

**Metropolitan**  
State University



# **Undergraduate Academic Catalog 2018 - 2019**

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

[Metropolitan State University website](http://www.mnstate.edu)

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

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## Academic Calendar 2018-2019

|                  |   |                  |  |
|------------------|---|------------------|--|
| <b>2018</b>      |   | <b>Jan 18</b>    | Deadline for registering for spring 2019 graduation                            |
| <b>Mar 19</b>    | Fall 2018 registration begins   | <b>Jan 18</b>    | Last day to drop spring full session courses with a refund                     |
| <b>Jun 30</b>    | Undergraduate admission application priority deadline for fall 2018   | <b>Jan 21</b>    | Martin Luther King Jr. Holiday/no classes/buildings closed                     |
| <b>Aug 1</b>     | Tuition payment deadline for fall 2018                                | <b>Feb 18</b>    | President's Day/classes held/offices open                                      |
| <b>Aug 8</b>     | Fall 2018 OPEN registration (non-degree students)                     | <b>Mar 3-9</b>   | Spring Break/no classes/offices open   |
| <b>Aug 15</b>    | Last day to cancel low enrolled fall 2018 courses                     | <b>Mar 18</b>    | Summer 2019 registration begins  |
| <b>Aug 22</b>    | Wait list for fall 2018 is closed                                     | <b>Mar 30</b>    | Undergraduate admission application priority deadline for summer 2019          |
| <b>Aug 25</b>    | Fall 2018 semester begins   | <b>Apr 16</b>    | Summer 2019 OPEN registration (non degree students)                            |
| <b>Aug 29</b>    | Fall 2018 Bookstore Credit program ends                               | <b>Apr 22</b>    | Tuition payment deadline for first session and full-term summer 2019 courses   |
| <b>Aug 31</b>    | Last day to drop fall 2018 full session courses with a refund         | <b>Apr 26</b>    | Spring loan deadline submit by 12 p.m.   |
| <b>Aug 31</b>    | Deadline for registering for fall 2018 graduation                     | <b>Apr 27</b>    | Spring 2019 Commencement   |
| <b>Sep 1-3</b>   | Labor Day holiday/no classes/buildings closed                         | <b>May 3</b>     | Last day to cancel low enrolled 2019 summer session courses                    |
| <b>Oct 8</b>     | Columbus Day/classes held/buildings open                              | <b>May 6</b>     | Spring 2019 semester ends  |
| <b>Oct 17</b>    | Last day to register for fall 2018 alternative learning strategies    | <b>May 8</b>     | Wait list for summer 2019 is closed  |
| <b>Oct 22</b>    | Spring 2019 registration begins                                       | <b>May 9</b>     | Spring 2019 grades are due   |
| <b>Nov 11</b>    | Veterans Day/classes held   | <b>May 13</b>    | Summer 2019 first session and full-term semesters begin                        |
| <b>Nov 15</b>    | Undergraduate admission application deadline for spring semester 2019 | <b>May 17</b>    | Last day to drop first session and full-term Summer 2019 courses with a refund |
| <b>Nov 21</b>    | Thanksgiving holiday/no evening classes                               | <b>May 19</b>    | Deadline for registering for summer 2019 graduation                            |
| <b>Nov 22-25</b> | Thanksgiving holiday/no classes/buildings closed                      | <b>May 25-27</b> | Memorial Day holiday/no classes/buildings closed                               |
| <b>Dec 7</b>     | Fall loan deadline submit by 12 p.m.                                  | <b>Jun 12</b>    | Last day to register for summer 2019 alternative learning strategies           |
| <b>Dec 8</b>     | Fall 2018 Commencement  | <b>Jun 17</b>    | Tuition payment deadline for second session summer 2019 courses                |
| <b>Dec 16</b>    | Fall 2018 semester ends   | <b>Jun 30</b>    | First summer session 2019 courses end  |
| <b>Dec 16</b>    | Alternative day for finals canceled due to bad weather                | <b>Jul 3</b>     | First summer session 2019 grades due   |
| <b>Dec 17</b>    | Spring 2019 OPEN registration (non-degree students)                   | <b>Jul 4</b>     | Independence Day Holiday/no classes/buildings closed                           |
| <b>Dec 17</b>    | Tuition payment deadline for spring 2019 courses                      | <b>Jul 7</b>     | Second session summer 2019 courses begin                                       |
| <b>Dec 18</b>    | Fall 2018 grades are due  | <b>Jul 12</b>    | Last day to drop second session summer 2019 courses with a refund              |
| <b>Dec 24-26</b> | Winter holiday/buildings closed                                       | <b>Aug 9</b>     | Summer loan deadline submit by 12 p.m.   |
| <b>Dec 27-29</b> | Holiday week/building open/limited services                           | <b>Aug 17</b>    | Last day for second session and full-term summer 2019 courses                  |
| <b>2019</b>      |   | <b>Aug 17</b>    | Summer 2019 graduation date (commencement ceremony is in December)             |
| <b>Jan 1</b>     | New Year's Day holiday/buildings closed                               | <b>Aug 21</b>    | Summer 2019 grades are due   |
| <b>Jan 4</b>     | Last day to cancel low enrolled spring 2019 courses                   |                  |  |
| <b>Jan 9</b>     | Wait list for spring 2019 is ended/closed                             |                  |  |
| <b>Jan 14</b>    | Spring 2019 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-

### **Mission**

Metropolitan State University is a comprehensive urban university committed to

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.

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](https://hlcommission.org/)

## Directory of Academic Programs

### Majors

#### BA

- Advocacy and Leadership Track, Social Science
- Anthropology Track, Social Science
- Biology
- Creative Writing
- Criminal Justice
- English
- Ethnic Studies
- Gender Studies
- Generalist Track, Social Science
- Global Studies Track, Social Science
- History
- Individualized Studies
- Liberal Arts
- Philosophy
- Political Science Track, Social Science
- Professional Communication: Organizational Communication Track
- Professional Communication: Public Relations Track
- Psychology
- Screenwriting
- Social Science
- Sociology Track, Social Science
- Studio Arts
- Technical Communication and Professional Writing
- Theater

#### BAS

- Computer Application Development
- Computer Forensics
- Early Childhood Studies
- Information Assurance
- Organizational Administration
- Human Services Family Studies
- Human Services Leadership and Administration

#### BS

- Accounting
- Alcohol and Drug Counseling
- Applied Mathematics
- Biochemistry

- Biology
- Business Administration
- Chemistry
- Computer Information Technology
- Computer Science
- Data Science
- Economics
- English for Teaching
- Entrepreneurship and Innovation
- Environmental Science
- Finance
- Health System Studies
- Human Resource Management
- Human Services
- Industrial & Applied Mathematics
- International Business
- Law Enforcement Track 1
- Law Enforcement Track 2
- Law Enforcement: Major for Licensed Peace Officers Track 3
- Life Sciences Teaching
- Management
- Management Information Systems
- Marketing
- Mathematics Teaching
- Social Studies for Teaching
- Supply Chain and Operations Management

#### BSDH

- Dental hygiene

#### BSN

- Nursing MANE
- Nursing RN

#### BSW

- Social Work

#### Certificate

- Computer Forensics Post-baccalaureate
- Cybersecurity Post-baccalaureate
- Law Enforcement Licensing

#### Licensure

- Alcohol and Drug Counseling Post-baccalaureate LADC
- Urban Early Childhood Education for Birth-Grade 3

- Urban Elementary Education for K-Grade 6
- Urban Secondary Education

### **Minors**

- Advertising
- Aging Studies/Gerontology
- Anthropology
- Applied Mathematics
- Applied Statistics
- Biology
- Business Administration
- Business Analytics
- Chemistry
- Child Psychology
- Civic Engagement
- Community and Applied Social Psychology
- Community Organizing and Development
- Computer Forensics
- Creative Writing
- Criminal Justice
- Cybersecurity
- Design of User Experience
- Digital Media
- Disability Studies
- Economics
- Educational Psychology
- English as a Second Language
- English
- Entrepreneurship and Innovation
- Environmental Communication
- Ethnic Studies

- Family Studies
- Game Studies
- Gender Studies
- History
- Human Resource Management
- Humanities
- Industrial & Applied Mathematics
- Industrial and Organizational Psychology
- International Business
- Management Information Systems
- Media Literacy
- Mental Health Psychology
- Organizational Communication
- Philosophy
- Physics
- Political Science
- Practical Ethics
- Project Management
- Psychology
- Psychology for Law Enforcement
- Public Relations
- Religious Studies
- Research and Information Studies
- Risk Management and Insurance
- Screenwriting
- Sociology
- Studio Arts
- Supply Chain and Operations Management
- Technical Communication
- Theater
- Violence Prevention and Intervention

## **General University Information for Undergraduate 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.

#### **2018 Campus Security Report (PDF)**

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

### **Student Code of Conduct**

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

### **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

### **Immunization record form**

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

affirmative action. The director serves as the university's affirmative action officer and ombudsperson for faculty and staff.

- Monitors recruitment efforts and the progress of campus units toward achieving affirmative action goals, in collaboration with the Human Resource office and other university divisions.
- Creates and complies with the Office of Federal Contract Compliance (OFCCP) and the Minnesota Management and Budget Office (MMB) requirement to produce an Affirmative Action Plan and other statistical analysis of institutional information for the purpose of understanding adverse impacts and areas of improvement relative to equity, inclusion, and diversity.
- Creates and supports institutional Equity, Diversity, and Inclusion planning. Provides training and provides alternative dispute resolutions services and referrals. Provides programming and administrative support to affinity groups for equity and inclusive practice at the institution.

[Student Immunization Record and Instructions \(PDF\)](#)

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

### **Admissions to the University**

Important: Students must have a complete application on file 3 weeks prior to any given semester to be considered for admissions for that semester. Incomplete applicants will be reviewed for the following semester.

You can check the status of your application through E-Services to ensure that we have received your application, and transcripts. Incomplete applications that do not include ALL of the required items will not be considered. Notification of a positive admissions decision

may list certain conditions that you must satisfy before you can register for coursework, such as submitting a final undergraduate transcript, assessments or other credentials.

Applications are considered on a rolling basis. By applying by the Priority deadline students will be given priority to allow completion of New Student Orientation, receipt of transfer credit evaluation (DARS), and completion of financial aid packaging in a timely manner.

### **First-time freshmen**

New students are high school graduates or students with no prior college classes or students who have attempted fewer than 16 college level semester credits. All transcripts for advanced placement courses and official test scores must be sent to Metropolitan State University from CollegeBoard prior to enrolling.

Consideration for freshman admission will be based on one or all of the following criteria:

- High school class rank in the upper 50th percentile
- ACT, PSAT or SAT composite score at or above national median
- A GED transcript with test scores
- A cumulative grade point average (GPA) of 3.0. Applications from students who have a cumulative GPA of 2.0 or less from all previous institutions will require additional time to process. All transcripts will need to be received at least one month prior to the application deadline.

### **Transfer Students**

If you've attended another institution and attempted at least 16 college-level semester credits of transferrable (non-developmental) post-secondary course work, you will apply as a transfer student.

