impact with enterprise profitability while exploring their own capacity as a social change agent. This course is designated as a Community Engagement course.

**Prerequisites:** MGMT 620

[ENTR 631 - Entrepreneurship \(4 credits\)](#)

This course examines the processes for launching a new enterprise, resources needed and financing strategies. Topics discussed include shaping a business concept into a feasible business venture, assessing demand, analyzing the competition, setting objectives, designing strategies, designing the organization and developing pro forma operating statements. This course helps students recognize the nature of business opportunities and develop realistic strategies for developing them. **Prerequisites:** ACCT 610 and MKTG 600

## **ESCI**

### **Courses**

[ESCI 660I - Environmental Science Student-Designed Independent Study \(1-6 credits\)](#)

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.

#### [ESCI 665I - ESCI Prior Learning \(1-9 credits\)](#)

Credit for Prior Learning is the conditions under which students can receive college credit for prior learning obtained through nontraditional channels such as the military, the workplace, or independent study. The course for which credit is being sought must correspond in its content to a course that is currently offered at Metropolitan State University. Competence is demonstrated by passing the final examination of the corresponding course. Students should contact their appointed advisor for more information.

### **ETHS**

#### **Courses**

#### [ETHS 660I - Ethnic Studies Student Designed Independent Studies \(1-6 credits\)](#)

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.

### **FIN**

#### **Courses**

#### [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

#### FIN 650I - Finance Individual Internship (1-8 credits)

Students obtain internships in selected areas of study to gain deeper understanding of knowledge, skills and the context of a given field. Site supervisors give guidance and direction to customized internship projects. Faculty members serve as liaisons between the internship sites and the university, providing information to students and potential supervisors and supervising the learning experience. Students should contact the Institute for Community Engagement and Scholarship (ICES) at Metropolitan State University for more information.

#### FIN 660I - Finance Student-Designed Independent Study (SDIS) (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 for 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 appointed advisor for more information.

#### FIN 665I - Finance Prior Learning (1-8 credits)

Credit for Prior Learning is the conditions under which students can receive college credit for prior learning obtained through nontraditional channels such as the military, the workplace, or independent study. The course for which credit is being sought must correspond in its content to a course that is currently offered at Metropolitan State University. Competence is demonstrated by passing the final examination of the corresponding course. Students should contact their appointed advisor for more information.

#### FIN 696 - Financial Derivatives (4 credits)

Fin 696 is a finance elective course for MBA students. It discusses financial derivatives and their applications in risk management. Emphasis is placed on the role of derivatives markets in the financial system, the principles of derivative pricing, applications of derivatives in risk management, and some of the main causes of the financial crisis 2007-2010. The course also addresses the rationale for regulation in this market. **Prerequisites:** FIN 601

### **GNDR**

#### **Courses**

#### GNDR 501G - Theories and Methodologies in Gender (4 credits)

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

#### GNDR 660I - Gender Studies Student Designed Independent Studies (1-5 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.

## **HIST**

### **Courses**

[HIST 531G - Religion and Politics in America \(4 credits\)](#)

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

[HIST 660I - History 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.

## **HRM**

### **Courses**

[HRM 610 - Managing Human Resources \(3-4 credits\)](#)

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

[HRM 650I - Human Resources Management Individual Internship \(1-8 credits\)](#)

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

[HRM 660I - Human Resources Management Student-Designed Independent Study \(SDIS\) \(1-8 credits\)](#)

Student-designed independent studies give Metropolitan State students the opportunity to plan their own study. This type of independent learning strategy can be useful for 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 appointed advisor for more information.

## **HSA**

### **Courses**

[HSA 660I - Human Services Administration 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.

## **HSCD**

### **Courses**

[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 600 - Foundations, Models and Evidence-Based Practices \(3 credits\)](#)

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 601 - Cognitive Behavioral and Trauma-Informed Strategies \(3 credits\)](#)

In this course, students explore cognitive-behavioral therapies (CBTs), trauma-informed strategies (TIS) 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 and TIS, 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 and HSCD 600

[HSCD 611 - Culturally Responsive and Anti-Opressive 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 \(3 credits\)](#)

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 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 and 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 600 and HSCD 630

#### HSCD 631 - Integrated Care: Treatment and Recovery Planning (2 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 600 and HSCD 630

#### 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 650 - Evaluation and Utilization of Research (3 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 660I - HS/Alcohol & Drug Counseling 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.

#### HSCD 665I - Human Services/Alcohol & Drug Counseling Prior Learning (1-6 credits)

Credit for Prior Learning is the conditions under which students can receive college credit for prior learning obtained through nontraditional

channels such as the military, the workplace, or independent study. The course for which credit is being sought must correspond in its content to a course that is currently offered at Metropolitan State University. Competence is demonstrated by passing the final examination of the corresponding course. Students should contact their appointed advisor for more information.

#### [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

#### **Courses**

#### [HSCI 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

#### [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:**

### HSER

#### **Courses**

#### [HSER 660I - Human Services 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.

### **HSTD**

#### **Courses**

[HSTD 660I - Human Services/Training & Adult Dvlpmn 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.

### **HUM**

#### **Courses**

[HUM 660I - Humanities Student Designed Independent Studies \(1-4 credits\)](#)

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.

### **IBUS**

#### **Courses**

[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 612 - International Political Economy \(4 credits\)](#)

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

(e.g. the environment, food crises) and future IPE scenarios.

#### [IBUS 613 - Topics in International Business \(4 credits\)](#)

This is a topics-based course in which current themes are covered intensively. The course is divided into three parts: an integrative portion which explores business history, culture, traditions and recent economic development, assessing their impact on the business climate/environment; a social section covering negotiation skills/styles, business etiquettes and internal country resources; and a strategic section, which covers keys to success and failure for various business strategies such as joint ventures, mergers and acquisitions, wholly-owned subsidiaries, production contracts and others. **Prerequisites:** IBUS 611

#### [IBUS 643 - Case Studies in International Business: Eastern and Central Europe \(4 credits\)](#)

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

#### [IBUS 650 - Legal Aspects of International Business \(4 credits\)](#)

U.S. businesses, including small businesses, increasingly strive to expand beyond national borders and to fend off foreign competition at home. Many companies operate across the frontiers of nation-states. Transacting business across national borders and participating in a global economy give rise to a host of legal issues that do not occur in purely domestic business transactions. This course is designed to introduce the student to some of the principles, laws, and organizations impacting international business transactions. Its primary goal is to develop in the student an appreciation for, and understanding of, the legal and ethical issues inherent in doing business across borders.

#### [IBUS 650I - International Business Individual Internship \(1-8 credits\)](#)

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

#### [IBUS 660I - International Business Student-Designed Independent Study \(SDIS\) \(1-8 credits\)](#)

Student-designed independent studies give Metropolitan State students the opportunity to plan their own study. This type of independent learning strategy can be useful for 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 appointed advisor for more information.

#### [IBUS 680 - Developing International Markets \(4 credits\)](#)

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

issues. Major geographic marketing areas are discussed.

#### [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**

#### **Courses**

#### [ICS 611 - Distributed Database Systems \(4 credits\)](#)

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

**Prerequisites:** ICS 311

#### [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 625 - Web Services and Service-Oriented Architectures \(4 credits\)](#)

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

#### [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 640 - Distributed Algorithms \(4 credits\)](#)

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



#### ICS 650 - Simulation Modeling and Queuing Theory (4 credits)

This course is the study of fundamentals of computer simulation modeling and queuing theory at graduate level. Computer simulation can be an extremely powerful tool, yet few in industry seem well trained in the design, implementation, and interpretation of a useful simulation experiment. The instructional materials in this course are designed to familiarize the students with the use of computer simulation and queuing theory. Students will be taught to focus simulation studies on tractable and intractable questions, to draw conclusions from simulations results, and to bring these conclusions into appropriate domain context. This is a hands-on course. Students are taught simulation theory through the practice of developing models and of writing software. Examples of application areas include: Computer Networks, Bioinformatics, Public Health Issues, Trends in Education, Trends in Industry and many, many more. Topics include: Introduction to Simulation; Introduction to the Arena software package; Simulation Examples; Statistical Models in Simulation; Queuing theory and Models; Analysis of Simulation Data; Verification and validation of Simulation Models.

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

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

#### ICS 660I - Information and Computer Sciences Student Designed Independent Study (1-5 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.

#### ICS 661 - Wireless Technologies (4 credits)

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

#### ICS 662 - Distributed System Design (4 credits)

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

#### ICS 664 - Real Time Operating Systems (4 credits)

This course is the study of fundamentals of design and implementation of real-time operating systems. Most embedded computer systems have dedicated microprocessors as their



computational and controlling elements and run real-time operating systems. This course covers concepts, programming languages, tools, hardware, and methodologies used in the construction of real-time operating systems and their peripheral components. Topics include: applications of real-time operating systems; communications between PC computers and embedded systems; fundamental concepts of scheduling (multitasking and interruptions); introduction of basic hardware components used in most real-time operating systems; Hardware description language [VHDL]; and the writing of a real-time operating system [RTOS] using industrial standard C language, debugging, and loading the code to the target hardware.

#### ICS 668 - Cloud Forensics (4 credits)

In this course, students will examine the scope of cloud computing and forensics as a multi-disciplinary field, including its foundations, methodologies, standards, procedures, applications, and then conduct an in-depth study and research in its challenges, impacts, and future trends through weekly exercises and discussions, extensive reading and writing, comparative analysis and research, and case studies and critiques. Competence Statement: Students in this course will study and comprehend the foundations, principles, theories, techniques and practice of this cutting edge field well enough to be able to define the scope of the field, outline the new procedures, familiar with the advanced technology, and conduct preliminary research on a self-framed emerging problem in the field.

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

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

#### ICS 682 - Cryptography and Computer Security (4 credits)

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

#### ICS 684 - Cyberspace Security Engineering I (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 685 - Cyberspace Security Engineering II \(4 credits\)](#)

This course will be the second 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, and 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 using Cyber Range students will gain necessary skills to begin supporting and implementing cyberspace security. This course will cover the following topics: Identity and Access Management (Physical and logical assets control, authentication, access control attacks, and access provisioning lifecycle), Security Assessment and Testing (Assessment and test strategies, security process data, and security control testing), Security Operations (Investigations, incident management, and disaster recovery, logging and monitoring, patch management and recovery strategies), and Software Development Security (understanding, applying, and enforcing software security, security in the software development lifecycle, and development environment security controls). **Prerequisites:** ICS 684

[ICS 686 - Design of Information Assurance Systems \(4 credits\)](#)

This course is an integrated course emphasizing the design, analysis, and implementation of software information assurance system solutions by analyzing the current information infrastructures, software design, and applying software development, programming, testing, and engineering concepts. **Prerequisites:** ICS 682

[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 Computer Science: \(4 credits\)](#)

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 697 - Graduate Research Project \(4 credits\)](#)

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

[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.

[ICS 699 - Graduate Research Thesis \(4 credits\)](#)

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

[ICS 7000 - CompTIA IT Fundamentals \(0 credit\)](#)

The CompTIA IT Fundamentals course is the first step in your preparation for a career as an entry-level information technology or personal computer (PC) technician, or as a launch pad for careers in areas such as cybersecurity. Students

must attend a required information session prior to being allowed to register.