The admission requirements for transfer students are:

- Minimum of 16 transferable college-level semester credits attempted with a cumulative grade point average (GPA) of at least 2.0. Some programs may require a higher GPA.
- If you have a cumulative GPA of 2.0 or less, your application will require additional time for consideration. As a result, your transcripts will need to be received at least one month prior to the priority application deadline.
- Transfer applicants must supply official transcripts for all post-secondary

institutions where you were previously enrolled (even if no credit or clock hours were earned) and official transcripts for all post-secondary credits (including military, CLEP, and advanced placement).

- If you are transferring from another Minnesota State institution, Metropolitan State will retrieve your transcripts for you via e-Transcript. However, if there are holds on your record from the institution, you must first resolve those holds before your transcripts can be retrieved.

Most of our students started their education at another college or university. See how the credits you've earned will transfer to Metropolitan State with Transferology.

### **Readmitting students**

If you were previously admitted to Metropolitan State but didn't enroll before your admission expired, you are considered a re-admit student. You will be expected to meet any admission and academic program requirements in place at the time of readmission. You will not be required to pay another application fee.

If your admission has expired, you must complete a new application for undergraduate admission and submit new official transcripts from all postsecondary institutions.

### **Second bachelor's degree**

If you have already earned a degree at Metropolitan State or another institution, you will apply as a second degree seeking student.

You must complete 30 residency semester credits and any other requirement determined by the college granting the degree.

You must supply official transcripts for all post-secondary institutions where you were previously enrolled (even if no credit or clock hours were earned) and official transcripts for all

post-secondary credits (including military, CLEP, and advanced placement).

If you received your first degree from another Minnesota State institution, Metropolitan State will retrieve your transcripts for you via e-Transcript. However, if there are holds on your record from the institution, you must first resolve those holds before your transcripts can be retrieved.

### **International degree-seeking students**

As an international student, your requirements and admissions process will vary depending on whether or not you're seeking a degree. The application steps listed below are for students seeking a degree. If you're not seeking a degree, follow the non-degree Admissions.

#### **Requirements**

As an international student, you're required to provide certain information before attending Metropolitan State University.

- Proof of English proficiency
- Proof of adequate funds to attend (at least U.S. \$27,019).
  - \$10,089 - Tuition
  - \$2,422 - Books and supplies
  - \$14,508 - Living expenses
- Photocopy of passport (picture page, page with expiration date)
- Photocopy, if available, of visa page and I-94, clearly indicating the port of entry
- International home address and phone numbers - if you only have a P.O. box, more information is needed (i.e., street name, house number or section of town or rural areas)

#### **International Freshman Students**

A freshman is a student starting college or university for the first time or transferring with fewer than 16 semester credits. An official transcript from the secondary school must be submitted directly from the issuing school(s). Your academic performance will be evaluated for acceptance to Metropolitan State. If your grade reports are not issued with a U.S. 4.0 grading system, International Student Services

will evaluate your grade report or mark sheet to determine eligibility.

#### **International Transfer Students**

A transfer student is a student coming from another college or university with more than 16 college/university level credits. A transfer student can be transferring credits from a college/university overseas or within the U.S. All transfer credits must be from an accredited college/university.

For students transferring from another U.S. institution, the following documents are also required:

- A copy of the current I-20 or visa approval document.
- A completed Transfer Verification Form- this form must be mailed directly to the Admissions Office from the current institution (See Step 2 below)

#### **Health Insurance for International Students**

All international students are required to have health insurance. Contact [United Health Care Student Resources](#) for questions and an application. Health insurance coverage is considered official once the forms are received at United Healthcare Student Resources through Financial Management.

Important: International students (F-1 or J-1 visa visiting scholars) are not eligible to apply for the student health insurance available elsewhere on the website. It is only for U.S. residents.

Note: In-state tuition waiver applications will not be processed until students purchase health insurance.

#### **To pay**

- Log into Student eServices
- From the navigation on the left, click Bills and Payment
- From the menu in the middle of the screen, click Make a Payment
- United Health Care Student Resources

#### **Priority application deadlines**

- **For transferring students**
  - June 30: Fall Semester
  - November 15: Spring Semester
- **Overseas student deadlines**
  - May 1: Fall Semester
  - October 1 - Spring Semester

International student applicants must follow procedures required for all prospective students. However, due to longer processing time involved in evaluating international transcripts, international applicants are required to submit applications by the above deadline.

#### **How to apply**

##### **Apply for undergraduate admission**

Complete the [International Student Application form](#) with \$20 fee.

##### **Submit transcripts**

Foreign transcripts must be evaluated by an accredited agency, such as [Educational Credential Evaluators Inc.](#) (ECE). The type of evaluation report should be general for students who have only a high school diploma, and a course-by-course report for students who have earned credits beyond high school. The report must show the equivalence of a U.S. GPA of at least a 3.0. We will not accept student or fax copies. Official transcripts must be sent directly to the Admissions Office.

It often takes six to eight weeks to receive a report, so it is important to send transcripts well in advance so that the report is received by the application deadline date. Metropolitan State is not responsible for any delays in receiving the reports.

##### **Once accepted, learn about International Student Services (ISS)**

ISS can help you with:

- International admission paper processing and policy information dissemination
- New international student orientation

- Immigration advising related to F-1 status
- Advising for on-campus and off-campus employment and work authorization
- Interaction with faculty and other support services units including the Registrar's Office and the Admissions Office
- Referrals to student support services, such as Career Services, Student Counseling Services, English as a Student Second Language Office, Women's Services and the Internship Office
- Learning about educational, social and cultural events involving international students

##### **Evaluate Your Transfer Credits**

You'll receive a transfer evaluation 12 - 14 business days after receiving an acceptance letter. This evaluation (called a Transfer Audit) explains how your transfer credits have been accepted and applied to General Education and Liberal Studies (GELS), including the Minnesota Transfer Curriculum (MnTC).

##### **Plan for Your First Tuition Payment**

Your Offer of Financial Assistance explains the different types of financial aid we are able to offer you. If you receive other types of financial aid, such as scholarships, third-party benefits or non-federal student loans, your offer will be updated and possibly adjusted to reflect these additional financial aid funds.

\*There is no formal admissions deadline. Priority admission is given to students who apply prior to the application deadlines noted above.

## **Registrar and Graduation**

##### **Degree Audit (DARS)**

The Interactive Degree Audit Report System (DARS) is a degree planning tool for students that includes both transfer and Metropolitan State coursework. You can access your Interactive Degree Audit/DARS report through [eServices](#) by clicking on Grades and Transcripts.

Newly-admitted undergraduate degree seeking students can access their Interactive Degree

Audit/DARS, approximately 12 to 14 business days from the date of admission. The Interactive Degree Audit/DARS includes:

- How your transfer credits have been accepted and applied to General Education and Liberal Studies, including the Minnesota Transfer Curriculum.
- All the requirements needed to complete a specific program.

- Courses that have already been completed, grades received and hours earned, both at Metropolitan State and in transfer.
- Transfer courses that have been made equivalent to Metropolitan State University courses.
- Exceptions to degree and program requirements that have been processed.
- Finally, complete a program with a list of courses that will satisfy each requirement.

If you have courses in-progress at the time of your initial evaluation, or if you take courses at another institution while you are a student at Metropolitan State, you will need to request a Transfer Update to have these courses and grades appear on your Interactive Degree Audit Report/DARS.

Contact your academic advisor with any questions relating to your Interactive Degree Audit/DARS report.

### **Transfer Credit Policy**

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

Transfer of credit from another college or university shall involve at least three considerations:

1. Educational quality of the learning experience which the student transfers,
2. Comparability of the nature, content and level of the learning experience offered by the receiving college or university, and
3. Appropriateness and applicability of the learning experience to the programs offered by Metropolitan State University

in light of the student's educational goals.

The university shall accept courses in transfer that it determines to be comparable or equivalent to specific courses it offers. Each course determined to be equivalent will be entered as equivalent into DAR. The university may accept college level courses in transfer that are determined to be not comparable or not equivalent to specific courses taught at Metropolitan State University. If such college level but not comparable or equivalent courses are accepted in transfer, they may be approved to meet specific degree, major, minor, or other program requirements, or else shall be accepted as electives.

The university will address transfer of course credit consistent with the requirements of MN State Policy 3.2 and Procedure 3.21.1 Undergraduate Course Credit Transfer.

The university will provide students with timely information regarding the award of transfer credits and application of those courses to the General Education and Liberal Studies (GELS) requirements and the Minnesota Transfer Curriculum after admission to the university.

Metropolitan State University will apply transfer courses to satisfying the Minnesota Transfer Curriculum in whole or in part consistent with MN State Policy 3.37 and MN State Procedure 3.37.1.

Metropolitan State University will accept a Minnesota Transfer Curriculum course, goal area, or the entire curriculum as determined and documented by the sending MN State college or university.

Metropolitan State University will accept the entire Minnesota Transfer Curriculum as determined and documented by the University of Minnesota.

The faculty of the academic department housing a major, minor, or other program, or their designees, will determine applicability of transfer courses toward the major, minor, or other program. Each academic college or program will provide students with timely information about applicability of their transfer courses and credits to their chosen major and minor programs no later than the point of official admission to the major or minor.

Transfer courses previously evaluated as comparable or equivalent to Metropolitan State courses will be accepted toward the major, minor, or program requirements met by the equivalent Metropolitan State course, except that:

1. Transferred courses carrying lower division credit that are accepted as equivalent to Metropolitan State upper division courses will be counted as lower division credits;
2. Transferred credits will not apply to university, college, or major residency requirements.

Courses and credits transferred according to articulation agreements approved by the department, college, and university will apply to the major, minor, or program requirements as specified in the articulation agreement.

### **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.

### **Undergraduate Academic Standing Policy**

[Academic Standing Policy 2050](#) applies to all undergraduate students admitted to degree-seeking status at Metropolitan State University.

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 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.

### **Attendance and Non-Attendance Policy (Last Date of Attendance)**

The purpose of the Attendance Verification and Non-Attendance Reporting Policy is to ensure Federal Title IV regulations are adhered to with respect to a student's enrollment level for the purpose of calculating and paying financial aid. Federal Title IV financial aid regulations require a procedure to establish that students have attended, at a minimum, one day of class for each course in which the student's enrollment status was used to determine eligibility for the Pell Grant Program. In addition, the University needs to determine a last date of attendance for those students who receive a failing grade to determine whether financial aid disbursed for the course must be recovered by the University.

Students are expected to attend all classes for which they are registered beginning with and including the first class session. Students must be in "active attendance" to count as enrolled for financial aid eligibility purposes. Students who have not actively attended by the end of the



second week of classes during the regular semester, or by the end of the second class session for courses on a compressed schedule, will be administratively dropped from the course without financial penalty. Administratively dropped students who have been awarded financial aid for the course will not receive disbursement for those courses. Faculty members are required to report non-attendance by the end of the second week of classes during each regular academic year term and by the end of the second class session for classes with a compressed class schedule, in accordance with the provisions of Procedure 259. Faculty members are required to report a Last Date of Attendance (LDA) for those students who receive failing grades at the time of submission of final grades. The reported LDA will be used by the Financial Aid Office to determine if any portion of disbursed financial aid is subject to return.