#### ICS 7001 - CompTIA Network+ (0 credit)

CompTIA Network+ covers the configuration, management, and troubleshooting of common wired and wireless network devices. Also included are emerging technologies such as unified communications, mobile, cloud, and virtualization technologies.

#### ICS 7002 - CompTIA Security+ (0 credit)

In this non-credit course, you will build on your knowledge and professional experience with security fundamentals, networks, and organizational security as you acquire the specific skills required to implement basic security services on any type of computer network.

#### ICS 7003 - CompTIA Cybersecurity Analyst CSA+ (0 credit)

CompTIA Cybersecurity Analyst is an international, vendor-neutral cybersecurity certification that applies behavioral analytics to improve the overall state of IT security. CSA+ validates critical knowledge and skills that are required to prevent, detect, and combat cybersecurity threats.

#### ICS 7004 - MN Cyber Range Guardians (0 credit)

The course is designed to train IT personnel that are supporting Cyber Security activities (e.g., Networks, Firewalls, IDS/IPS, Anti Malware Solutions, IT-Management, etc.) on dealing with the latest cyber security threats. During the course, the trainees will be required to monitor, investigate and mitigate security incidents that occur in real time using the MN Cyber Range's pre-defined scenarios. The scenarios are based on real-life incidents and are designed to run on our live virtual environment, allowing the trainees to experience hands-on, team-based training.

#### ICS 7005 - MN Cyber Range Sentinels (0 credit)

This course is designed to train security operations center (SOC) operators/analysts and blue teams on dealing with the latest cyber security threats. Its goal is to bring SOC teams up-to-date with the current cyber-threat landscape, including both knowledge and hands-

on incident response, as well as to streamline their existing workflows and processes.

### **IDST**

#### **Courses**

##### IDST 600 - Research and Planning (4 credits)

In this course students will explore various research methods and methodologies, approaches, and ethical considerations in their research or creative projects. Among others, students are expected to engage with and identify, synthesize and evaluate relevant scholarly works. As such, the course will also emphasize the study and research skills and methods needed to conduct a final research and/or creative project. Further, students are expected to develop a focus that will provide direction and organization for their educational plans. Students will investigate courses offered throughout Metro State to shape that focus and tentatively outline final projects that will demonstrate their multidisciplinary learning. The course will introduce students to the nature of individualized study and the significance of interdisciplinary studies. During this course students will also consult with their advisor and instructor to decide whether they will pursue a Master of Arts (MA) or a Master of Science (MS). The decision will depend on the area of focus and the coursework that will be selected. While the conversation about a particular path starts in this course, students can make adjustments as they continue their coursework and through consultations with faculty. By the end of IDST600, students will submit a plan of study that outlines their focus areas and associated learning. The approval of this plan, including the relevance and appropriateness of associated learning, is at the discretion of the faculty. A faculty committee will have final approval responsibility for both students' plans and final projects, prior to registration for IDST 699.

##### IDST 650I - ISDT Internship (1-6 credits)

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##### IDST 660I - Interdisciplinary Studies Student Designed Independent Studies (1-5 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.

#### [IDST 680 - Research Methodologies and Research Ethics \(4 credits\)](#)

This course explores a variety of interdisciplinary research methodologies and deals with ethical issues and the responsible conduct of research across various disciplines. It is also designed to help individualized studies students to develop a proposal for their capstone research or project. Through targeted assignments students will get feedback from faculty and peers, allowing them to use the knowledge gained from the course for the completion of their proposal. Building on students' prior knowledge of the various types of research methodologies, this course will deepen their understanding of theoretical frameworks, critical interpretation, argument construction, and various data collection and analysis methods. The course also identifies theories and ethical principles that guide researchers and applies those principles to students' professional and academic background and interests. We will discuss ethical and moral issues within scholarly work, and will explore ethically problematic areas. **TEACHING APPROACHES** Why does research matter and how can you use responsible research methodologies in your master's capstone? This course uses active learning to explore research methodologies and methods, data analysis, and research ethics. Students will participate in collaborative online and face-to-face activities, readings, discussions, group assignments, and presentations.

**Prerequisites:** IDST 600

#### [IDST 699 - Individualized Studies Capstone \(4 credits\)](#)

In IDST 699, students will produce a culminating work that brings together and builds upon their graduate studies journey. In this course, students focus largely on revising, refining, and completing their Capstone, which would have been drafted prior to registering for IDST 699. All Capstone Projects/Research are expected to be solidly grounded and relevant in scholarship spanning at least two well-defined academic disciplines or professional areas of expertise guided by their faculty advisor. **Prerequisites:** IDST 600

### **INFS**

#### **Courses**

##### [INFS 518G - Information Issues: \(4 credits\)](#)

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

##### [INFS 660I - Information Studies Student Designed Independent Studies \(1-6 credits\)](#)

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.

## **LAWE**

### **Courses**

#### **LAWE 500G - Best Practices in Law Enforcement Communication and Social Dynamics (3 credits)**

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

#### **LAWE 501G - Best Practices in Police Community Interaction (3 credits)**

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

#### **LAWE 502G - Best Practices in Law Enforcement Ethics and Police Leadership (3 credits)**

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

#### **LAWE 620 - Public Policy Analysis in Law Enforcement (4 credits)**

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

#### **LAWE 631 - Police Culture (4 credits)**

This course examines the dynamics of police culture and how it influences police officers' behavior. It explores the complex interactions between police culture and issues relating to

integrity for police managers. The underlying values of the police culture are examined as challenges for police supervisors developing integrity within law enforcement agencies. Issues connected to loyalty, racism, professionalism and use of force are focused on as they relate to integrity within police agencies.

#### **LAWE 653 - Applied Police Research (2 credits)**

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

### **Prerequisites:**

#### **LAWE 660I - Law Enforcement 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.

#### **LAWE 7000 - Understanding Mental Illness for Law Enforcement Officers (0 credit)**

Course is designed to improve understanding of mental illness and the skills needed by law enforcement personnel to successfully manage encounters with mentally ill individuals and offenders.

#### **LAWE 7001 - Mental Illness Training for Law Enforcement and Corrections (0 credit)**

Course is designed to improve understanding of mental illness and the skills needed by law enforcement professionals to successfully



manage encounters with mentally ill individuals and offenders.

[LAW 7002 - Evidence-Based Practice Corrections Professional Certificate Program \(0 credit\)](#)

This certificate is intended to provide a pathway to employment for persons interested in a career in Community Corrections. Focus is on developing personal mastery of essential skills that typically are only available through on-the-job experience. It is founded on the principles of Evidence Based-Practices in corrections and covers such practical skills as: Motivational Interviewing, Assessment, Cognitive Behavioral Interventions, Group Facilitation Skills and Case Planning.

### **LING**

#### **Courses**

[LING 547G - History of the English Language \(4 credits\)](#)

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

[LING 660I - Linguistics Student Designed Independent Studies \(1-4 credits\)](#)

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.

### **LIT**

#### **Courses**

[LIT 501G - Literary Criticism: Beginnings-1950 \(4 credits\)](#)

This course provides grounding in literary theories that have been expounded from antiquity down to the recent past. The course also covers applications of these theories to particular texts. Typical questions engaged include What is literary quality and how is it recognized? Does or should literature serve moral, social or political purposes? What is literature? **Prerequisites:** WRIT 131

[LIT 502G - Literary Criticism: 1950-Present \(4 credits\)](#)

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

**Prerequisites:** WRIT 131

[LIT 590G - Advanced Studies in Literature \(4 credits\)](#)

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

**Prerequisites:** WRIT 131

[LIT 660I - Literature 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.

## **MAPL**

### **Courses**

#### [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 620 - Nonprofits as Agents of Democracy \(4 credits\)](#)

MAPL 620 is a concentration course in Master of Advocacy and Political Leadership (MAPL) Program. The course focuses on understanding the nonprofit sector and its many relationships with governments. Nonprofits and governments can be partners, adversaries, or sectors working on parallel paths. Students gain a better understanding of the nonprofit sectors history, revenue sources, historic and current relationships with government, and strategies for positioning nonprofits for leadership in nonprofit and governmental interactions.

#### [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 630 - Labor Organizing \(4 credits\)](#)

[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 641 - Advocacy in the Public Sector: Service in the Executive Branch \(4 credits\)](#)

MAPL 641 is a concentration course in Master of Advocacy and Political Leadership (MAPL) Program. This is the second of two required segments of the MAPL concentration, Advocacy in the Public Sector, designed for use by students wishing to work in government. This class prepares students who have or will have careers in the executive branches of government, at the local, regional, state or national levels as elected officials, as political staff to these various elected officials, or as members of the bureaucracy. Students will become familiarized with how to find and use the best administrative practices as they related to personnel, resource and information management, with special emphasis on finding innovative solutions to management problems.

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

MAPL 690 is a required internship course in the Advocacy and Political Leadership (MAPL) track within the Master of Public and Nonprofit Administration (MPNA) Program. Students will take 180 hours of supervised direct experience with an individual or organizational sponsor in advocacy. A written agreement specifying the work the student will complete, a supervisor evaluation, and a capstone paper, evaluated by the program, that describes what the student has learned about advocating for policy change, are required at the completion of the internship credits.

#### 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 663 - Campaigns and Elections (4 credits)

MAPL 663 is designed to give students an in-depth and practical look at the campaigns necessary to win elections. In combination with guest lecturers, the class will look at both local, state and national campaigns and elections. Students will examine case studies of what has and has not worked and will hear firsthand from the people who were on the scene and making decisions. Students will also be exposed to the mechanics and operation of running a campaign for local office.

#### MAPL 664 - Sustainable Development Policy and Advocacy (4 credits)

MAPL 664 is an elective course in the Master of Advocacy and Political Leadership (MAPL) Program. This class focuses on the politics of sustainable development specifically surrounding transit and transportation, housing, community planning, business development, and the environment. Students will develop working knowledge of the legislative and legal processes surrounding sustainable development policy making at the local/state/federal levels: how development decisions are made, when they're made, by whom they're made, and how the decision making process works. Students will develop organizing and advocacy strategies to influence that policy process.

#### MAPL 665I - Masters in Advocacy and Political Leader Prior Learning (1-6 credits)

Credit for Prior Learning is the conditions under which students can receive college credit for prior learning obtained through nontraditional channels such as the military, the workplace, or independent study. The course for which credit is being sought must correspond in its content to a course that is currently offered at Metropolitan State University. Competence is demonstrated by passing the final examination of the corresponding course. Students should contact their appointed advisor for more information.