Academically relevant assignment includes, but is not limited to, posting a message to the course discussion board, submitting a file to the course Dropbox or other shared drive, completing a short quiz, or sending the instructor a private email about the course. Active attendance is defined as follows:

- Classroom based. face-to-face courses: The student is present in the classroom.
- Web-Enhanced: (Reduced Seat Time Courses): the student is present in the classroom or submits at least one academically relevant assignment.
- Online courses: The student submits at least one academically relevant assignment.
- Independent Studies: The student contacts the instructor or submits at least one academically relevant assignment.

Last Date of Attendance, determined and reported by the instructor, is the last class meeting for which the student was present, the date of the last assignment submission or course activity in an online course site, or the last date

of contact with the instructor during an independent study.

### **Academic and graduation requirements**

Specific courses and a minimum number of college credits are required to earn your bachelor's degree. Some students will complete all their course requirements, but still need more credits to meet the minimum graduation credits. Some students may have more credits than the minimum and still need to take more required courses for their major, general education or liberal studies. Contact your academic advisor if you have any questions about your degree requirements.

### **A minimum cumulative GPA of 2.0 is required for graduation.**

Credit requirements: 120 total credits

- 40 upper-division credits (courses at community colleges are all lower-division courses, so they do not count toward this requirement)
- 30 credits completed at Metropolitan State University
- 40 general education credits
- 8 upper-division liberal studies credits
- 3 [racial issues graduation requirement \(RIGR\)](#) credits
- All credit requirements for the major
- Elective credits (if you are short of the 120 total credits required for graduation)

GELS: General education (Minnesota Transfer Curriculum)/liberal studies requirements (48 credits): **2018–2019 Course List** [GELS requirement, 10/09/18 \(PDF\)](#)

**Minnesota Transfer Curriculum: 40 credits.** Goal areas 1–10 are met by Minnesota community college A.A. degree. They are *not* met by A.S. or A.A.S degrees or community colleges outside of Minnesota.

### [Goal 1: Communication](#)

To develop writers and speakers who use the English language effectively and who read, write,

speak and listen critically. As a base, all students should complete introductory communication requirements early in their collegiate studies. Writing competency is an ongoing process to be reinforced through writing-intensive courses and writing across the curriculum. Speaking and listening skills need reinforcement through multiple opportunities for interpersonal communication, public speaking, and discussion.

#### Goal 2: Critical Thinking

To develop thinkers who are able to unify factual, creative, rational, and value-sensitive modes of thought. Critical thinking will be taught and used throughout the general education curriculum in order to develop students' awareness of their own thinking and problem-solving procedures. To integrate new skills into their customary ways of thinking, students must be actively engaged in practicing thinking skills and applying them to open-ended problems.

#### Goal 3: Natural Sciences

To improve students' understanding of natural science principles and of the methods of scientific inquiry, i.e., the ways in which scientists investigate natural science phenomena. As a basis for lifelong learning, students need to know the vocabulary of science and to realize that while a set of principles has been developed through the work of previous scientists, ongoing scientific inquiry and new knowledge will bring changes in some of the ways scientists view the world. By studying the problems that engage today's scientists, students learn to appreciate the importance of science in their lives and to understand the value of a scientific perspective. Students should be encouraged to study both the biological and physical sciences.

#### Goal 4: Mathematical or Logical Reasoning

To increase students' knowledge about mathematical and logical modes of thinking. This will enable students to appreciate the breadth of applications of mathematics, evaluate arguments, and detect fallacious reasoning. Students will learn to apply mathematics, logic, and/or statistics to help them make decisions in their lives and careers. Minnesota's public higher education systems have agreed that

developmental mathematics includes the first three years of a high school mathematics sequence through intermediate algebra.

#### Goal 5: History and the Social and Behavioral Sciences

To increase students' knowledge of how historians and social and behavioral scientists discover, describe, and explain the behaviors and interactions among individuals, groups, institutions, events, and ideas. Such knowledge will better equip students to understand themselves and the roles they play in addressing the issues facing humanity.

#### Goal 6: The Humanities and Fine Arts

To expand students' knowledge of the human condition and human cultures, especially in relation to behavior, ideas, and values expressed in works of human imagination and thought. Through study in disciplines such as literature, philosophy, and the fine arts, students will engage in critical analysis, form aesthetic judgments, and develop an appreciation of the arts and humanities as fundamental to the health and survival of any society. Students should have experiences in both the arts and humanities.

#### Goal 7: Human Diversity

To increase students' understanding of individual and group differences (e.g. race, gender, class) and their knowledge of the traditions and values of various groups in the United States. Students should be able to evaluate the United States' historical and contemporary responses to group differences.

#### Goal 8: Global Perspective

To increase students' understanding of the growing interdependence of nations and peoples and develop their ability to apply a comparative perspective to cross-cultural social, economic and political experiences.

#### Goal 9: Ethical and Civic Responsibility

To develop students' capacity to identify, discuss, and reflect upon the ethical dimensions of political, social, and personal life and to understand the ways in which they can exercise responsible and productive citizenship. While there are diverse views of social justice or the common good in a pluralistic society, students

should learn that responsible citizenship requires them to develop skills to understand their own and others' positions, be part of the free exchange of ideas, and function as public-minded citizens.

#### Goal 10: People and the Environment

To improve students' understanding of today's complex environmental challenges. Students will examine the inter-relatedness of human society and the natural environment. Knowledge of both bio-physical principles and socio-cultural systems is the foundation for integrative and critical thinking about environmental issues.

#### **Liberal studies: 8 credits**

- These credits must be:
  - Upper-division general education courses (300 to 500 level)
  - Designated as a liberal studies (LS) course
- These credits are not:
  - completed by AA, AAS or AS degrees or the Minnesota Transfer Curriculum
  - met by any community college course (all community college courses are lower division, including courses that meet major requirements)

#### **Racial Issues Graduation Requirement (RIGR): 3 credits**

All new or readmitted undergraduate students admitted Fall 2016 or later must complete an approved learning experience (at least 3 credits) with a significant focus on race and racism to graduate with a bachelor's degree from the university.

- **How students meet the requirement**  
Approved "racial issues" courses or other learning experiences are designated in the online class schedule and can overlap with any other requirement for graduation, including General Education/Minnesota Transfer Curriculum (MnTC) requirements, Liberal Studies requirements, major requirements and electives.\*

\*Upon review, an approved prior learning, independent study, theory seminar or transfer course from other accredited institutions may also be used to meet this graduation requirement.

- Courses from Metropolitan State University approved to meet RIGR
  - [Courses from Other Institutions approved to meet RIGR \(PDF\)](#)
    - Students who believe a course they've taken at Metropolitan State or elsewhere that is not part of the approved lists above, should complete this form:
      - [RIGR Request to Review Transfer Coursework \(PDF\)](#)
- **"Racial issues" learning experience criteria**  
At Metropolitan State, "racial issues" learning experiences are courses or creative learning strategies that represent at least three semester credits and:
    - Have an official description that uses the terms race and/or racism and clearly emphasizes these concepts.
    - Have a significant focus (i.e., a majority of course content) on at least three of the following learning outcomes:
      - Critique how race and racism are socially constructed in the United States.
      - Describe various characteristics of racism.
      - Analyze various legacies and impacts of racism in the United States.
      - Articulate various personal responses and

responsibilities to address racism.

- Explain various collective and/or institutional responses and responsibilities to address racism.

- **Why was the requirement created?**

Metropolitan State University has a responsibility as the urban institution in Minnesota focused on serving underrepresented students, especially students of color, to put its mission into action and to fulfill our vision of building "an anti-racist learning community."

The university believes an undergraduate education that equips and empowers adults to live and work successfully in our increasingly diverse society must include academic knowledge about issues of race and racism in the United States.

Racism has been a major factor impacting the lives of people in the United States for more than five centuries. Recent national events have highlighted unresolved issues of racial injustice and the need for change. However, prior to this

- **RIGR learning goals**

Consistent with the mission and vision of Metropolitan State University, the goal of the new Racial Issues Graduation Requirement is to develop and expand students' critical knowledge of the central role of race, racism and anti-racism in multiple contexts of society and aspects of everyday life (such as personal, community, cultural, religious, economic, educational, environmental, historical, institutional, political and/or professional). This knowledge equips and empowers students to live and work successfully in our increasingly diverse society.

requirement coming into effect, Metropolitan State students could graduate without ever completing a course that focuses on issues of race and racism.

Campus Climate Surveys and focus groups (2005/2006, 2008 and 2011) and continued anecdotal data have identified multiple ways in which racism remains a problem at Metropolitan State. Yet, these surveys also revealed significant percentages of student respondents who were unaware of racism and/or disagreed that racism is a problem.

More than 1,100 students and employees who completed the 2011 Campus Climate Survey stated they agreed or strongly agreed with the idea of requiring all undergraduate students to complete "at least one course that focuses on issues of race and racism to fulfill existing credit requirements for graduation." In spring 2015, the faculty council and administration approved the requirement proposed by the university's Anti-Racism Leadership Team.

### **Course Requirements for Majors**

Check your major's requirements or meet with your academic advisor to learn about the requirements. Some majors have foundation or pre-admission courses. These courses must be completed first and they may have minimum grade requirements. You may have to wait to declare your major until foundation or pre-admission courses, if any, are complete. All majors have required courses and many majors have specific course sequences. You must take prerequisite courses before more advanced courses. Prerequisites are found with course descriptions.

Many majors have elective courses. These are usually upper-division (300 to 500 level) courses.

While some majors let you select your own electives, others have a set list of electives to choose from.

Many majors have capstone courses at the end. These are required for graduation and should be completed at the end of the degree. Capstones often have prerequisites or credit completion requirements.

### **Major/Program Declaration**

After you are admitted to the university as an undergraduate student, you also must be accepted into a specific major or program.

Many programs have requirements, such as prerequisite courses, that must be completed before you can declare. You can find these requirements [on each program's detail page](#).

You must be accepted into a program by the time you complete 80 credits or within one year of transferring to Metropolitan State, whichever comes later. Students who have not been accepted to a program by this deadline may be prevented from registering. Declaring a program does not prevent you from changing your program in the future.

#### **Benefits of declaring a program**

- It provides you with an approved academic plan, avoiding costly registration and course planning mistakes.
- It ensures that you complete prerequisites in a timely manner and take courses in the most beneficial sequence.
- It makes tracking your progress using your degree audit report—which is used to approve your graduation application—simpler.
- If degree requirements change, it allows you to choose between the requirements in place when you declared a program and the new requirements.

For more information, see [University Policy #2020: Baccalaureate Degree Requirements, Modification of Student Degree Programs and Graduation Requirements](#).

### **Major/Program Requirements**

Students must meet the major or program requirements in place at the time their major or program declaration form is approved with two exceptions:

- Students who return to the university after more than nine consecutive semesters without enrollment as outlined in Section 8 must meet the major or program requirements in place at the time of their readmission to the university; and/or
- Students may elect to meet the most current set of major requirements at any time.

**Note:** Individual departments/programs often modify requirements to ensure that students are current in their field and/or have completed coursework satisfying certification or the requirements of external bodies. Students may need to take additional coursework in order to meet certification standards or the requirements of external bodies. Advisors may recommend that students take additional courses to ensure their coursework is current. However, the major or program requirements in place at the time a student declared a major (excepting the two cases listed above) will be regarded as the only requirements for major/program completion. Contact your academic advisor if you have any questions about your degree requirements.

### **Course Prerequisites**

Course prerequisites can be found in the course description on eServices. Some classes have prerequisites but do not have a registration hold, and some classes do have a hold for course prerequisites, so it is important for the student to check the course description. Find the appropriate prerequisite class and create a

degree plan with the student that incorporates the correct course sequence. There are situations in which a transfer course does meet the prerequisite, but is not correctly identified by DARS. In this case, contact your advisor to request an override of the prerequisite hold. Contact your academic advisor if you have any questions.

### **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.

### **Graduation with Honors**

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

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

To qualify for an honors designation, undergraduate students must have completed a minimum of 30 upper division credits in graded (A–F courses) at Metropolitan State. The cumulative GPA is calculated on the basis of all graded courses taken at Metropolitan State.

For more information on graduation with honors, please view the [University Procedure 252](#).

## **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](http://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**

At registration time and through the end of the first week of the term, students may choose or change their grading option (A, B, C, D, F) or pass/no credit (S/NC) through Student [e-Services](#).

The default grading method is graded (A, B, C, D, F).

- For full-term courses, Students must change the grading method from "Normal" to "Pass/No Credit " after registering by selecting "View/Modify Class Schedule" and clicking on the pencil icon in front of the Course ID # and selecting "Pass/No credit" as the grading method for the course. This change must be made before the end of the first week of the semester or submit a written request to the instructor for a change in grading method by the second class meeting.
- For Faculty-designed Independent Study (FDIS) courses, students must submit a written request to the instructor for a change in grading method before the first major assessment.

A student who completes a substantial amount of the required course work (as determined by the instructor) may request the instructor assign an incomplete ("I" grade). Instructors are not required to give incompletes. If the student does not complete the required work within the following semester, the "I" automatically converts to an "F" or "NC" depending upon the grading method.

Student grades are available by accessing Student [e-Services](#). Students can request a printed grade report from the Gateway Student Services Center; however, staff members are not permitted to provide grades over the phone.

Students who wish to audit or attend a course without earning credit must be registered for the course, and pay full tuition and fees. Courses taken for audit are not eligible for financial aid and do not count toward full-time status. Students who are receiving financial aid will be billed if courses taken for credit are later changed to audit status and their enrollment status falls below the minimum requirements for financial aid. The level of participation in an audited course is determined by the instructor. Students must change the grading method from "Normal" to "AU" after registering by selecting "View/Modify Class Schedule" and clicking on the pencil icon in front of the Course ID # and selecting "AU" as the grading method for the course. This change must be made before the end of the first week of the semester. Students may not later receive credit for a course that has been audited except by re-enrollment for credit and successful completion of the same course in a subsequent semester. An entry of "AU" (Audit) as a grade is made on a student's permanent academic record when a course is audited.

### **Dean's List**

Students may earn Dean's List recognition in any semester when they have successfully completed at least six credit hours earning letter grades (A to C-) and have a minimum term grade point average of 3.50. A student who receives an "I" or "W" in courses beyond the required six credits are also eligible for Dean's List. Additionally, credits from a successfully repeated course earning a letter grade are counted toward the minimum six-credit requirement.

### **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.

Undergraduate academic advising goals:

- Establish and maintain an academic advising strategic plan that is aligned with university goals and mission, and is incorporated into the university's strategic plan and budget.
- Build an integrated and effective academic advising infrastructure with university administration's commitment and investment to secure necessary technologies, resources, assessments and training tools.
- Improve student academic success and persistence through engagement in an effective academic advising process and academic advising curriculum.

- Motivate, strengthen and expand student learning by challenging students to assess, reflect on and connect their educational experiences to their personal, life and career growth.
- Raise student satisfaction with their educational and advising experiences through clear and accessible academic information, efficient systems and supportive academic advising relationships.

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. The name, phone, and email of your assigned advisor can be found on your DARS (degree audit) in eServices.

## **Finance and Business Office**

### **Tuition and Fees**

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

Students are ultimately responsible for paying all tuition and fees connected with their registration by the payment deadline. Invoices

are no longer sent to students through the mail. Students should access their Student eServices account on the web. Students who have not paid their tuition and have not made arrangements (such as receiving financial aid) to pay their tuition by the tuition payment deadline are administratively dropped from their courses. If classes are added after the tuition payment deadline, payment must be received the same day or students are dropped the following day. Accounts for students who have made partial payment but who have remaining balances at the end of the term are turned over to the Minnesota Department of Revenue for collection. A student's tuition obligation for a term is based upon the number and type of credits for which a student is enrolled.

### **Tuition and Fee Table 2018–2019**

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

Undergraduate \$227.53

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

Undergraduate \$464.23

#### **Special Courses and Differential Program Tuition (per credit)**

Online Undergraduate\*\* \$303.73

Nursing Undergraduate Resident and Nonresident \$297.46

Nursing Dental Hygiene (BS) \$297.46

Nursing Oral Health Care Practitioner Resident and \$503.99

Nonresident

Nursing WOC Specialty Courses (Fees \$11.47/credit) \$550.00

Law Enforcement Skills Course (Fees \$34.47/credit) \$449.33

Biology (BIOL), Chemistry (CHEM), Environmental Science (ESCI), \$235.53

Human Biology (HBIO), Geology

|  |          |
|--|----------|
| (GEOL), Natural Sciences (NSCI),<br>Physics (PHYS) |          |
| Prior Learning Assessments Undergraduate           | \$136.50 |
| Student-designed Independent Studies Undergraduate | \$159.25 |
| <b>Fees (per credit)</b>                           |          |
| Activity Fee (up to 16 credits)                    | \$4      |
| Student Center Fee (up to 16 credits)              | \$8.50   |
| Technology Fee (up to 16 credits)                  | \$9      |
| MSUSA Fee  | \$0.61   |
| Parking Ramp Fee                                   | \$12     |
| Healthcare/Health Services Fee                     | \$1      |

|                                 |           |
|---------------------------------|-----------|
| <b>Other Fees</b>               |           |
| Graduation Fee                  | \$20      |
| NSF Check Fee                   | \$20      |
| Rush Transcript Fee (next day)  | \$13      |
| Online Transcript Fee           | \$5       |
| Transcript Fee                  | \$8       |
| Senior Citizens (per credit)*** | \$20      |
| Tuition Late Fee                | \$30      |
| Additional Course and Lab       | Fees vary |
| Noncredit Workshops             | Fees vary |
| Payment Plan                    | Fees vary |
| Replacement ID                  | Fees vary |
| Health Insurance                | Fees vary |

### Notes:

All tuition and fees are subject to change.

\*Audited courses are charged standard tuition and fee rates.

\*\*Tuition rate includes \$5 online course fee.

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

seminars, internships and priors are not available at the special rate. This per-credit fee will be waived for seniors auditing courses (taking the course for no credit or grade). Contact [ecords.registration@metrostate.edu](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.

### TRIO

Programs are college access and college success programs funded through the U.S. Department of Education. An expansion of the civil rights movement and the war on poverty, TRIO programs are rooted in a historical and on-going desire of equal opportunity in education through social justice. Metropolitan State University is committed to enhance the college success for underrepresented student in higher education.

### 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).

### **New student orientation**

Metropolitan State University provides [New Student Orientation](#) throughout the academic year for first year and transfer students to help smooth the transition into academic and co-curricular experiences. It may take up to three business days to verify the successful completion of online new student orientation. Students will receive an email notification to their university account confirming Online Orientation completion.

All newly admitted students are required to complete Online Orientation (through [D2L Brightspace](#)) and strongly encouraged to attend On-Campus Orientation and Group Advising sessions to help provide information about involvement, engagement, on-campus resources, academic advising and the registration process. Students with 16 credits or less, and/or admitted on academic warning, must attend the On-Campus Orientation and Group Advising session options.

### **What is online orientation?**

Online Orientation is composed of modules containing what students should know for their academic and co-curricular success at Metropolitan State. This includes videos and quizzes on Title IX, 1B.1 and 1B.3 policies. After completing the modules, students must take and pass a comprehensive quiz on the module content. Online Orientation can be accessed through the D2L Brightspace portal on the Metropolitan State website.

### **What is the On-Campus Orientation and Group Advising session?**

On-campus open advising and registration sessions are hosted on the Saint Paul campus and typically last around four hours. This session is encouraged for all students and required for first year students with fewer than 16 credits and those admitted on academic warning. At this session students can expect to receive:

- an in depth academic program information
- group advising
- course registration
- staff and faculty networking and connection opportunities
- information about student support services
- a tour the Saint Paul campus
- a student identification card

Students attending the on campus group advising and registration session must complete the online orientation process at least three business days prior to the session to ensure they will be able to register for courses.

For more information contact [Online Orientation](#) or [Student Life](#).

- [Online or on campus New Student Orientation](#)

### **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.

### **Placement and Assessment Testing**

Placement assessments measure knowledge and skills in reading comprehension, English writing and mathematics. The results are used to place some incoming students into courses that best match their skills and helps improve student success.

Placement results provide important insights into students' current skill levels in math, reading and writing. Students and their advisors use the information to select or recommend those courses most suited to students' academic needs. Placement results are also used to meet



the prerequisites for specific courses or the university's general education competency requirement. The assessment requirement also helps ensure faculty provide high quality teaching to all students.

### **Who takes assessments?**

Freshmen and PSEO students who have not successfully completed college-level English composition and a college-level math course are required to take placement assessments.

For other incoming students, including transfer and readmitted students, the degree auditing process determines whether an exemption from placement assessments is granted. Your interactive degree audit/DARS will tell you if you need to take an assessment. If you see "Student Holds: 0006 — Assessment Test" on DARS, you won't be able to register for any class until you take a placement assessment.

### **Who isn't required to take assessments?**

You need to contact Placement Assessment if you are granted exemption based on the criterion that you completed Accuplacer tests within the past three years in another Minnesota State institution. We need to provide the course placement to you based on Metropolitan State's curriculum and remove the registration hold on your record.

We also acknowledge your progress if you have followed the course placement in another Minnesota State institution when your scores are over three years old. In this situation, you should contact us directly. This will be handled on an individual basis. A new student whose native language is not English and who is not fluent in English should take the language proficiency tests. A student can take these tests in a Minnesota State institution of their choice. Contact information is available on the page of Minnesota State and Hubbs Services. After testing, students should contact us for placement advice and registration hold removal.