#### 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**

#### **Courses**

#### [MATH 605 - Analysis and Fractals \(3 credits\)](#)

This graduate course studies the logical foundations of mathematical analysis using fractal examples to direct our intuition. The tools of analysis give us the machinery for constructing the most complicated mathematical objects, which are used to solve the problems in differential equations, probability, geometry, calculus and functional analysis. Learning how to construct fractals of various types helps us understand the apparatus researchers used to construct solutions to differential equations, stochastic processes, and the most difficult extremal problems. These solutions form the basis of the theories of all classical hard sciences, as well as many new fields such as signal processing, control theory and systems engineering. We will explore the topics of metric spaces and point set topology, measure theory and probability, Hausdorff dimension and chaotic dynamics. This course will serve students with a bachelor's degree in mathematics or closely related fields wishing to deepen their mathematics education, and technical professionals, high school teachers, and math instructors seeking professional development or qualifications for teaching community college courses. **Prerequisites:** MATH 301

#### [MATH 605 - Analysis and Fractals \(4 credits\)](#)

This graduate course studies the logical foundations of mathematical analysis using

fractal examples to direct our intuition. The tools of analysis give us the machinery for constructing the most complicated mathematical objects, which are used to solve the problems in differential equations, probability, geometry, calculus and functional analysis. Learning how to construct fractals of various types helps us understand the apparatus researchers used to construct solutions to differential equations, stochastic processes, and the most difficult extremal problems. These solutions form the basis of the theories of all classical hard sciences, as well as many new fields such as signal processing, control theory and systems engineering. We will explore the topics of metric spaces and point set topology, measure theory and probability, Hausdorff dimension and chaotic dynamics. This course will serve students with a bachelor's degree in mathematics or closely related fields wishing to deepen their mathematics education, and technical professionals, high school teachers, and math instructors seeking professional development or qualifications for teaching community college courses. **Prerequisites:** MATH 301

#### [MATH 615 - Advanced Discrete Mathematics \(4 credits\)](#)

Advanced topics in discrete mathematics and combinatorics including setting up and solving recurrence relations, finite calculus, manipulation and evaluation of sums, Möbius inversion, binomial coefficients, Fibonacci numbers, Stirling numbers, and generating functions. **Prerequisites:** MATH 211 and MATH 215

#### [MATH 615 - Advanced Discrete Mathematics \(3 credits\)](#)

Advanced topics in discrete mathematics and combinatorics including setting up and solving recurrence relations, finite calculus, manipulation and evaluation of sums, Möbius inversion, binomial coefficients, Fibonacci numbers, Stirling numbers, and generating functions. **Prerequisites:** MATH 211 and MATH 215

#### MATH 620 - Stochastic Processes (4 credits)

This course will introduce the definitions, theories and applications of different stochastic processes. Topics include Markov chains, Poisson processes, renewal processes, continuous time Markov chains and Martingales.

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#### 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, graph 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

#### MATH 690 - Special Topics in Mathematics (1-4 credits)

Special topics courses enable students to study mathematical and statistical topics of current interest that are not included in our standard graduate course offerings, or pursue more extensive study of a topic included in our graduate offerings. Students may repeat MATH 690 under different topics for additional credit. Please note that special topics courses may have prerequisites.

### MDST

#### **Courses**

#### MDST 520G - Digital Storytelling (4 credits)

Digital storytelling is a growing area of multimodal communication that is part of a larger movement to empower communities and voices through the use of digital tools and platforms. Digital stories are short videos that combine narration, images (still and moving), sound effects, and music to tell a compelling story. Students will create two digital stories: a personal story and a story that promotes a cause or organization (e.g., a Kickstarter-style video). The process will include multiple rough cuts and a final version of each video, as well as extensive instructor and peer feedback.

#### MDST 580G - Issues in Communication Technology (4 credits)

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

#### 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.

[MDST 590G - Teacher Workshop in Media Literacy \(4 credits\)](#)

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

[MDST 650I - MDST Internship \(1-5 credits\)](#)

**MDST Internship**

[MDST 660I - Media Studies 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.

[MDST 690 - Big Data and the Connected Citizen \(4 credits\)](#)

As consumers of media, citizens should be prepared to assess the messages they receive from sources such as social networks, broadcast, and other media. However, in contemporary society, consumers are also communicating information about themselves, most of which is harvested without their knowledge or understanding. This course prepares students to consider their position as communicators in an interconnected world, where the information they provide about themselves is stored,

retrieved, analyzed and used to sell, promote, control, or otherwise influence citizen and consumer behavior.

## **MGMT**

### **Courses**

[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 610 - Managerial Communications \(2 credits\)](#)

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

[MGMT 610A - Managerial Communication \(4 credits\)](#)

This is the recommended first graduate course in the master's program. It acquaints participants with the written assignments and oral presentations required in the master's program. It focuses on dyadic and small group communication models, various models and strategies for communication in different types of organizations, the nature of listening, negotiation and conflict resolution, task-oriented group communication processes,



teambuilding and leadership, persuasion, and the nature of evidence. The course improves your ability to use appropriate communication devices and strategies in achieving organizational objectives, and sharpens your written and oral communication skills.

**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 632 - Leadership and Ethics (4 credits)**

This course explores the relationships between selected leadership styles and individual ethics. It examines situations in which leader convictions regarding ethical behavior are in conflict with organizational objectives and stakeholders' interests. The course proceeds from the assumption that anticipating ethical pressures/choices and shaping a personal framework for making value choices can improve leadership skills. **Prerequisites:** MGMT 600

**MGMT 635 - The Changing Nature of Management and Organizations (4 credits)**

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

**MGMT 640 - Quality Improvement in Organizations (4 credits)**

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

**Prerequisites:**

**MGMT 650I - Management Individual Internship (1-8 credits)**

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

**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 660I - Management Student-Designed Independent Study (SDIS) (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 for 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 appointed advisor for more information.

#### [MGMT 665 - Business Futures \(4 credits\)](#)

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

#### [MGMT 665I - Management Prior Learning \(1-8 credits\)](#)

Credit for Prior Learning is the conditions under which students can receive college credit for prior learning obtained through nontraditional channels such as the military, the workplace, or independent study. The course for which credit is being sought must correspond in its content to a course that is currently offered at Metropolitan State University. Competence is demonstrated by passing the final examination of the corresponding course. Students should contact their appointed advisor for more information.

#### [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**

### **Courses**

#### [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 620 - Project Management \(4 credits\)](#)

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

#### [MIS 630 - Healthcare IT Systems \(4 credits\)](#)

Managing Information Technology in Healthcare: This class will cover a wide range of information systems in healthcare, and best practices in their management. The United States is increasingly dependent on the Healthcare industry to provide accessible, immediate and relevant care to those who require medical and health-issue attention. The

Healthcare environment changes rapidly and organizational stakeholders need to be actively involved across many dimensions of process and service delivery. History and experience informs us that private and public Healthcare programs and organizations are heavily affected by increasing regulation and the cost of providing care to patients. An underlying component of all of these factors is the manner in which Health Information Systems work with health-oriented processes and operations. There are critical components in Healthcare Information Technology that Healthcare professionals, IT Healthcare professionals and IT professionals in general should know in order to understand this industry and help to improve the professions.

**MIS 643 - Telecommunications and Internet Management - Part One (2 credits)**

This course will cover a range of Internet and telecommunications services, applications and the management of telecommunications operations within a business enterprise. It will address the impact of various telecommunications services on day-to-day business operations and analyze the productivity and revenue-enhancement potential available to business. This course is targeted at students who are working business managers with a need to understand the impact of the new and emerging telecommunications services and how they can be harnessed to add value to business operations. **Prerequisites:** MIS 600

**MIS 644 - Telecommunications and Internet Management - Part Two (2 credits)**

This course explores current issues related to telecommunications technologies and how they can be used to facilitate information access and dissemination at all levels of an organization and through the Internet. Trends of telecommunications services are analyzed. Telecommunications trends in the United States and Europe are examined. A range of emerging telecommunications services is explored as well as how such services alter the ways that organizations gather information for decision making and manage these new environments. This course is targeted at students who are

working business managers with a need to understand the impact of the new and emerging telecommunications services and how they can be harnessed to add value to business operations. **Prerequisites:** MIS 600

**MIS 650I - Management Information Systems Individual Internship (1-8 credits)**

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

**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 655 - Biomedical Informatics (4 credits)**

Central to the effective and efficient delivery of health services is the attainment, use, and

sharing of health-related information. The complex US healthcare system is increasingly dependent on information technology to, a) support the delivery of healthcare services, b) track health status and health outcomes for public health, and c) facilitate biomedical research. Biomedical informatics is the scientific field that addresses the storage, retrieval, and processing of biological, clinical and financial data for use in healthcare-related problem solving and decision making. Biomedical informatics serves any individuals involved in the delivery or research of health care services and population health. Biomedical informatics intersects the fields of computer science, decision science, information science, cognitive science, and the human-computer interaction in the practice of biological research, biomedical science, medicine, and healthcare.

#### [MIS 656 - Business Analytics \(2 credits\)](#)

This new course introduces methods used to find Predictive Solution in Supply Chain Management (SCM). Students will learn which methods/tools should be selected to reduce inventory, estimate supplier performance or improve demand forecast accuracy. Topics covered include: Replenishment Methods and Inventory Optimization, Supplier Performance Analysis, Demand Forecasting, Logistics Planning, Price Optimization. Special emphasis is placed on Combining SCM and Customer Relationship Management (CRM).

#### [MIS 657 - Database and Client/Server Systems \(2 credits\)](#)

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 660I - Management Information Systems Student-Designed Independent Study \(SDIS\) \(1-8 credits\)](#)

Student-designed independent studies give Metropolitan State students the opportunity to plan their own study. This type of independent

learning strategy can be useful for 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 appointed advisor for more information.

#### 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 663 - Strategic Management of Technology and Innovation (4 credits)

Management of technology and the innovative process have only recently been recognized as important managerial functions. As more organizations in the marketplace are technology-driven they need to know the methodologies and models developed to help modern managers evaluate the vast array of technologies they face, determine which ones have promise and which should be ignored, and how to profit from them in new product development. The class also explains linking

business and technology strategy, new product design, building and fostering an innovative environment within your organization, and the nature of technological entrepreneurship.

#### MIS 665 - Systems Design and Decision Support (4 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 665I - Management Information Systems Prior Learning (1-5 credits)

Credit for Prior Learning is the method by which students may receive college credit for prior learning obtained through nontraditional means, such as military training/experience, the workplace, or independent study. The course for which credit is being sought must correspond in its content to a course that is currently offered at Metropolitan State University. Competence is demonstrated by passing the final examination of the corresponding course. Students should contact their academic advisor for more information.

#### 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 668 - Strategic Management of Technology and Innovation I \(2 credits\)](#)

The Management of Technology has become an important discipline within the field of MIS. In this first course of a two course sequence, you will learn basic principles of technological change and the mgmt of that change in modern institutions. We will look at life cycle analysis, productivity models, cost and ROI models and many more, using state-of-the-art technologies and real world case examples. **Prerequisites:** MIS 600

[MIS 669 - Strategic Management of Technology and Innovation II \(2 credits\)](#)

The Management of Technology has become an important discipline within the field of MIS. In this second course of a two course sequence, you will build on the basic principles of technological change and the mgmt of that change in modern institutions, to learn how to generate and foster innovative technological environments, and how to become an agent of technological change. We will look at innovation models, moving from research and emerging technologies to mature technologies, how to make technological change a key element of strategy with high payback and many more, using state-of-the-art technologies and real world case examples. **Prerequisites:** MIS 600 or MIS 663

[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 679 - Seminar in Management Information Systems \(1-4 credits\)](#)

This capstone course for the MIS concentration looks at the field's cutting-edge issues and information systems' future in organizations. The class uses the seminar format in which presentation of the material is integrated with innovative student projects. The course examines the challenges of MIS in the 1990s including re-engineering the firm; developing productivity strategies including computer assisted systems engineering (CASE) and object-oriented programming systems (OOPS); creating user productivity strategies, decision support and executive information systems; connectivity approaches; and exploring resulting ethical implications of information systems issues. Students have the chance to work in depth on information systems topics of interest.

#### [MIS 680 - Introduction to Information Assurance \(4 credits\)](#)

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: 1. Module 1 - Business Analytics Fundamentals: Concepts 2. Module 2 - Business Analytics Fundamentals: Basic predictive analytics 3. 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 690 - E-Commerce and Customer Relationship Management (2 credits)

This graduate seminar course will review the essential infrastructure and transaction components of electronic commerce. It will also examine in detail the evolving panorama of business strategy for business-to-consumer electronic commerce. In that context of strategy for electronic commerce two issues in particular will be examined: (a) achieving synergy of e-commerce with “brick and mortar” business operations & (b) the increasingly significant and evolving role of CRM (Customer Relationship Management) systems. Also examined will be the unique challenges of project management for electronic commerce development efforts that require heavy outsourcing and multiple partnerships with external vendors: Web developers, databases specialists, ASPs, & media specialists.

#### MIS 691 - M-Commerce: Extending the Enterprise (2 credits)

This course will cover a range of mobile and wireless applications and explore how those technologies are impacting the business enterprise. It will address the impact of various wireless and mobile services on day-to-day business operations and analyze the productivity and revenue-enhancement potential available to business. The course will also address the issue of creating mass customization for end users. This course is targeted at students who are working business managers with a need to understand the impact of the new and emerging mobile telecommunications services and how they can be harnessed to add value to business operations. **Prerequisites:** MIS 600

#### MIS 693 - Advanced Supply Chain Information Systems (2 credits)

Beginning where MIS 653/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.

#### MIS 694 - Cyber Ethics (2 credits)

With Information Technology playing an ever greater role in organizations, and the widespread availability of technology with the ability to collect and create information on everyone, many new ethical issues have been created. This course will frame many current ethic issues in IT and help the student develop methods of analyzing and dealing with these issues in real world situations. Topics may include issues such as privacy, copyright and intellectual property, employee monitoring approaches, multinational information flows, corporate intelligence and others. Hacking, computer security, viruses and other acts of destruction will be reviewed from an ethical perspective.

#### [MIS 695 - Electronic Government \(2 credits\)](#)

The purpose of this course is to describe the growth of E-Government, typical phases of development, and strategies for planning and managing E-Government initiatives. Topics include both the challenges to E-Government such as data privacy and the “digital divide”, as well as the best practices, success stories and breakthrough innovations in public sector service delivery.

#### [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.

### **MISD**

#### **Courses**

#### [MISD 665I - DMIS Prior \(1-8 credits\)](#)

### **MKTG**

#### **Courses**

#### [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. **Prerequisites:** MGMT 600

#### [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 650 - Purchasing Management \(4 credits\)](#)

This course examines the activities undertaken by purchasing personnel to achieve the objectives of their organization. The topics covered include value analysis, vendor analysis and certification, negotiations and contracting, logistics and inventory control, and the legal and ethical considerations in professional purchasing. These topics are relevant for organizations in the public and non-profit sectors of the economy as well as to private-sector organizations.

#### [MKTG 650I - Marketing Individual Internship \(1-8 credits\)](#)

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

#### [MKTG 651 - Materials Management \(2 credits\)](#)

This course examines those activities concerned with materials and inventory requirements from receiving the materials to their introduction into the manufacturing processes. Topics discussed include objectives and organization for materials management, total quality management,

materials requirement planning, traffic management, warehousing, automated inventory control systems, and legal and ethical considerations in materials management.

#### [MKTG 652 - Supply Chain 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 654 - Current Issues in Purchasing/Logistics Management \(2 credits\)](#)

This course examines those trends and issues which are most likely to influence policy-making and strategy design for efficient and effective purchasing management. Topics include changing information technologies affecting efficiency in purchasing; changing technologies in transportation and storage; influences of the changing make-up of the work force; purchasing's role in quality management; strategic alliances with suppliers; multi-national sources; and legislative initiatives. Seminars are led by experienced executives in purchasing management. **Prerequisites:** MKTG 650

#### [MKTG 656 - Professional Negotiations \(4 credits\)](#)

This course helps students to understand the roles of negotiations in purchasing goods and services to support manufacturing operations. Topics include how to establish negotiations

objectives, how to analyze and to use various negotiating strategies and tactics, how to negotiate in line with legal and ethical considerations, and how to evaluate the effectiveness of negotiating policies, procedures and personnel. **Prerequisites:**

#### [MKTG 660I - Marketing Student-Designed Independent Study \(SDIS\) \(1-8 credits\)](#)

Student-designed independent studies give Metropolitan State students the opportunity to plan their own study. This type of independent learning strategy can be useful for 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 appointed advisor for more information.

#### [MKTG 670 - Marketing to Business Organizations \(2 credits\)](#)

This course focuses on social media marketing principles businesses use to market goods or services to other businesses. Topics include organizational buying and buying behavior, customer relationship management analysis and strategies, and targeting as it relates to business-to-business (B2B) marketing. We will explore in-depth the application of social media marketing to the business customer. **Prerequisites:** MKTG 600

#### [MKTG 680 - Developing International Markets \(4 credits\)](#)

The development of work trade makes it increasingly important for firms in virtually any industry to widen markets overseas. This course provides methods and procedures for assessing opportunities abroad, and for establishing, maintaining and managing marketing activities in other nations of the world. Special emphasis is given to negotiations involved in building marketing organizations, and to logistical, legal



and cultural considerations important for productive exchanges of goods, services and currencies. **Prerequisites:** MKTG 600

[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 discussed are equally applicable for organizations operating in the economy's private, not-for-profit and government sectors. **Prerequisites:** MKTG 600

## **MLS**

### **Courses**

[MLS 600 - Introductory Seminar \(4 credits\)](#)

The seminar will address aspects of theory, method, research, and knowledge formation in selected disciplines within communications, humanities, and social sciences. The course will move from the study of selected disciplines to an interdisciplinary study of the connections among disciplines and the implications for each student's program of study and 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 660I - Master of Liberal Studies Student Designed Independent Studies \(1-5 credits\)](#)

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.

[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**

### **Courses**

[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 635 - Economic Reasoning for Public Administrators and Nonprofit Managers \(4 credits\)](#)

This course introduces MPNA, MPA, MNLM, and other Metro State graduate students to the



application of the principles and methods of economic analysis to the policy, management, and operational decisions faced by public administrators, nonprofit managers, social entrepreneurs, and other public service professionals. Public and nonprofit organizations (hereinafter referred to as not-for-profit organizations) are fundamentally different from profit-seeking firms. They are organized to provide socially valuable goods and services (e.g., public education, social services for the unemployed) independent of the revenues they receive from the sale of their products. While surpluses and profits can support their social missions, not-for-profit organizations do not intend to maximize these surpluses/profits. Because not-for-profit organizations use scarce resources from taxpayers, donors, volunteers, and other external stakeholders, they also operate under greater public scrutiny and with unique public expectations for openness/transparency, honesty, accountability, and fairness. This course will explain how managers and leaders of public agencies, nonprofit organizations, and social enterprises can apply economic analysis and reasoning in the complex task of effectively providing social goods and services, taking into primary consideration the fundamentally different social and political goals, internal constraints, and external authorizing environments faced by not-for-profit organizations. MPNA 635 will also improve the economic literacy of public and nonprofit professionals in discussing and defending their respective positions on a public policy issue or controversy. Competence Statement Students will understand the fundamental concepts and methods of economic analysis and critically appraise and adapt them to the context of policy analysis, public administration, nonprofit management, social entrepreneurship, political advocacy, criminal justice and law enforcement, and other related public service professional fields.

#### 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 665I - Master of Public and Nonprofit Admin Prior Learning (1-5 credits)

Credit for Prior Learning is the method by which students may receive college credit for prior learning obtained through nontraditional means, such as military training/experience, the workplace, or independent study. The course for which credit is being sought must correspond in its content to a course that is currently offered at Metropolitan State University. Competence is demonstrated by passing the final examination of the corresponding course. Students should contact their academic advisor for more information.

#### 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.

### **MUSC**

#### **Courses**

#### [MUSC 533G - Applied Guitar Study III \(4 credits\)](#)

This private study course is designed for students who wish to learn to play the steel string or classic acoustic guitar. It accommodates beginning, intermediate and advanced experience levels and past experience with the guitar. Students study hand positions, fingering technique, music notation and other fundamentals. They are introduced to a variety of musical styles and have an opportunity to concentrate on one particular style. Students must have access to a guitar. Level is determined by instructor through audition or interview.

### **NPM**

#### **Courses**

#### [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 650I - Nonprofit Management Individual Internship \(1-9 credits\)](#)

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

#### NPM 660I - Nonprofit Management Student-Designed Independent Study (SDIS) (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 for 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 appointed advisor for more information.

#### NPM 672 - Nonprofits and Social Change (4 credits)

Multiple perspectives of the role of nonprofit organizations in social change are presented in this course. It includes planning models and tools, strategy design, constituency building, training, proposal writing, program management and evaluation. Ethics and value in nonprofit operations are also covered.

#### NPM 675 - Nonprofit Financial Management (4 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**

#### **Courses**

#### NURS 002 - School of Nursing Advising and Clinical Coordination (0 credit)

This course is to be used in the cohort advising model to provide students with a variety of information throughout their program. All pre-

practicum information and background study information will be found here as well as other advising resources. Multiple members of SON will use this course as a communication mechanism and to collect required paperwork. The audit grade will be given after students have started their background study and pre-practicum requirements. However, the course will remain active throughout the student's program.

#### 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 608 - Epidemiology (2 credits)**

This course focuses on the principles of epidemiology as a basis for advanced nursing practice with populations at risk. Students gain an understanding of epidemiology as the science of public health and community health nursing by examining the range of health problems and diseases affecting diverse cultures, races and ethnic groups. Upon completion of the course, students can apply the fundamentals of epidemiology to the structuring of health promotion interventions for high-risk groups.

#### **NURS 608P - Population Health Practicum (1 credit)**

This practicum provides students with a guided experience in the application of epidemiological and population health concepts presented in NURS 608. Students work to design a community-based, culturally relevant health promotion, disease prevention or management plan. Students create and present a patient education offering, community service message

or a communication strategy related to their plan. Practicum experiences are individually designed through the use of learning contracts in consultation with the NURS 608P instructor.

#### **Prerequisites:** NURS 608

#### **NURS 609 - Pharmacology for Advanced Nursing Practice (3 credits)**

This course focuses on foundational principles of pharmacokinetics and pharmacodynamics. Indications, efficacy, therapeutic effects, and adverse effects of selected drugs will be examined, compared and contrasted. Utilizing critical thinking skills, the student will incorporate evidence-based, ethical, and holistic principles into pharmacotherapeutic decision making.

#### **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 614 - Geriatric Nursing (2 credits)**

This course focuses on issues related to the provision of holistic nursing care to the aging population. Emphasis is placed on health promotion, chronicity, and cultural aspects of aging, and end-of-life care. Current theories of aging are examined. Graduate students will further analyze issues related to geriatrics in their advanced nursing practice specialty.