### **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.

## **Undergraduate Academic Programs**

### **College of Community Studies and Public Affairs**

#### **Aging Studies/Gerontology Minor**

Metropolitan State University has responded to the need for education in the field of gerontology with a minor to address the social, psychological and physical aspects of aging.

Students interested in gerontology as a career can complete the human services BS degree with a gerontology minor. This minor also complements coursework in nursing, social work and the social sciences. Interpersonal sensitivity - knowing one's value system, as well as cultural and sexual identity, in addition to how these affect interactions with people of different cultures, gender, lifestyles and age levels, is necessary for students selecting gerontology as a vocational area.

#### **Course requirements**

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

Choose five

- HSG 374 Aging in America: A Personal Challenge (4 credits)
- HSG 376 Mental Health and Aging (4 credits)

- HSG 377 Physical Health and Aging (4 credits)
- HSG 380 Aging: Planning and Policy Making (4 credits)
- HSG 383 Selected Topics in Gerontology (4 credits)
- HSG 384 Civic Engagement in Later Life (4 credits)

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

Prepare for a career as an alcohol and drug counselor. Save and enrich the lives of people struggling with addiction. You can reach these goals with a BS degree in Alcohol and Drug Counseling. Learn how to respond effectively to substance use disorder problems, whether you are a community college transfer student, someone who wants to complete an undergraduate degree or an allied professional (social worker, psychologist, nurse, school counselor, law enforcement officer).

If you already have a Bachelor's degree, you are eligible to take the Post-Baccalaureate Licensure Track instead of the ADC Bachelor's degree. For further information, go to the Post-Bac Licensure Track section. Further benefits of this degree include:

- Forming professional therapeutic relationships with people struggling with addiction.
- Learning how to carry out evidence-based interventions that help people and their families move from life-threatening addiction to life-affirming recovery.
- Exploring your many interests related to substance use disorder problems. Gain the skills to qualify for licensure.

### Program requirements

#### Student licensure

Licensing is required to work as an LADC. Our program prepares students to take and pass the licensure exam.

### Course requirements

#### Requirements (120 credits)

#### Required (60 credits)

Courses listed are in suggested sequence order.

- HSCD 300 Introduction to Substance Use Disorders (4 credits)
- HSCD 200 Pharmacology of Addictive Drugs (4 credits)
- HSCD 306 Prevention of Substance Use Problems (4 credits)
- HSER 346 Counseling and Interviewing Skills (4-5 credits)
- HSER 395 Intersection of Race and Diversity in Human Services (4 credits)
- HSCD 303 Cultural Considerations for Alcohol and Drug Counseling (4 credits)
- HSER 348 Group Counseling (4 credits)
- HSCD 309 Co-Occurring Disorders: Substance Use and Mental Health (4 credits)
- HSCD 302 Assessment of Substance Use Disorders (4 credits)
- HSCD 353 Case Management for Alcohol and Drug Counseling (4 credits)
- HSCD 400 Best Practices in Drug and Alcohol Counseling (4 credits)

- HSCD 450 Senior Seminar: Alcohol and Drug Counseling (4 credits)

#### Practicum (9 credits)

- HSCD 320 Alcohol and Drug Counseling Pre-Practicum Seminar (1 credits)
- HSCD 380 Alcohol and Drug Counseling Group Practicum I (4 credits)
- HSCD 390 Alcohol and Drug Counseling Group Practicum II (4 credits)

#### Electives (at least 3 credits)

- HSCD 308 Adolescent Substance Use Disorders (4 credits)
- HSER 350 Issues in Adolescent Counseling (4 credits)
- HSCD 301 Substance Use and the Family (4 credits)
- HSCD 304 Substance Use and Native Americans (4 credits)
- HSER 354 Ethical Issues in Human Services (4 credits)
- PSYC 343 Drugs and Behavior: An Introduction to Behavioral Pharmacology (4 credits)

### Alcohol and Drug Counseling Post-baccalaureate Licensure Program LADC

This program is designed for individuals who already have a baccalaureate degree or higher from an accredited institution and are seeking licensure in Alcohol and Drug Counseling (LADC) in the state of Minnesota. Most courses in this program are offered in the evening.

### Program requirements

#### Student licensure

Licensure is required to work as an LADC. This program prepares students to take and pass the licensure exam.

## Course requirements

Requirements (41 credits)

*Core (32 credits)*

Courses are listed in suggested sequence order.

- HSCD 200 Pharmacology of Addictive Drugs (4 credits)
- HSCD 300 Introduction to Substance Use Disorders (4 credits)
- HSER 346 Counseling and Interviewing Skills (4-5 credits)
- HSCD 302 Assessment of Substance Use Disorders (4 credits)
- HSER 348 Group Counseling (4 credits)
- HSCD 303 Cultural Considerations for Alcohol and Drug Counseling (4 credits)
- HSCD 309 Co-Occurring Disorders: Substance Use and Mental Health (4 credits)
- HSCD 353 Case Management for Alcohol and Drug Counseling (4 credits)

*Practica (880 hours minimum - 9 credits)*

Prerequisite: 32 credits of Alcohol and Drug Counseling coursework (see above 8 courses) in addition to the HSCD 320 (see below).

- HSCD 320 Alcohol and Drug Counseling Pre-Practicum Seminar (1 credits)
- HSCD 380 Alcohol and Drug Counseling Group Practicum I (4 credits)
- HSCD 390 Alcohol and Drug Counseling Group Practicum II (4 credits)

## Child Psychology Minor

The child psychology minor is designed for students who are interested in the theory and application of psychology to children. Such students might be interested in working with quality child care programming, education, prevention/early intervention work or in areas of social services in which a working knowledge of children's development and emotional needs is essential. The minor fits well with other majors

including social work, human services and education.

## Program requirements

To complete a child psychology minor, students are required to take a minimum of 20 credits. Of these credits, 12 must be taken at Metropolitan State and 12 credits must be upper division. More specific course requirements are below.

## Course requirements

Requirements (20 credits)

*Required*

- PSYC 100 General Psychology (4 credits)
- PSYC 308 Child Psychology (4 credits)

*Guided electives*

Choose at least one

- PSYC 330 Psychology of Learning: Contemporary Theories and Applications (4 credits)
- PSYC 327 Psychological Testing (4 credits)
- PSYC 385 Educational Psychology (4 credits)
- PSYC 356 Early Childhood Development within a Social/Cultural and Historical Context (3 credits)

*Electives*

- PSYC 339 Working with Children in the Middle Years (4 credits)
- PSYC 102 Dynamics of Parent/Child Relationships (3 credits)
- PSYC 305 Behavior Disorders in Children (4 credits)
- PSYC 390 Developmental Disabilities: Issues, Assessment and Intervention (4 credits)
- PSYC 393 Special Education Overview (4 credits)
- PSYC 306 Child Abuse (4 credits)

- PSYC 212 Introduction to Diversity and Ethics in Psychology (3 credits)
- PSYC 313 Family Systems (4 credits)
- HSFS 342 Children in U.S. Society (4 credits)
- PSYC 359 Positive Behavior Guidance (3 credits)
- PSYC 360 Friday Forum Topics (0-2 credits)

### **Community and Applied Social Psychology Minor**

The Community and Applied Social Psychology (CASP) minor is designed for individuals seeking to gain knowledge and skills that can be applied to a range of advocacy, service, civic, community, and/or business fields, as well as aid those who considering a career change to such a field. This minor program may complement diverse majors such as criminal justice, social sciences, individualized studies, management, ethnic studies, human services, and so on.

With careful elective course selection, this minor would be a good preparation for non-psychology majors who would like to pursue the MA in Psychology Program at Metropolitan State. To complete the community and applied social psychology minor, students are required to take a minimum of 20 credits of psychology. Twelve or more of these 20 credits must be taken at Metropolitan State and at least 12 credits must be upper division. Specific required and approved elective course requirements are shown below.

### **Course requirements**

#### **Requirements**

#### *Required*

- PSYC 100 General Psychology (4 credits)
- PSYC 336 Social Psychology (4 credits)
- PSYC 363 Community Psychology (4 credits)

#### *Approved electives*

- PSYC 314 Group Dynamics and Facilitation (4 credits)
- PSYC 334 Peace Studies and the Psychology of Peace (4 credits)
- PSYC 344 Personnel and Industrial Psychology (4 credits)
- PSYC 346 Health Psychology (4 credits)
- PSYC 347 Positive Psychology (4 credits)
- PSYC 370 Political Psychology (4 credits)
- PSYC 372 Cross-Cultural Psychology (4 credits)
- PSYC 387 Environmental Psychology (4 credits)
- PSYC 402 Preventive Psychology (4 credits)
- PSYC 312 Research Methods (5 credits)

### **Criminal Justice BA**

The BA in criminal justice provides students with a broad understanding of crime and justice institutions and processes, from classic criminological perspectives on human behavior to contemporary issues and controversies in criminal law. Students undertake a thorough examination of the interrelationships, functions and operations of the different components of the criminal justice system. Students completing a criminal justice major are well-prepared for employment and advancement in a wide range of criminal justice careers.

Highlights of the criminal justice program at Metropolitan State University:

- Faculty who are experienced criminal justice practitioners and researchers
- Opportunities for students to learn outside the classroom through service learning classes and internships
- Hands-on advisors who help students navigate course and career planning
- Classes offered in multiple formats: online, on campus and hybrid
- Leadership and networking opportunities for students through the

## Law Enforcement and Criminal Justice Club

### Enrolling in this program

#### Program eligibility requirements

To be eligible for acceptance to the criminal justice major, students must submit a School of Law Enforcement and Criminal Justice Undergraduate Program Declaration Form when the following is completed:

- 30 credits GELS/MNTC writing requirements
- Cumulative Metropolitan State GPA of 2.25
- SLC Pre-major Advising Workshop (PAW)

All criminal justice pre-majors should work closely with an advisor from the School of Law Enforcement and Criminal Justice (SLC).

#### Program requirements

- All Metropolitan State students must complete at least 30 credits in residency at Metropolitan State.
- All criminal justice students must complete 24 major credits (identified as containing a CJ or LAWE prefix) at Metropolitan State, which can be applied toward the 30 credit university residency requirement.

#### Course requirements

##### Prerequisites

CJS 101 is the prerequisite for most required criminal justice classes.

##### Requirements (120 credits)

##### Core (45 credits)

CJS 201 is the prerequisite for most upper division required law enforcement and criminal justice classes. CJS 301, CJS 320, CJS 360, and CJS 375 are prerequisites for CJS 489 and CJS 490.

Either CJS 489 or CJS 490 should be completed during the last semester.