#### **NURS 615 - Advanced Health Assessment: Adult and Older Adult (1 credit)**

This course focuses on the knowledge and skills of history taking, physical examination, and critical thinking related to interpreting normal and abnormal findings in the health of adults and the elderly. Relevant anatomy and physiology are reviewed for interpreting body system assessments. **Corequisites:** NURS 615L



**NURS 615L - Advanced Health Assessment Lab: Adult and Older Adult (1 credit)**

This laboratory experience focuses on the application of the skills taught in N615. Students will practice interview and physical exam techniques in simulated clinical settings. Demonstration of a complete physical exam is required for course completion.

**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 617 - Advanced Health Assessment (1 credit)**

This course focuses on using clinical reasoning. Students will incorporate principles of advanced health assessment to case-based learning across the lifespan. This course builds on NURS 325: Essential Concepts of Health Assessment. Competence Statement: Knows the skills and techniques of advanced health assessment well enough to recognize and predict the presence of signs and symptoms related to alterations in normal body functions. **Prerequisites:** NURS 648 and NURS 656

**NURS 618 - Advanced Pathophysiology (1 credit)**

Using clinical reasoning students will incorporate principles of advanced pathophysiology to case-based learning across the lifespan. This course builds on concepts from 410 Essential Concepts of Applied Pathophysiology. Competence Statement: Knows the principles of advanced pathophysiology well enough to recognize and predict presence of signs and symptoms related to alterations in normal body functions and to intervene to restore homeostasis. **Prerequisites:** NURS 656 and NURS 648

**NURS 619 - Advanced Pharmacology (1 credit)**

Using clinical reasoning students will incorporate principles of advanced pharmacology to case-based learning across the lifespan. This course builds on concepts from NURS306 Principles of Pharmacology I, NURS404 Principles of Pharmacology II, and NURS405 Principles of Pharmacology III. Competence Statement: Knows the principles of advanced pharmacology well enough to anticipate therapeutic benefits and potential adverse events of pharmacologic interventions. **Prerequisites:** NURS 405 and NURS 656 and NURS 648

**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 622 - Primary Care Nursing I: Foundations of ANP/GNP \(4 credits\)](#)

Serving as the foundation for ANP/GNP practice, this course focuses on health promotion and risk factor identification for adults/older adults and management of selected common acute and chronic health concerns of adults/older adults in the context of family-centered and population-based care. Common concerns of the geriatric population and frail elderly are also addressed. Students will utilize critical thinking skills as they study clinical presentations, engage in development of differential diagnoses, determine the implications of clinical data, and plan holistic therapeutic interventions that will optimize client/family health. Evidenced based clinical practice guidelines are utilized to guide ANP/GNP practice. Selected roles of the advanced practice nurse and common issues encountered in practice are addressed. **Prerequisites:** NURS 601 and NURS 602 and NURS 603 and NURS 605 and NURS 607 and NURS 608

#### [NURS 622P - ANP/GNP Foundations Practicum \(2 credits\)](#)

This clinical practicum course builds on the history and physical skills learned in the simulated setting of N 615/615L and facilitates application of content in N 622. In a clinical setting(s) serving adults and older adults, ANP/GNP students will perform histories and physicals, determine differential diagnoses, and plan and implement holistic plans of care under the guidance of a preceptor. Accurate interpretation of clinical data, appropriate prescribing practices, and accurate documentation of patient encounters is fostered. A minimum of 200 collaborative clinical hours with an approved preceptor(s) are required. **Prerequisites:** NURS 601 and NURS 602 and NURS 603 and NURS 605 and NURS 607 and NURS 608

#### [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 325 and NURS 405 and NURS 410

#### [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 628 - Family Health Promotion and Health Maintenance \(2 credits\)](#)

This course focuses on advanced family nursing with emphasis on family and individual health promotion and maintenance for the Family Nurse Practitioner. Major theoretical foundations are presented including family

theory, the Shuler Nurse Practitioner Practice Model, and the Health Promotion Model. Students apply theories and concepts to actual family and individual health maintenance assessment and planning. Focus is placed on use of the clinical decision-making process for the assessment and plan. Students work with a family whose background is different from their own.

[NURS 637 - Informatics for Advanced Nursing Practice \(2 credits\)](#)

This course focuses on the use of health care informatics in advanced nursing practice. The development of the science of informatics and information systems are reviewed. Clinical decision making support tools in advanced practice nursing are analyzed. The use of information systems to assist in coding and billing is reviewed. Information systems are used to analyze practice outcomes at the individual and practice group levels compared to national standards. Challenges and opportunities to improve health through the use of information systems are explored. Competence Statement: Knows information systems and technology well enough to be utilized to improve patient care outcomes and health care systems.

[NURS 641 - Primary Care Nursing II: Adult and Older Adult Health \(4 credits\)](#)

This course focuses on the primary care of adults and elderly clients experiencing developmental, acute and chronic health concerns. Students will gain knowledge of the etiology, differential diagnoses, clinical findings, and management of common conditions affecting these age groups. Content includes age-appropriate health promotion activities.

[NURS 641P - Adult and Older Adult Clinical Practicum \(2 credits\)](#)

This clinical practicum focuses on the continued development of history taking and physical examination skills. Seminars focus on the advancement of differential diagnostic and critical thinking skills through case study examination, documentation review, and discussion. Students integrate knowledge of family, culture, holism, community, and caring as

they plan holistic care for clients in clinical settings. Issues that arise from the clinical setting regarding advanced practice nursing roles will be addressed. This course includes a minimum of 200 clinical hours.

[NURS 642 - Primary Care Nursing III: Children and Family Health \(4 credits\)](#)

This course focuses on the primary care of infants, children, and adolescents experiencing developmental, acute and chronic health concerns within the family context. Student will gain knowledge of the etiology, differential diagnoses, clinical findings, and management of common conditions affecting these age groups. Content includes age-appropriate health promotion activities. This course is a requirement for students in the FNP program.

[NURS 642P - Children and Family Health Clinical Practicum \(2 credits\)](#)

This clinical practicum focuses on adept history taking and physical examination skills for clients across the lifespan with an emphasis on pediatric populations. Seminars focus on the advancement of differential diagnostic and critical thinking skills through case study examination, documentation review, and discussion. Students integrate knowledge of family, culture, holism, community, and caring as they plan holistic care for clients in clinical settings. Issues that arise from the clinical setting regarding advanced practice nursing roles will be addressed. This course includes a minimum of 200 clinical hours. **Prerequisites:** NURS 641 and NURS 641P

[NURS 643 - Advanced Practice Nursing: Management of Complex Illness \(3 credits\)](#)

This course focuses on developing advanced skills in primary care management of adult and older adult clients with complex, multi-symptom illnesses. Etiology, clinical presentation, differential diagnoses, and management issues are addressed. The primary care provider's role as case manager of the person with complex, debilitating illnesses will be addressed. This course is a requirement for students in the ANP program.

**NURS 643P - Complex Illness Clinical 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, documentation review, and seminar discussion. Students integrate knowledge of family, culture, holism, community, and caring as they plan holistic care for clients in clinical settings. Health promotion needs appropriate to the client's complex needs are addressed. Students will consult with the instructor to determine how many credits for which to register. One credit is equivalent to a minimum of 100 clinical hours. **Prerequisites:** NURS 641 and NURS 641P

**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 660I - Nursing Student-Designed Independent Study (SDIS) (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.

#### [NURS 661 - Principles of Anesthesia Practice I \(1 credit\)](#)

This course presents the physiology or various positions for anesthesia, various care plans, and the importance of universal precautions. Competence Statement: Knows the physiology behind surgical patient positioning, the various anesthesia care plans, and the importance of universal precautions.

#### [NURS 662 - Principles of Anesthesia Practice II \(2 credits\)](#)

This course focuses on the administration of general anesthesia with emphasis on gas machines, vaporizers, monitoring devices, anesthesia delivery systems, and basic and advanced airway management utilized by nurse anesthesia providers. Competence Statement: Knows the proper assembly, function, and troubleshooting techniques of the anesthesia delivery device. Knows the materials, skills, and attributes of basic and advanced airway anatomy and techniques.

#### [NURS 663 - Professional Aspects of Anesthesia I \(1 credit\)](#)

This course presents a series of topics related to and surrounding the professional discipline of Nurse Anesthesia. Competence Statement: Knows the history of anesthesia as it relates to the practice of nurse anesthesia. Knows the regulatory process as they relate to CRNA practice, as well as the basic elements of the AANA, the professional association for CRNAs and SRNAs, and how the AANA promotes the nurse anesthesia practice. Knows basic legal

concepts related to healthcare and how they relate to nurse anesthesia practice.

#### [NURS 664 - Chemistry, Physics, and Math for Anesthesia Professionals \(5 credits\)](#)

Aspects of inorganic and organic chemistry, biochemistry, and physics, which are applicable to the science and practice of anesthesia are presented. Includes the application of learned principles to various aspects of anesthesia practice. Topics include: the chemistry and physics of anesthetic agents, accessory drugs, therapeutic agents, explosion hazards, and electrical safety. Competence Statement: Knows the concepts of chemistry and physics as it relates to anesthetic practice.

#### [NURS 665 - Advanced Physiology and Pathophysiology for Nurse Anesthesia I \(6 credits\)](#)

Aspects of anatomy, physiology, and pathophysiology that are relevant to the science and practice of anesthesia are presented. Topics include cell physiology, the nervous system, and the cardiovascular system. Competence Statement: Knows the fundamental physiology and pathophysiology of cell physiology, the nervous system, and the cardiovascular system.

#### [NURS 666 - Advanced Pharmacology for Nurse Anesthesia I \(2 credits\)](#)

This course is an introduction to specific anesthetic drugs and their clinical use by the anesthesia provider. Competence Statement: Knows specific anesthesia drugs and their use.

#### [NURS 667 - Advanced Health Assessment for Nurse Anesthesia \(1 credit\)](#)

This course focuses on the development of advanced practice nursing skills in health assessment; including assessment of all human systems, advanced assessment techniques, diagnosis, concepts, and approaches from an anesthetic perspective. Competence Statement: Knows the principles of advanced health assessment from an anesthetic perspective.

#### [NURS 668 - Principles of Anesthesia Practice III \(1 credit\)](#)

This course presents concepts of pre-, intra-, and post-anesthesia patient assessment, basic physiologic monitoring, and MRI safety. A central line insertion workshop is utilized to instruct



students on proper sterile technique and central line insertion. Competence Statement: Knows the concepts and use of perioperative anesthesia monitors, pre-, intra-, and post-operative assessment, and MRI safety

#### [NURS 669 - Advanced Physiology and Pathophysiology for Nurse Anesthesia II \(6 credits\)](#)

This course continues the in-depth analysis of the body systems relevant to the science and practice of anesthesia. Topics include respiratory, endocrine, and excretory systems. Competence Statement: Knows the fundamental physiology and pathophysiology of the respiratory, endocrine, and excretory systems.

#### [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 671 - Advanced Pharmacology for Nurse Anesthesia II \(5 credits\)](#)

This course presents pharmacological principles as applied to the clinical practice of anesthesia. Topics include pharmacodynamics, anesthetic agents, accessory drugs, and drug interactions. Competence Statement: Knows specific anesthesia drugs and their use and interactions.

#### [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 672 - Professional Aspects of Anesthesia II \(1 credit\)](#)

This course presents a continuation of topics directly related to the discipline of nurse anesthesia. Competence Statement: Knows the importance of wellness to healthcare workers. Knows the risk factors, pathophysiology and signs and symptoms of substance use disorder. Knows the appropriate strategies for successful intervention, treatment and recovery/aftercare.

#### [NURS 673P - Anesthesia Clinical Practicum I \(1 credit\)](#)

Course Description: This is the first in a series of six clinical practicum courses. In this practicum, students observe and then practice beginning skills in assessment, planning, and implementation/delivery while being continuously monitored and mentored by licensed/certified anesthesia providers in MSA member hospitals throughout the Twin Cities. Students complete a minimum of 120 hours of supervised practicum as a student nurse anesthetist. Competence Statement: Knows the principles and practice of nurse anesthesia care well enough to assess, plan, and implement a basic anesthetic care plan, at a beginner level, under total supervision of a licensed/certified anesthesia provider. **Prerequisites:** NURS 667 and NURS 661 and NURS 662



#### NURS 674 - Principles of Anesthesia Practice IV (1 credit)

This course presents advanced concepts of practice including anesthesia techniques for orthopedic, abdominal, and head and neck surgery. Competence Statement: Knows the anesthesia implications for orthopedic, abdominal, and head and neck surgery.

#### NURS 675 - Principles of Anesthesia Practice V (4 credits)

This course presents advanced concepts of anesthesia practice including anesthesia techniques including pediatrics, obstetric, neurological, and regional anesthesia. Competence Statement: Knows the anesthesia implications for pediatric, obstetric, neurological, and regional anesthesia.

#### NURS 676 - Principles of Anesthesia Practice VI (1 credit)

This course presents advanced concepts of cardiovascular anesthesia. Competence Statement: Knows the anesthesia implications for cardiovascular anesthesia.

#### NURS 677 - Statistics and Research for Nurse Anesthesia (3 credits)

The methods of descriptive and experimental research, the study of statistical procedures, and development of research methodology will be presented. Competence Statement: Knows the principles of statistics and research methodology.

#### NURS 678 - Professional Aspects of Anesthesia III (1 credit)

This course presents a continuation of topics directly related to the professional discipline of nurse anesthesia. Competence Statement: Knows the various ethical theories and their relation to healthcare, medical research, and nurse anesthesia practice in a variety of practice settings. Knows the quality of care provided by CRNAs as shown through research.

#### NURS 679P - Anesthesia Clinical Practicum II (1 credit)

Course Description: This is the second in a series of six clinical practicum courses. In this practicum, students utilize didactic knowledge and psychomotor skills to augment beginning

skills in assessment, planning, and implementation/delivery while being continuously monitored and mentored by licensed/certified anesthesia providers in MSA member hospitals throughout the Twin Cities. Students complete a minimum of 120 hours of supervised practicum as a student nurse anesthetist. Competence Statement: Knows the principles and practice of nurse anesthesia care well enough to assess, plan, and implement an anesthetic care plan, at an advanced beginner level, under total supervision of a licensed/certified anesthesia provider.

**Prerequisites:** NURS 673P

#### NURS 680 - Foundations of Nursing Education (3 credits)

This course provides an introduction to the foundational concepts that influence or support nursing education. Students explore the social, economic, or institutional forces that influence nursing and higher education, including concepts. Students study teaching and learning theories, including theories about learning styles, and examine how these theories may be applied to a diverse population of nursing students. Students explore the status and utility of evidence-based teaching strategies for nursing education.

#### NURS 681 - Innovative Teaching Strategies (3 credits)

The course provides learners the opportunity to explore and implement a variety of teaching/learning strategies to meet the needs of diverse student groups in nursing education. Students apply and modify teaching strategies based on educational theories and evidence-based educational practices that were learned in NURS 682: Curriculum Design and NURS 683: Assessment and Evaluation in Nursing Education. This course is designed to provide students with experiential learning opportunities focused on planning, application, modification, and evaluation of contemporary student-centered instructional methods. Problem-based learning, distance education, and other evidence-based approaches to learning are reviewed. Course content continues

to build nurse educator knowledge and competencies identified by the National League for Nursing. This course is foundational for the practicum course. **Prerequisites:** NURS 683 and NURS 682

#### [NURS 682 - Curriculum Design and Evaluation \(3 credits\)](#)

This course focuses on the development and evaluation of curriculum for nursing education. Students will apply current theories and explore trends in curriculum development and evaluation, program and course development, curriculum implementation, and evaluation processes. Concepts will be applied to a variety of situations ranging from the creation of a new curriculum to the refinement of courses. In addition to classroom and online activities, students will participate in experiential learning in department and university curriculum activities. **Prerequisites:** NURS 680

#### [NURS 683 - Foundations in Program Evaluation for Nursing Education \(3 credits\)](#)

This course introduces concepts and principles of program assessment and evaluation and applies them to nursing education settings. Students also examine current research in program assessment and evaluation in order to create, implement and critique program evaluation methods and plans. Students also consider how the mission and program evaluation activities of the parent institution influence nursing education program goals, evaluation, policies, and procedures. **Prerequisites:** NURS 682

#### [NURS 684P - Practicum in Nursing Education \(2 credits\)](#)

This practicum provides students with a guided experience in the processes of teaching and student evaluation in a classroom or clinical setting. Students will apply the teaching/learning concepts studied in NURS 682 and NURS 683 in a selected nursing course. Students will work with a preceptor in the planning and implementation of curriculum or a course, specifically including the evaluation of learning outcomes of students who are participating in course room or real/simulated clinical settings. Practicum experiences will be individually designed

through the use of leaning contracts in consultation with the N 684P instructor and preceptor. The student completes at least 200 practicum hours in the educational site under the supervision of the preceptor. Competence Statement: Knows and can apply principles of teaching and learning well enough to teach in classroom/online or in clinical settings, and evaluate students. **Prerequisites:** NURS 683 and NURS 682

#### [NURS 685P - Practicum in Clinical Teaching \(1 credit\)](#)

This practicum provides nurse educator students with a guided experience in the process of laboratory, simulated and clinical teaching and student evaluation. Students will apply the teaching/learning concepts studied in NURS 681 and NURS 682 to a selected nursing educational activity. Students will work with a preceptor in the planning and delivering the nursing course throughout the semester. Student practicum experiences will be individually designed through use of learning contracts in consultation with the NURS 685P instructor. **Prerequisites:** NURS 682 and NURS 681

#### [NURS 686 - Instructional Design \(1 credit\)](#)

This course examines the learning process and how it influences instructional design. Topics include current trends in instruction and evaluation; and planning for the teaching and learning process. Competence Statement: Knows the basic elements of the learning/education process, including learning styles/models/theories and taxonomies. Knows the basic elements of a teaching/learning project.

#### [NURS 687 - Anesthesia and Uncommon Diseases \(1 credit\)](#)

This course presents advanced concepts of uncommon disease processes and the implications for anesthetic care. Competence Statement: Knows the anesthesia implications for uncommon disease processes

#### [NURS 688 - Principles of Anesthesia Practice III \(1 credit\)](#)

This course presents concepts of pre-, intra-, and post-anesthesia patient assessment, basic

physiologic monitoring, and MRI safety. A central line insertion workshop is utilized to instruct students on proper sterile technique and central line insertion. Competence Statement: Knows the concepts and use of perioperative anesthesia monitors, pre-, intra-, and post-operative assessment, and MRI safety

#### [NURS 688P - Anesthesia Clinical Practicum III \(2 credits\)](#)

Course Description: This is the third in a series of six clinical practicum courses. In this practicum, students combine intermediate didactic knowledge and psychomotor skills in assessment, planning, and implementation/delivery of perioperative anesthesia care under close supervised monitoring and mentoring by licensed/certified anesthesia providers in MSA member hospitals throughout the Twin Cities. Students complete a minimum of 240 hours of supervised practicum as a student nurse anesthetist. Competence Statement: Knows the principles and practice of nurse anesthesia care well enough to assess, plan, and implement an anesthetic care plan, at an intermediate level, under close supervision of a licensed/certified anesthesia provider.

**Prerequisites:** NURS 679P

#### [NURS 689P - Anesthesia Clinical Practicum IV \(2 credits\)](#)

This is the fourth in a series of six clinical practicum courses. In this practicum, students combine advanced intermediate didactic knowledge and psychomotor skills in assessment, planning, and implementation/delivery of perioperative anesthesia care under some supervised monitoring and mentoring by licensed/certified anesthesia providers in MSA member hospitals throughout the Twin Cities. Students complete a minimum of 240 hours of supervised practicum as a student nurse anesthetist. Competence Statement: Knows the principles and practice of nurse anesthesia care well enough to assess, plan, and implement an anesthetic care plan, at an advanced intermediate level, under some supervision of a licensed/certified anesthesia provider. **Prerequisites:** NURS 688P

#### [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 precepted 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 692 - Theories of Management and Leadership for Nurse Anesthesia \(1 credit\)](#)

This course is designed to educate the student in current theories and approaches to management and leadership. Competence Statement: Knows the current theories and approaches to leadership and management.

#### [NURS 693 - Scholarly Paper Seminar \(2 credits\)](#)

This seminar provides students with the opportunity to utilize critical thinking skills through application of a scholarly inquiry process to a topic related to nursing practice, nursing education, or leadership/management. Students conceptualize and refine their topic through discussions with a nursing faculty member and fellow students. The final product is a focused critical review of the literature on a topic that is relevant to advanced practice nursing, nursing education, or leadership/management. Competence Statement: Knows the process of scholarly inquiry well enough to write a focused critical review of the literature on a topic that is relevant to advanced practice nursing, nursing education, or leadership/management. Learning Objectives  
1. Apply a scholarly inquiry process to a topic of interest to nursing.  
2. Discuss strategies for developing and writing an effective critical literature review.  
3. Write a focused critical

literature review on a topic that is relevant to advanced practice nursing, nursing education, or leadership/management. **Prerequisites:** NURS 604

#### [NURS 694P - Anesthesia Clinical Practicum V \(2 credits\)](#)

**Course Description:** This is the fifth in a series of six clinical practicum courses. In this practicum, students combine advanced didactic knowledge and psychomotor skills in assessment, planning, and implementation/delivery of perioperative anesthesia care under occasional supervised monitoring and mentoring by licensed/certified anesthesia providers in MSA member hospitals throughout the Twin Cities. Students complete a minimum of 240 hours of supervised practicum as a student nurse anesthetist. **Competence Statement:** Knows the principles and practice of nurse anesthesia care well enough to assess, plan, and implement an anesthetic care plan, at an advanced level, under occasional supervision of a licensed/certified anesthesia provider.

#### [NURS 695P - Anesthesia Clinical Practicum VI \(2 credits\)](#)

This is the sixth in a series of six clinical practicum courses. In this practicum, students combine competent, advanced didactic knowledge and psychomotor skills in assessment, planning, and implementation/delivery of perioperative anesthesia care under minimal supervised monitoring and mentoring by licensed/certified anesthesia providers in MSA member hospitals throughout the Twin Cities. Students complete a minimum of 240 hours of supervised practicum as a student nurse anesthetist. **Competence Statement:** Knows the principles and practice of nurse anesthesia care well enough to assess, plan, and implement an anesthetic care plan, at a competent, advanced level, under minimal supervision of a licensed/certified anesthesia provider. **Prerequisites:** NURS 694P

#### [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 698 - Research Presentation \(3 credits\)](#)

In this course, the student will prepare literature-based papers that examine and analyze anesthesia-related topics. The papers will be in a publishable format using American Psychological Association (APA) style, 6th edition. The student will present and defend their paper before a faculty committee and students. **Competence Statement:** Knows the process of identifying anesthesia practice issues, conducting literature searches, evaluating literature research, synthesizing the material, presenting it in written form, and disseminating it in oral form to an audience.