- CJS 101 Introduction to Criminal Justice (3 credits)
- CJS 201 Foundations in Criminal Justice (3 credits)
- CJS 210 Constitutional Law (3 credits)
- CJS 301 Research Methods in Criminal Justice (4 credits)
- CJS 305 The Criminal Court System (4 credits)
- CJS 320 Criminology and Public Policy (4 credits)
- LAWE 330 Policing and Society (4 credits)
- CJS 360 Diversity in Criminal Justice (4 credits)
- CJS 375 Ethics and Professionalism in Criminal Justice (4 credits)

##### Choose one

- CJS 350 Citizenship: Community Involvement (4 credits)
- CJS 354 Restorative Justice (4 credits)

##### Choose one

- CJS 489 Criminal Justice Capstone Internship (4 credits)
- CJS 490 Criminal Justice Capstone Research (4 credits)

##### Directed electives (10 credits)

Criminal justice majors must select at least 10 directed elective credits (three courses minimum, 6 credits as LE/CJ, minimum 6 credits upper division) of criminal justice or law enforcement courses listed below. CJS 101 and CJS 201 are prerequisites for some CJS and LAWE directed elective courses. See course descriptions for more details. Students double majoring in law enforcement and criminal justice may not use required core law enforcement courses as directed electives. To earn a law



enforcement and criminal justice double major, a minimum of 24 credits (residency requirements) is required for each discipline, LAWE and CJS, and must be completed at Metropolitan State University. Any student awarded an associate's degree in a law enforcement major/program may not double major in law enforcement and criminal justice at Metropolitan State University. Program LAWE 104 is not accepted as a direct elective.

- CJS 110 Careers in Criminal Justice (4 credits)
- CJS 310 Introduction to Security Management (4 credits)
- CJS 315 Sexual Violence and Child Exploitation (4 credits)
- CJS 318 Women and Crime (4 credits)
- CJS 325 Inside-Out: Prison Exchange Program (4 credits)
- CJS 333 Gangs (4 credits)
- CJS 335 Homicide Studies (4 credits)
- CJS 340 Comparative Criminal Justice (4 credits)
- CJS 344 Terrorism and Counterterrorism (4 credits)
- CJS 345 Organization and Administration in Criminal Justice (4 credits)
- CJS 346 Victimology (4 credits)
- CJS 350 Citizenship: Community Involvement (4 credits)
- CJS 354 Restorative Justice (4 credits)
- CJS 356 Violence in America (4 credits)
- CJS 358 Community Building for Criminal Justice (4 credits)
- CJS 365 Media in Criminal Justice (4 credits)
- CJS 366 The U.S. Intelligence Community (4 credits)
- CJS 367 Exploring Forensic Science (4 credits)
- CJS 377 Criminal Justice Practicum (1-8 credits)
- CJS 382 Topics in Criminal Justice: (1-4 credits)
- CJS 387 White Collar Crime (4 credits)
- CJS 388 Crime Analysis (4 credits)

- CJS 465 Criminal Justice Response to the Mentally Ill and Other Special Populations (4 credits)
- LAWE 280 Juvenile Justice (3 credits)
- LAWE 312 Emergency Management for Law Enforcement (4 credits)
- LAWE 329 Technology and Modern Policing (4 credits)
- LAWE 339 Violent Crime Investigation (4 credits)
- LAWE 431 Police Culture (4 credits)
- LAWE 445 Law Enforcement Leadership: Contemporary Issues (4 credits)

### **Criminal Justice Minor**

The criminal justice minor offers an opportunity to study crime and criminal justice while pursuing a major in another discipline.

This minor offers an opportunity for students to gain knowledge and competencies that are useful in a variety of career settings, including corrections, human services, social work, as well as public and social service administration. The minor can be an especially good fit for students majoring in psychology, human services or social work. All majors are welcome to consider the benefits of a criminal justice minor.

### **Enrolling in this program**

#### **Program eligibility requirements**

To be eligible for acceptance to the Criminal Justice minor, students must submit a School of Law Enforcement and Criminal Justice Undergraduate Program Declaration Form.

Consult with an advisor before enrolling in courses toward the minor.

### **Program requirements**

- Minor courses must be completed with C- or better.
- Law Enforcement majors cannot use required core law enforcement courses



for the criminal justice minor directed electives.

- Computer Forensics majors cannot use CJS or LAWE courses as directed electives if the same courses are fulfilling requirements for their computer forensics major.
- There is a residency requirement of more than 50% of the courses for the criminal justice minor to be taken at Metropolitan State University

### Course requirements

#### Requirements (22 credits)

##### Core

- CJS 101 Introduction to Criminal Justice (3 credits)
- CJS 201 Foundations in Criminal Justice (3 credits)
- CJS 320 Criminology and Public Policy (4 credits)

##### Additional core

Choose two

- CJS 300 Corrections and Community Corrections (4 credits)
- CJS 305 The Criminal Court System (4 credits)
- LAWE 330 Policing and Society (4 credits)

##### Directed electives (4 credits)

Criminal justice or law enforcement upper division courses (300 or higher).

- CJS 300 Corrections and Community Corrections (4 credits)
- CJS 305 The Criminal Court System (4 credits)
- CJS 310 Introduction to Security Management (4 credits)
- CJS 315 Sexual Violence and Child Exploitation (4 credits)

- CJS 318 Women and Crime (4 credits)
- CJS 325 Inside-Out: Prison Exchange Program (4 credits)
- CJS 333 Gangs (4 credits)
- CJS 335 Homicide Studies (4 credits)
- CJS 340 Comparative Criminal Justice (4 credits)
- CJS 344 Terrorism and Counterterrorism (4 credits)
- CJS 345 Organization and Administration in Criminal Justice (4 credits)
- CJS 350 Citizenship: Community Involvement (4 credits)
- CJS 354 Restorative Justice (4 credits)
- CJS 356 Violence in America (4 credits)
- CJS 358 Community Building for Criminal Justice (4 credits)
- CJS 365 Media in Criminal Justice (4 credits)
- CJS 366 The U.S. Intelligence Community (4 credits)
- CJS 367 Exploring Forensic Science (4 credits)
- CJS 370 Probation and Parole (3 credits)
- CJS 377 Criminal Justice Practicum (1-8 credits)
- CJS 382 Topics in Criminal Justice: (1-4 credits)
- CJS 387 White Collar Crime (4 credits)
- CJS 388 Crime Analysis (4 credits)
- CJS 465 Criminal Justice Response to the Mentally Ill and Other Special Populations (4 credits)
- LAWE 330 Policing and Society (4 credits)
- LAWE 431 Police Culture (4 credits)

### Disability Studies Minor

The Disability Studies Minor provides a comprehensive overview of the history of the disability movement, current issues relevant to disabilities, and an in-depth exploration of resources and trends. In addition, the Disability Studies Minor is designed to address and analyze policies and societal barriers that impact people with disabilities.

The Disability Studies Minor embraces the philosophy of the Disability Rights Movement that focuses on self-determination, civil rights and culture. The field of disability studies is relatively new and is an outgrowth of civil rights for people with disabilities that led to the Americans With Disabilities Act of 1990.

Disability Studies represents a focus on empowerment, self-determination and independence.

### Course requirements

#### Requirements (20 credits)

Choose five courses from the following. All courses are four credits and are all online. There are no prerequisites for any of the courses.

- HSDS 304 Introduction to Disabilities (4 credits)
- HSDS 305 Disability Rights: History and Current Trends (4 credits)
- HSDS 306 Community Resources and Services for Persons with Disabilities (4 credits)
- HSDS 307 Blind, Deaf Blind, and Deaf Culture, History and Resources (4 credits)
- HSDS 308 Aging and Disabilities (4 credits)
- HSDS 399 The Disability Experience in Television and Film (4 credits)
- HSER 303 Disability Awareness (4 credits)
- HSVP 309 Violence and Disability (4 credits)

### Early Childhood Studies BAS

#### Program overview

Early Childhood Studies is designed for students seeking career enhancements in the field of child development including early care and education. It is expected that all students receiving a Bachelor of Applied Science (BAS) degree with a major in early childhood studies will develop

knowledge and skills at the upper-division level related to:

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

This major is an excellent option for students transferring from a Minnesota State institution with a diploma or an associate degree in child development or early childhood education who seek a baccalaureate degree. Minnesota State's Transfer Pathway for early childhood education and Metropolitan State University's articulation agreements with Minnesota community and technical colleges streamline students' completion of their degree in Early Childhood Studies. Courses are also open to non-majors.

#### Careers and professional opportunities

The Early Childhood Studies BAS degree gives students the flexibility to demonstrate their commitment to young children's development through work in a variety of early childhood settings as teachers, directors, trainers, and administrators. Graduates successfully seek employment in child care centers, Head Starts, preschool programs, and child care resource and referral agencies. The Early Childhood Studies program meets the needs of home care providers seeking an academic credential and individuals advocating for children within government agencies. The Bachelor of Applied Science in Early Childhood Studies does not lead to a Minnesota teaching license.

## Enrolling in this program

### Program eligibility requirements

To be eligible for acceptance to the Early Childhood Studies major, students must submit a College of Health, Community and Professional Studies Undergraduate Program Declaration Form. Consult with an advisor before enrolling in courses toward the major.

### Program requirements

A Minnesota Department of Human Services background study is required. The background check process includes an online application, photo and fingerprint.

### Course requirements

#### Prerequisites

- PSYC 100 General Psychology (4 credits)

### Requirements (120 credits)

Choose one

- PSYC 308 Child Psychology (4 credits)
- PSYC 308T Child Psychology Theory Seminar (4 credits)

#### Required

- PSYC 356 Early Childhood Development within a Social/Cultural and Historical Context (3 credits)
- PSYC 357 Observing and Assessing Young Children: Birth Through Age Five (3 credits)
- PSYC 359 Positive Behavior Guidance (3 credits)
- EDU 321 Urban Infant-Toddler Curriculum and Practicum (4 credits)
- PSYC 415 Principles of Teaching and Learning in Early Childhood (4 credits)
- PSYC 416 Comparative Study of Early Childhood Program Models (3 credits)

- PSYC 417 Language and Communication Development in Early Childhood Education (4 credits)
- PSYC 030 Early Childhood Studies Internship Meetings ()
- ()
- PSYC 420 Early Childhood Studies Capstone: Professionalism and Ethical Issues (4 credits)

### Guided electives (3 credits minimum)

- EDU 331 Physical Development, Health, Nutrition, Effects of Drugs in Birth-Grade 6 (3 credits)
- EDU 341 The Child and the Family in an Urban Setting (2 credits)
- EDU 361 The Arts in Early Childhood and Elementary Education (3 credits)
- EDU 325 Emergent Literacy in Urban Early Childhood Education (2 credits)
- PSYC 102 Dynamics of Parent/Child Relationships (3 credits)
- PSYC 305 Behavior Disorders in Children (4 credits)
- PSYC 306 Child Abuse (4 credits)
- PSYC 353 Selected Topics in Early Childhood (1-8 credits)
- PSYC 393 Special Education Overview (4 credits)
- PSYC 421 Children and Nature (4 credits)
- PSYC 422 Inquiry and the Environment in Early Childhood (4 credits)
- PSYC 425 Administration of Early Childhood Programs (4 credits)

### Theory Seminar

Theory seminars are a collaboration with the Minnesota Association for the Education of Young Children offering 16 university credits leading to the association's Director's Credential. The Director's Credential program is a voluntary opportunity for the career advancement and professional development of early childhood center directors and other administrators. Four competence-based theory seminars are offered

for individuals who have had experience as an early childhood center director or administrator.