#### [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 - Research Methodology and Advanced Evidence-Based Practice (4 credits)

This course focuses on skills needed to evaluate and critique research and analytical methods for a body of evidence applied in advanced nursing practice. Content also 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 research methodology and evidence-based practice principles well enough to evaluate the quality and synthesize the evidence from literature, and apply to advanced nursing practice.

**Prerequisites:** NURS 604

#### 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 706 - Organizational and Systems Leadership (4 credits)

Organizational and systems leadership skills critical for culturally sensitive nursing practice to improve healthcare and outcomes are enhanced. Focus is on transformational leadership, measurement of outcomes, data driven decision-making, and the business realities of leading within healthcare.

**Prerequisites:**

#### 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 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 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 627 and NURS 621P and NURS 621

#### 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 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 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: 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 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 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 741 - Pre-Scholarship \(1 credit\)](#)

This course focuses on establishing a community site that serves as the location for the DNP scholarship project. This course applies prior program content in application to a DNP scholarship project. Students may accrue up to 10 scholarship hours. Competence Statement: Know concepts from previous DNP program courses well enough to initiate a DNP scholarship project.

#### [NURS 742 - DNP Scholarship Project Assessment \(1 credit\)](#)

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 scholarship project. Students accrue 40 - 50 required hours for their scholarship projects. Competence Statement: Know concepts of needs assessment well enough to identify a practice problem and the scope of a 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 790 - Continuing Clinical Scholarship (1-3 credits)

This course is to be used for registration while the DNP student is actively working with a clinical scholarship instructor/capstone project advisor. The student and faculty member negotiate the number of credits to be completed and the specific course outcomes and requirements to be satisfied. The course allows continuing enrollment for clinical scholarship study when not registered for other clinical scholarship courses.

#### 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

#### Courses

#### 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 650I - Public Administration Individual Internship \(1-8 credits\)](#)

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

#### [PADM 660I - Public Administration Student-Designed Independent Study \(SDIS\) \(1-8 credits\)](#)

Student-designed independent studies give Metropolitan State students the opportunity to plan their own study. This type of independent learning strategy can be useful for 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 appointed advisor for more information.

#### [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.

### **PHIL**

#### **Courses**

#### [PHIL 660I - Philosophy 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.

### **PHYS**

#### **Courses**

#### [PHYS 665I - Physics Prior Learning \(1-9 credits\)](#)

Credit for Prior Learning is the conditions under which students can receive college credit for prior learning obtained through nontraditional channels such as the military, the workplace, or independent study. The course for which credit is being sought must correspond in its content to a course that is currently offered at Metropolitan State University. Competence is demonstrated by passing the final examination of the corresponding course. Students should contact their appointed advisor for more information.

## **POL**

### **Courses**

[POL 660I - Political Science Student Designed Independent Studies \(1-5 credits\)](#)

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.

### **PRSP**

#### **Courses**

[PRSP 001 - Creative Learning Strategies Workshop \(0 credit\)](#)

This free, one-session informational workshop introduces students to forms of creative learning. Facilitators provide both an overview of creative learning strategies and the role they can play in your education, as well as “break-out” sessions during which students can develop specific learning goals to be achieved through student-designed independent study, prior learning assessment or theory seminar strategies. Students may attend one or more of the “break-out” sessions offered after the overview.

[PRSP 002 - College of Individualized Studies Degree Plan Updating Workshop \(0 credit\)](#)

This free, one-session workshop is an opportunity for students to revise “old” degree plans completed in the Perspectives or Individualized Educational Planning (IEP) course. It is also for students who completed Perspectives at one time when a College of Individualized Studies individualized degree plan was not required, or who have made substantial changes in the focus of their original degree plan.

## **PSYC**

### **Courses**

[PSYC 010 - Psychology Internship Group Meetings \(0 credit\)](#)

These meetings are required as part of the individual psychology internship experience. Meetings help students plan their internships and gain from their experiences by reflecting on their learning. Note: These meetings are required as part of the individual psychology internship experience. The two meetings help students plan their internships and gain from their experiences by reflecting on their learning.

#### **Corequisites:**

[PSYC 020 - Getting Credit for What You Know in Early Childhood \(0 credit\)](#)

See online class schedule for additional information.

[PSYC 030 - Early Childhood Studies Internship Meetings \(0 credit\)](#)

See online class schedule for additional information.

[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 562G - Working with Diverse Communities \(1 credit\)](#)

These seminars are open to current students as well as professionals who work or plan to work with diverse communities. Each seminar is focused on one specific issue in a community. The seminars provide opportunities for concentrated learning of issues and culturally specific knowledge relevant to working in diverse communities.

**PSYC 580G - Community Change Practicum (1-4 credits)**

Community engagement strategies are forefront in efforts to prevent problems in living and promote healthy communities. Students in this course will improve their analytical and practical capacity to promote comprehensive approaches to community wellness that bridge excluded cultural communities into civic processes, organizations and systems. Students will engage in community-based projects at various levels of development.

**PSYC 601 - Psychology in the Public and Community Interest (4 credits)**

This course provides an advanced survey of theories, methods, and research relevant to community and applied social psychology. Community and applied social psychology seek to understand social-psychological processes between people and their environments in order to better understand a diversity of social phenomena; facilitate psychological competence and empowerment; design and carry-out effective interventions and prevention programs; and promote social change. Along with an historical overview, issues such as social-ecological theory, social problem definition, diversity, ethics, and empowerment will be addressed.

**PSYC 602 - Prevention Theories and Strategies (4 credits)**

This course provides an advanced survey of theories and approaches to preventive psychology. Students will develop knowledge and skills that can be used in helping individuals, communities and organizations work to prevent issues such as violence, HIV/AIDS, substance abuse, child abuse, obesity, and other behaviorally based social, mental health, and health issues. Emphasis is placed on developing knowledge and skills relevant to creating and adapting prevention programs for use in culturally diverse communities. Topics may include: stress and coping theory/research; social support and mutual help interventions; prevention theory, research, and strategies;

health promotion and other community/social change strategies.

**PSYC 603 - Advanced Social Psychology and Applications (4 credits)**

An examination of the theoretical and empirical literature in social psychology focusing on social cognition, judgments and decision making, stereotyping and prejudice, interpersonal relationships, personality and the self, group processes, and social learning. Emphasis will be placed on how theories can be applied to issues and problems.

**PSYC 604 - Attitudes and Social Influence (4 credits)**

This course examines theory, research and application in attitudes and social influence. Topics covered include attitude formation, attitude measurement, persuasion and attitude change, group and normative influences, cognitive consistency influences, attitude strength and resistance to influence.

**PSYC 608 - Psychology and the Law (4 credits)**

This course addresses some of the major issues arising from the interaction of law and the mental health system. Following a legal system overview, topics include civil commitment, legal and policy issues affecting the community mental health system, mental health considerations in the criminal justice process, and malpractice and other legal concerns affecting mental health professional practice.

**PSYC 610 - Applied Research Methods (4 credits)**

The course will present a wide variety of research designs, analyses and conceptual approaches appropriate to improving our general understanding of behavior and social problems in communities. Methods such as experimental, quasi experimental, survey research, interview and observational may be covered along with issues of sampling, measurement, reliability and validity.

**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 614 - Group Dynamics and Processes \(4 credits\)](#)

Students learn advanced theory and practice of group membership skills, including group development, roles, norms and leadership responsibilities. Students also learn to apply social psychological strategies when working/consulting with community groups e.g. situational leadership styles and roles, interpersonal communication styles, conflict management, problem solving, feedback skills, facilitation, and group activity planning, presentation and processing.

#### [PSYC 615 - Qualitative Methods and Analysis \(4 credits\)](#)

This course introduces students to classical and contemporary research within the qualitative (or interpretive) paradigm of social science. This course uses hands-on experience in the practicalities of a variety of methods for conducting qualitative and non-intrusive research.

#### [PSYC 618 - Program Evaluation \(4 credits\)](#)

Learn how to utilize research skills in the applied area of program evaluation, including conceptualization, roles as evaluators, planning and implementing an evaluation, as well as analyzing and reporting results to stakeholders and participants. The strengths and weaknesses

of various quantitative and qualitative methods of program evaluation are discussed, emphasizing an awareness of and sensitivity to potential cultural, class, and gender differences in the evaluation process. Students engage in a community-based program evaluation hands-on project. **Prerequisites:** PSYC 610

#### [PSYC 620 - Grants in Community-based Practice \(3 credits\)](#)

This course will provide an in-depth study and practice of effective grant writing principles. Students will gain an understanding of how to evaluate grant funding opportunities, how to partner with communities and collaborating agencies in the grant proposal process, how to assemble the grant proposal team and garner necessary resources, and how to prepare an effective proposal. This course will offer an opportunity for students to evaluate grant-funding opportunities and develop an actual grant proposal.

#### [PSYC 643 - Personnel and Industrial Psychology \(4 credits\)](#)

This course focuses on principles and techniques of personnel and industrial psychology with an emphasis on applications of scientific psychology to business and organizational settings. Topics include: psychology as a science and professional practice issues; employee selection, psychological testing, performance appraisal, and training and development; leadership in organizations; motivation, job satisfaction and job involvement; organizational structure; work conditions, engineering psychology, employee safety and health, and work stress; and consumer psychology. This graduate course is appropriate for psychology students interested in or working in human service and other organizational settings.

#### [PSYC 646 - Health Psychology \(4 credits\)](#)

This course will provide an advanced survey of the field of health psychology, which is concerned with the roles of behavioral/lifestyle, psychological, and social/cultural factors on health/wellness, illness and chronic disease. The course will address four general subject areas: 1) attitudes, behavior, and lifestyle factors



affecting disease prevention and development; 2) stress and the related psychological and social processes associated with disease development and progression; 3) social and psychological factors involved in the illness experience; and 4) long-term social and psychological implications of chronic illness (e.g., heart disease, cancer).

#### 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 650I - Psyc Internship (1-8 credits)

#### PSYC 655 - Health Promotion and Health Policy (3 credits)

This course will offer an overview of innovative models that promote work with community leaders and policy makers to adopt positive health practices and effective health policies. Students will gain an understanding of the relationship of social factors to health, an understanding of health disparities among marginalized communities, and an understanding of community-based programs that are effective in influencing health behavior and health policy. Models for community organizing and community building for health will be presented and analyzed.

#### PSYC 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.

#### PSYC 665I - Psychology Prior Learning (1-8 credits)

Credit for Prior Learning is the conditions under which students can receive college credit for prior learning obtained through nontraditional channels such as the military, the workplace, or independent study. The course for which credit is being sought must correspond in its content to a course that is currently offered at Metropolitan State University. Competence is demonstrated by passing the final examination of the corresponding course. Students should contact their appointed advisor for more information.

#### PSYC 670 - Program Design and Community Intervention (4 credits)

This course is intended to enhance both practical and theoretical skills in program design and community intervention. Participants will examine the elements of design and practice from a 'bottom-up' lens, a community intervention practitioner lens, and from a broader socio-political lens. Fieldwork is incorporated into the course to nurture all participants' capacities as reflective practitioners. **Prerequisites:**

#### PSYC 672 - Political Psychology (4 credits)

This course offers a broad overview of political psychology, a field that uses methods and theoretical ideas from psychology as tools to help understand political processes, with a focus on the individual Concepts from psychology, such as personality, cognition, the dynamics of social groups, attitudes, and the ways in which emotion affects decision making, are applied to issues within politics, including the media and political advertising, race relations, the perceived legitimacy of government institutions, conflict and conflict resolution, and the formation of opinions and ideologies. In addition, by describing political psychology

experimentation in detail, the course teaches about how the scientific method can be applied to the study of politics.

[PSYC 681 - Cross-Cultural Psychology \(4 credits\)](#)

[PSYC 687 - Environmental Psychology \(4 credits\)](#)

This course explores psychological perspectives and methods being applied to environmental problems in the modern world. The ways humans have impacted and been impacted by natural and built environments are examined. Topics include weather and climate, disasters and toxic hazards, territoriality and crowding, urban and rural environments, planning and designing spaces for human behavior, and building sustainable environments. The application of attitudinal, humanistic, cognitive, behavioral and political approaches to environmental problems are discussed.

### **RELS**

#### **Courses**

[RELS 535G - Religion and Politics in America \(4 credits\)](#)

Description pending

[RELS 660I - Religious Studies Student-Designed Independent Study \(1-4 credits\)](#)

Student-designed independent studies give Metropolitan State students the opportunity to plan their own study. This type of independent learning strategy can be useful for 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 appointed advisor for more information.

### **SOC**

#### **Courses**

[SOC 660I - Sociology Student Designed Independent Studies \(1-6 credits\)](#)

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.

### **SOWK**

#### **Courses**

[SOWK 010 - Preparation for Social Work Prerequisite Internship \(0 credit\)](#)

You must register for SOWK 010 before registering for an internship. Students must have secured an internship site and have an approved Internship Agreement form before registering. For information on internship resources, guidelines and forms go to: [www.metrostate.edu/ices](http://www.metrostate.edu/ices) Read about Academic Internships, then click on College/Dept Guidelines and download the Social Work Guidelines. Grading is Pass/No credit only. This course goes concurrent with SOWK 165I, Social Work Prerequisite internship.

### **SPED**

#### **Courses**

[SPED 600 - Foundations of Teaching Urban Learners with Exceptionalities \(3 credits\)](#)

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 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 - Applying Behavioral and Learning Principles in Urban Settings \(3 credits\)](#)

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 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 604 - Supporting Inclusive Education through Differentiation and Technology (3 credits)

This course will familiarize students with the legal guidelines and required technology

practices governing the use of technology devices and accommodations for individual with disabilities in school settings. Components include (a) current legislation governing uses of technology for students with disabilities (b) practices in the use of assistive technology and services in the classroom, (c) implications of technology use for students with various forms of disability, (d) assessment of student needs for “high” and “low” technology use in the classroom, and (e) methods for using computer-based planning and data recording in special education.

#### SPED 605 - Collaboration and Transition Practices in Special Education (3 credits)

This course will prepare urban special education teacher candidates in the development of individualized education programs, the management of teaching and learning for individualized instruction, and the implementation of models for collaboration with general educators, parents, and specialists including instructional assistants, cultural liaisons and language interpreters in urban settings. Participants will learn basic principles of group process, problem solving, decision making, collaboration, and teamwork for IEP development. Case management and collaboration processes will be integrated with computer-based systems for creating and managing IEPs including the potential for asynchronous electronic collaboration models. Students will create and differentiate between annual goals and learning objectives for instructional planning to promote educational achievement of students with high-incidence disabilities.

#### SPED 606 - Characteristics of Diverse Urban Learners with Mild/Moderate Disabilities (3 credits)

This course will prepare educators and other professionals in advanced theory and practice to support the education of exceptional urban and diverse learners with mild to moderate forms of emotional or behavioral disorders, specific learning disabilities, developmental cognitive disabilities, autism spectrum disorders, and

other health disabilities. The course will include characteristics of students from prevalent categories of mild to moderate exceptionality; the legal aspects of addressing students with mild/moderate disabilities, and assessment, instructional, and collaborative strategies in the knowledge and practice for managing the teaching and learning of culturally and linguistically diverse exceptional students in urban schools and other cross-cultural educational settings. Finally, students will learn models of culturally and linguistically responsive practices in the context of emerging models of special education and general education class-wide and school-wide systems.

#### [SPED 609 - Interventions: Mild Disabilities \(4 credits\)](#)

This course will prepare special education teacher candidates seeking special education licensure Academic & Behavior Specialists, Emotional/Behavioral Disabilities, and Learning Disabilities' in academic interventions and practices for differentiating instruction of diverse urban educational settings. Participants will develop a working knowledge of instructional methods, curricula, materials, skills; and strategies from which to draw when designing and implementing reading/writing/math and content area instruction to meet the needs of individual students with disabilities for differentiated instruction in resource and general education settings including settings in bilingual education, English as a second language programs, and other general education configurations for supporting a diversity of students. Methods will include instruction in literacy across the curriculum, mathematics, social studies, science, and study skills. Students will also learn approaches to adapting evidence-based instruction for addressing the needs of culturally and linguistically diverse learners with disabilities. A field experience practicum, SPED 650, in a special education classroom working with students with disabilities is a co-requirement of this course in each area of licensure sought. It is the focus of this course to adapt to the licensure interests of teacher

candidates in each licensure field in the School of Urban Education's special education teacher program. Field experiences and assignments in this course will be designed to meet the requirements of licensure candidates in their respective fields.

#### [SPED 611 - Urban Special Education Practicum and Seminar \(1-2 credits\)](#)

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.



SPED 650 - Advanced Urban Special Education Teaching Practicum (0-2 credit)

This practicum is a culminating and integrative field experience prior to student teaching that is taken together with the course, SPED 609 Special Education Instructional Methods for Diverse Urban Students with Disabilities toward meeting requirements of the special education license Academic and Behavior Specialist.

SPED 690 - Graduate Practicum: Mild Disabilities (3 credits)

Supervised student teaching with students in urban special education elementary to high school (grades K to 12) individualized for post-baccalaureate special education teacher candidates required for Minnesota teacher licensure in Academic and Behavior Specialist. Periodic seminars with other student teachers and a standards-based electronic assessment review are also required for course completion.

### **SSCI**

#### **Courses**

SSCI 501G - Great Ideas: Classics of Social Science (4 credits)

The social sciences have been shaping views of the human condition for more than 150 years. This seminar explores those ideas that continue to engage and perplex thoughtful observers of social life. Students become acquainted with writing by major thinkers like Karl Marx, Max Weber, Emile Durkheim, Georg Simmel, Sigmund Freud, Ruth Benedict, Frantz Fanon and Hannah Arendt. The course addresses the social and historical roots of the great ideas as well as the moral aspirations and creative impulses of these social scientists.

SSCI 512G - Qualitative Research Methods (4 credits)

This course examines research methods that produce descriptive data, primarily people's observable behavior, and their spoken and written words. Methods explored include fieldwork, participant observation, interviewing, focus groups, and archival research. Students learn how to design a study, collect and analyze data, and write up the findings. Experiential activities enhance classroom learning.

SSCI 660I - Social Science Student Designed Independent Studies (1-6 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.

### **STAT**

#### **Courses**

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.

### **THEA**

#### **Courses**

THEA 540G - Directing and Creating Theater (4 credits)

Creation out of lived experience is not necessarily about what was, but about elevating that experience to something else. Through explorations from theater of testimony, to collaborative documentary, story, poetry, dream, monologue and dialogue, students will write under the guidance of a director, toward the evolution of a specific theater piece.

THEA 587G - Playwriting II (4 credits)

From the well-made play to theater with a social conscience, this course uses a workshop



approach to further explore and challenge the playwright's "voice" through a professional process of discussion, analysis, work with a director and rewriting. Students may explore a variety of subjects and styles or expand upon projects in progress.

#### [THEA 660I - Theater Student Designed Independent Studies \(1-5 credits\)](#)

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.

### **WRIT**

#### **Courses**

#### [WRIT 001 - Industry Standard Tools for Technical Communication Workshop \(0 credit\)](#)

This workshop assists graduate students in the MS Technical Communication program in acquiring skills and knowledge of professional tools.

#### [WRIT 010 - SCWA Internship Workshop \(0 credit\)](#)

This is a mandatory workshop to help undergraduates prepare for academic internships (350I) in the following areas: ARTS; COMM; INFS; MDST; MUSC; RDNG; SCRW; THEA; WRIT. You cannot be registered for an academic internship unless you are registered in this workshop.

#### [WRIT 531G - Advanced Writing \(4 credits\)](#)

This course focuses on the theory and practice of writing across genres. The course examines what genre is and why it's an important concept for those who seek flexibility and versatility as writers. Students create a complex project of some length that incorporates a variety of genres to communicate a message. In addition,

the course focuses on prose style, including practice in imitation, use of rhetorical devices, sentence and paragraph variety, and many other topics. Additional assignments include a multimedia project.

#### [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 541G - Writing for Publication and Profit \(4 credits\)](#)

This course examines writing as a business, full or part time. Students learn to market their writings to appropriate magazines, create effective book proposals, understand the conventions of the publishing industry, and edit their own works.

#### [WRIT 571G - Advanced Editing \(4 credits\)](#)

In this course, students hone and refine editing skills on a variety of levels. Topics include electronic editing, using electronic resources, dynamics of the editor-writer relationship, editing information graphics, advanced copyediting and developmental editing. Class exercises cover grammar, punctuation, and usage issues. Each student works with a writer to edit and develop an original text. **Prerequisites:** WRIT 371

#### [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 575G - Environmental Communication \(4 credits\)](#)

This course focuses on environmental communication which encompasses a multidisciplinary viewpoint. The course helps students understand how environmental issues and conflicts develop, the values underlying the perspectives on these issues, how these values are presented, and the scientific and technical information involved in understanding environmental communication.

[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 598G - Advanced Topics in Creative Writing \(4 credits\)](#)

This course presents topics of interest to graduate students from all disciplines who have a deep interest in creative writing. Topics vary with each offering of this course. Check the class schedule for details about topics and course prerequisites.

[WRIT 599G - Advanced Topics \(1-4 credits\)](#)

This course presents topics of interest to students in the graduate and undergraduate technical communication programs. Topics vary with each offering of this course. Check the class schedule for details about topics and course prerequisites.

[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 650I - Writing Individualized Internship \(1-8 credits\)](#)

Students obtain internships in selected areas of study to gain deeper understanding of knowledge, skills and the context of a given field. Site supervisors give guidance and direction to customized internship projects. Faculty members serve as liaisons between the internship sites and the university, providing information to students and potential supervisors and supervising the learning experience. Students should contact the Institute for Community Engagement and Scholarship (ICES) at Metropolitan State University for more information.

[WRIT 660I - Writing 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.

#### [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 672 - Advanced 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.

#### [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?

#### [WRIT 691 - MS Individual Internship \(4 credits\)](#)

This course allows students to apply new skills and learning in a workplace environment. Students work through Metropolitan State's Internship Resource Center to select a site that best fits their interests. Internship sites include traditional business settings, but also a wide variety of nonprofit and public sector opportunities.