- PSYC 308T Child Psychology Theory Seminar (4 credits)
- PSYC 350T Early Childhood Programs: Management Principles and Applications (4 credits)
- PSYC 351T Early Childhood Programs: Regulatory/Financial/Facility Management (4 credits)
- PSYC 352T Early Childhood Programs: Advocacy and Communications (4 credits)

### **Educational Psychology Minor**

The educational psychology minor is designed for those students who are interested in the theory and application of psychology in education. Such students might be interested in working with early childhood development programming, education, prevention/early intervention work or in areas of training and education within an organizational setting. The minor fits well with other majors including social work, human services, education, and human resources.

To complete the educational psychology minor, students are required to take a minimum of 20 credits of psychology, at least 12 of these credits must be taken at Metropolitan State and at least 12 credits must be upper division.

#### **Course requirements**

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

- PSYC 385 Educational Psychology (4 credits)
- PSYC 100 General Psychology (4 credits)

##### *Guided electives*

Choose at least one

- PSYC 330 Psychology of Learning: Contemporary Theories and Applications (4 credits)
- PSYC 327 Psychological Testing (4 credits)
- PSYC 384 Education Futures (4 credits)
- PSYC 324 Practical Behavior Analysis and Modification (4 credits)

##### *Additional electives*

Choose electives to reach 20 credits.

- PSYC 339 Working with Children in the Middle Years (4 credits)
- PSYC 392 Psychology and Education of the Gifted (4 credits)
- PSYC 305 Behavior Disorders in Children (4 credits)
- PSYC 390 Developmental Disabilities: Issues, Assessment and Intervention (4 credits)
- PSYC 393 Special Education Overview (4 credits)
- PSYC 301 Adolescent Psychology (4 credits)
- PSYC 212 Introduction to Diversity and Ethics in Psychology (3 credits)
- PSYC 313 Family Systems (4 credits)
- PSYC 415 Principles of Teaching and Learning in Early Childhood (4 credits)
- PSYC 360 Friday Forum Topics (0-2 credits)
- PSYC 357 Observing and Assessing Young Children: Birth Through Age Five (3 credits)

### **Family Studies Minor**

The family studies minor prepares students to understand family function, structure and complexity with the intent to increase competence when working with, and on behalf of, diverse families.

A minor in family studies can serve as a support area for a student majoring in one of the social or behavioral sciences, such as psychology or

sociology. In addition, a minor in this area can serve as an ideal complement for students in a professional field, such as social work, nursing, education or law enforcement.

### Course requirements

#### Requirements (20 credits)

Students must take HSFS 343 at the start of their matriculation into the program.

- HSFS 343 The Family: A Social/Psychological Exploration (4 credits)

#### Electives (16 credits)

Choose four courses

- HSCD 301 Substance Use and the Family (4 credits)
- HSER 352 Family Counseling (4 credits)
- HSER 415 Spirituality and Helping (4 credits)
- HSFS 338 Family: Racial, Gender and Class Dimensions (4 credits)
- HSFS 339 Issues and Actions in Family Policy (4 credits)
- HSFS 341 Work and Family (4 credits)
- HSFS 342 Children in U.S. Society (4 credits)
- HSG 378 Thanatology: The Study of Death and Dying (4 credits)
- HSVP 308 Family Violence Across the Lifespan (4 credits)

### Human Services BS

The Human Services major (BS) is for students preparing for a career as helping professional, broadly trained to provide direct service, advocacy and coordination of services.

Students complete nine core four-credit classes (36 credits), sixteen elective credits in areas such as violence prevention, family studies, disability studies or aging studies, and a 160-hour

practicum at a community-based agency. This coursework and community experience is designed to prepare professionally and culturally competent students who integrate theory and practice in order to effectively deliver human services.

The flexible, student-centered curriculum emphasizes advocacy, social justice, empowerment and a strengths-based approach.

### Course requirements

#### Prerequisites

In addition to the human services major requirements, students must complete the university's general education and liberal studies requirements.

- PSYC 100 General Psychology (4 credits)
- SOC 101 Introduction to Sociology (3 credits)

#### Requirements (120 credits)

##### Required (32 credits)

- HSCD 300 Introduction to Substance Use Disorders (4 credits)
- HSER 346 Counseling and Interviewing Skills (4-5 credits)
- HSER 348 Group Counseling (4 credits)
- HSER 353 Human Services Case Planning and Methods (4 credits)
- HSER 355 Introduction to Human Services: History and Trends (4 credits)
- HSER 395 Intersection of Race and Diversity in Human Services (4 credits)
- HSER 455 Human Services Capstone Seminar (4 credits)
- HSER 351 Crisis Intervention/Caring for Trauma through the Lifecourse (4 credits)

*Electives: Group two*  
*Research requirement*

Choose one

- HSA 369 Program Evaluation (4 credits)
- HSER 368 Understanding and Using Research for the Practitioner (4 credits)

*Specialty areas*

Select any four courses (16 credits). Five courses in a single concentration area comprises a minor in that area

*Violence Prevention and Intervention*

- HSVP 300 Violence: Origins and Explanations (4 credits)
- HSVP 301 Violence: Individual, Community and Global Responses (4 credits)
- HSVP 302 Advocacy in Violence Prevention (4 credits)
- HSVP 307 Gender Violence in Global Perspective (4 credits)
- HSVP 308 Family Violence Across the Lifespan (4 credits)
- HSVP 309 Violence and Disability (4 credits)
- HSCO 321 Juvenile Offending Prevention and Intervention (4 credits)

*Disability Studies*

- HSER 303 Disability Awareness (4 credits)
- HSDS 304 Introduction to Disabilities (4 credits)
- HSDS 305 Disability Rights: History and Current Trends (4 credits)
- HSDS 306 Community Resources and Services for Persons with Disabilities (4 credits)
- HSDS 307 Blind, Deaf Blind, and Deaf Culture, History and Resources (4 credits)

- HSDS 308 Aging and Disabilities (4 credits)
- HSDS 399 The Disability Experience in Television and Film (4 credits)
- HSVP 309 Violence and Disability (4 credits)

*Aging Studies/Gerontology*

- HSG 374 Aging in America: A Personal Challenge (4 credits)
- HSG 376 Mental Health and Aging (4 credits)
- HSG 377 Physical Health and Aging (4 credits)
- HSG 380 Aging: Planning and Policy Making (4 credits)
- HSG 383 Selected Topics in Gerontology (4 credits)
- HSG 384 Civic Engagement in Later Life (4 credits)

*Family Studies*

- HSCD 301 Substance Use and the Family (4 credits)
- HSER 352 Family Counseling (4 credits)
- HSFS 343 The Family: A Social/Psychological Exploration (4 credits)
- HSFS 338 Family: Racial, Gender and Class Dimensions (4 credits)
- HSFS 339 Issues and Actions in Family Policy (4 credits)
- HSFS 341 Work and Family (4 credits)
- HSFS 342 Children in U.S. Society (4 credits)
- HSVP 308 Family Violence Across the Lifespan (4 credits)

*Other classes that count toward the major*

- HSA 362 Human Services Administration (4 credits)
- HSA 363 Program Planning, Budgeting, Proposal Writing and Funding (4 credits)
- HSER 325 Working with/in Community (4 credits)



- HSER 350 Issues in Adolescent Counseling (4 credits)
- HSER 415 Spirituality and Helping (4 credits)
- HSTD 389 Organizational Development and Change (4 credits)
- HSTD 393 Organizational Training and Staff Development (4 credits)

### *Practica (5 credits)*

Experiential (practica) learning opportunities are an essential component of the human services degree program. Thus, every student is required to complete a practicum experience.

- HSER 331 Human Services Group Practicum and Seminar (4 credits)
- HSER 320 Human Services Pre-Practicum Group Seminar (1 credits)

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

The human services family studies concentration is designed to expose and engage students in a variety of topics related to family function, family structure and family dynamics. Family studies is a multidisciplinary area. It is informed by sociological, historical, anthropological, psychological and other emerging perspectives. Students learn that families are shaped by, and adapt to, a range of economic, political, cultural and psychological factors.

A human services major with a focus in family studies appeals to those students considering working with families as their primary client group in either the public or private human services arenas. The primary concern of the program is the social health of all families, as well as interventions and policies for serving families. The family studies course work is also available for those students who want to understand and contextualize their own family experience.

### **Course requirements**

#### *Prerequisites*

In addition to the human services major requirements, students must complete the university's general education and liberal studies requirements.

- PSYC 100 General Psychology (4 credits)
- SOC 101 Introduction to Sociology (3 credits)

#### *Requirements (120 credits)*

#### *Human Services (28 credits)*

- HSER 002 Background Check Workshop ()
- HSER 355 Introduction to Human Services: History and Trends (4 credits)
- HSER 346 Counseling and Interviewing Skills (4-5 credits)
- HSER 368 Understanding and Using Research for the Practitioner (4 credits)
- HSER 395 Intersection of Race and Diversity in Human Services (4 credits)
- HSER 455 Human Services Capstone Seminar (4 credits)

#### *Choose one*

- HSER 325 Working with/in Community (4 credits)
- HSER 353 Human Services Case Planning and Methods (4 credits)

#### *Choose one*

- HSER 352 Family Counseling (4 credits)
- HSER 415 Spirituality and Helping (4 credits)

#### *Family Studies (24 credits)*

HSFS 343 is required, then choose five additional classes from the remaining courses.

- HSFS 343 The Family: A Social/Psychological Exploration (4 credits)
- HSCD 301 Substance Use and the Family (4 credits)
- HSFS 339 Issues and Actions in Family Policy (4 credits)
- HSFS 338 Family: Racial, Gender and Class Dimensions (4 credits)
- HSFS 341 Work and Family (4 credits)
- HSFS 342 Children in U.S. Society (4 credits)
- HSG 374 Aging in America: A Personal Challenge (4 credits)
- HSVP 308 Family Violence Across the Lifespan (4 credits)

#### *Practica (5 credits)*

Experiential (practica) learning opportunities are an essential component of the human services degree program. Thus, every student is required to complete a practicum experience.

- HSER 320 Human Services Pre-Practicum Group Seminar (1 credits)
- HSER 331 Human Services Group Practicum and Seminar (4 credits)

#### **Human Services Leadership and Administration BHS**

The Human Services Leadership and Administration concentration (57 credits) focuses on preparation for various administrative positions in a range of public and private nonprofit human service organizations. This area provides knowledge and skills for people who are, or intend to be, involved in planning, organizing, monitoring, evaluating, or coordinating social service programs or agencies.

The core of any administration curriculum includes basic knowledge in the areas of budgeting, communication, organizational planning and change, public relations/marketing, leadership, supervision and

personnel administration & development. The human services leadership and administration curriculum also includes basic knowledge in areas unique to nonprofits, such as organizational management, volunteer management, program management, fund-raising, legal issues and governance. This program area contains courses specifically applicable to leadership and administration in human services organizations.

#### **Course requirements**

##### **Prerequisites**

In addition to the human services major requirements, students must complete the university's general education and liberal studies requirements.

- PSYC 100 General Psychology (4 credits)
- SOC 101 Introduction to Sociology (3 credits)

##### **Requirements (120 credits)**

##### *Core Required*

- HSER 355 Introduction to Human Services: History and Trends (4 credits)
- HSER 353 Human Services Case Planning and Methods (4 credits)
- HSER 346 Counseling and Interviewing Skills (4-5 credits)
- HSER 395 Intersection of Race and Diversity in Human Services (4 credits)
- HSER 455 Human Services Capstone Seminar (4 credits)

##### *Administration and Leadership Required*

One additional class is required in addition to the below.

- HSA 362 Human Services Administration (4 credits)
- HSA 363 Program Planning, Budgeting, Proposal Writing and Funding (4 credits)
- HSA 369 Program Evaluation (4 credits)



- HSA 370 Supervision in Human Services (4 credits)
- HSER 354 Ethical Issues in Human Services (4 credits)
- HSTD 389 Organizational Development and Change (4 credits)
- HSTD 393 Organizational Training and Staff Development (4 credits)

### *Practica (5 credits)*

Experiential (practica) learning opportunities are an essential component of the human services degree program. Thus, every student is required to complete a practicum experience.

- HSER 320 Human Services Pre-Practicum Group Seminar (1 credits)
- HSER 331 Human Services Group Practicum and Seminar (4 credits)

### **Industrial and Organizational Psychology Minor**

The industrial and organizational psychology minor is designed for students who are interested in the application of psychology in an organizational setting.

The minor involves that application of the methods, facts and principles of psychology to people at work. This minor may be of particular interest to students in human resource management or human services administration and to students who are working or aspire to work in public or private organizational settings.

To complete the industrial and organizational psychology minor, students are required to take a minimum of 20 credits, at least 12 of these credits must be taken at Metropolitan State and at least 12 credits must be upper division.

### **Course requirements**

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

- PSYC 100 General Psychology (4 credits)

- PSYC 344 Personnel and Industrial Psychology (4 credits)

### *Guided electives*

Choose at least one

- PSYC 317 Human Factors (4 credits)
- PSYC 327 Psychological Testing (4 credits)
- PSYC 303 Artificial Intelligence (4 credits)
- PSYC 307 Data/Statistical Analysis for the Behavioral Sciences (4 credits)
- STAT 201 Statistics I (4 credits)

### *Additional electives*

Choose courses to reach 20 credits

- PSYC 314 Group Dynamics and Facilitation (4 credits)
- PSYC 319 The Impact of Technology on Human and Organizational Behavior (4 credits)
- PSYC 212 Introduction to Diversity and Ethics in Psychology (3 credits)
- PSYC 107 Career Planning and Development (3 credits)
- HSTD 389 Organizational Development and Change (4 credits)
- PSYC 360 Friday Forum Topics (0-2 credits)
- PSYC 323 The Nature of Creativity: A Psychological Perspective (4 credits)
- HSTD 394 Staff Training and Adult Development (4 credits)

### **Law Enforcement BS Track 1**

The degree in law enforcement helps individuals develop the knowledge, perspective and skills necessary for successful law enforcement careers. The law enforcement major provides both academic and hands-on skills course work. Students graduate with a competitive advantage for job placement in the field by having their bachelor's degree in law enforcement.

Highlights of the law enforcement program at Metropolitan State University:

- A history of successful agency placements, including over 40 police chiefs who are graduates of our program
- Faculty who are experienced law enforcement and criminal justice practitioners and researchers
- Opportunities for students to learn outside the classroom through service learning classes and internships
- Hands-on advisors who help students navigate course and career planning
- Classes offered in multiple formats: online, on campus, and hybrid
- Leadership and networking opportunities for students with the Law Enforcement and Criminal Justice Club

There are three possible tracks for law enforcement students:

**Track 1:** A POST certified program designed for students who wish to become eligible to be licensed as police officers in the state of Minnesota, preparing them to take the POST exam at the end of their studies.

**Track 2:** Part of the Transfer Pathways Program, designed for students who have already earned an associate's degree in law enforcement, and wish to complete their bachelor's degree and become license eligible.

**Track 3:** Known as the Law Enforcement Major Completion Program (LEMCP). Designed for Minnesota licensed police officers who wish to complete their bachelor's degree through online or on-campus course offerings.

This major track helps individuals develop the knowledge, perspectives and skills for successful law enforcement careers in Minnesota city, county and state law enforcement agencies. Students who successfully complete either the BS or the Law Enforcement Licensing Certificate program are eligible to take the Minnesota Peace Officer Standards and Training (POST) Board licensing examination, required for entry

into the law enforcement profession in Minnesota.

### [Minnesota Peace Officer Licensure Requirements](#)

Applicants interested in a career in Minnesota law enforcement must review the website for the [Minnesota Board of Peace Officer Standards and Training](#) to obtain the most current information regarding requirements and minimum selection standards for licensure eligibility.

**Note:** Emergency Medical Responder is required to be eligible to take the POST exam and must be approved by the Minnesota Emergency Medical Services Regulatory Board ([EMSRB](#)).

### [Enrolling in this program](#)

#### [Program eligibility requirements](#)

To be eligible for acceptance to the law enforcement major, students must submit a School of Law Enforcement and Criminal Justice Undergraduate Program Declaration Form when the following is completed:

- 30 credits
- GELS/MNTC writing requirements
- Cumulative Metropolitan State GPA of 2.25
- SLC Pre-major Advising Workshop (PAW)

All law enforcement pre-majors should work closely with an advisor from the School of Law Enforcement and Criminal Justice (SLC).

Applicants interested in a career in Minnesota law enforcement must review the website for the [Minnesota Board of Peace Officer Standards and Training](#) to obtain the most current information regarding requirements and minimum selection standards for licensure eligibility.

**Note:** Emergency Medical Responder is required to be eligible to take the POST exam and must be approved by the Minnesota Emergency Medical Services Regulatory Board (EMSRB).

## Program requirements

### Credit and Residency Requirements

All Metropolitan State students must complete at least 30 credits in residency at Metropolitan State. All law enforcement students must complete 24 major credits at Metropolitan State, which can be applied toward the 30 credit university residency requirement. All major courses must be completed with a grade of C- or higher.

### Law Enforcement Skills Practicum

Admission into the Skills Practicum is by application only. The application process is available fall semester prior to the student's final summer term. Prior to applying, students must work closely with their advisor to prepare for the Skills component of the degree program. The Skills Practicum is only offered in the summer.

CJS 101 and CJS 201 are prerequisites for most core CJS and LAWE courses as noted in the course description and must be completed at a Minnesota POST certified college or university prior to Skills Practicum.

Either CJS 489 or CJS 490 should be completed during the student's last semester, since CJS 301, CJS 320, CJS 360, and CJS 375 are prerequisites to those courses.

### Student licensure

Licensure Exam Pass Rates Source: Minnesota State Board of Trustees Accountability Dashboard 2015 - 54 taking exam, pass rate of 93%; 2014 - 73 taking exam, pass rate of 93%; 2013 - 65 taking exam, pass rate of 88%

## Course requirements

### Requirements (120 credits)

#### *Required (54 credits)*

LAWE 210, LAW210L\*, LAW220, LAW280, LAW301, LAW301L\*, LAW321, LAW321L\*, and CJS 375, must be completed at a Minnesota POST certified college or university prior to Skills Practicum. \*LAW210L, LAW301L, and LAW321L are Skills based labs that are embedded into some of the POST required. They must be taken as a co-requisite with the corresponding course number (for example, LAW210L must be taken the same semester as LAW210). The lab are charged at Skills tuition rate (see Tuition and Fees). CJS 301, CJS 320, CJS 360, and CJS 375 are prerequisites for CJS 489 and CJS 490. CJS 489 or CJS 490 should be completed during the student's last semester. CJS 101 is the prerequisite for most major classes. CJS 201 is the prerequisite for most upper division required law enforcement and criminal justice classes. Required Law Enforcement Skills Practicum (6 credits): Admission into Skills is by application only. The application process is available fall semester prior to the student's final summer term. Prior to applying, students must work closely with their advisor to prepare for the Skills component of the degree program. Skills practicum is only offered in the summer.

- CJS 101 Introduction to Criminal Justice (3 credits)
- CJS 201 Foundations in Criminal Justice (3 credits)
- LAW210 Procedural Studies in Law Enforcement (2 credits)
- LAW210L Procedural Studies in Law Enforcement Lab (1 credits)
- LAW220 Legal Studies in Law Enforcement (4 credits)
- LAW280 Juvenile Justice (3 credits)
- CJS 301 Research Methods in Criminal Justice (4 credits)
- LAW301 Policing in the 21st Century (3 credits)

- LAWE 301L Policing in the 21st Century Lab (1 credits)
- CJS 320 Criminology and Public Policy (4 credits)
- LAWE 321 Law and Human Behavior (3 credits)
- LAWE 321L Law and Human Behavior Lab Component (1 credits)
- CJS 360 Diversity in Criminal Justice (4 credits)
- CJS 375 Ethics and Professionalism in Criminal Justice (4 credits)

Choose one

- CJS 350 Citizenship: Community Involvement (4 credits)
- CJS 354 Restorative Justice (4 credits)

Choose one

- CJS 489 Criminal Justice Capstone Internship (4 credits)
- CJS 490 Criminal Justice Capstone Research (4 credits)

### *Electives (8 credits)*

Courses with an LAWE/CJS prefix that are not part of the major required classes can be taken as an elective (ALL 8 directed elective credits must be upper-division)

- CJS 110 Careers in Criminal Justice (4 credits)
- CJS 310 Introduction to Security Management (4 credits)
- CJS 315 Sexual Violence and Child Exploitation (4 credits)
- CJS 318 Women and Crime (4 credits)
- CJS 325 Inside-Out: Prison Exchange Program (4 credits)
- CJS 333 Gangs (4 credits)
- CJS 335 Homicide Studies (4 credits)
- CJS 340 Comparative Criminal Justice (4 credits)

- CJS 344 Terrorism and Counterterrorism (4 credits)
- CJS 345 Organization and Administration in Criminal Justice (4 credits)
- CJS 346 Victimology (4 credits)
- CJS 350 Citizenship: Community Involvement (4 credits)
- CJS 354 Restorative Justice (4 credits)
- CJS 356 Violence in America (4 credits)
- CJS 358 Community Building for Criminal Justice (4 credits)
- CJS 365 Media in Criminal Justice (4 credits)
- CJS 366 The U.S. Intelligence Community (4 credits)
- CJS 367 Exploring Forensic Science (4 credits)
- CJS 377 Criminal Justice Practicum (1-8 credits)
- CJS 382 Topics in Criminal Justice: (1-4 credits)
- CJS 387 White Collar Crime (4 credits)
- CJS 388 Crime Analysis (4 credits)
- CJS 465 Criminal Justice Response to the Mentally Ill and Other Special Populations (4 credits)
- LAWE 280 Juvenile Justice (3 credits)
- LAWE 312 Emergency Management for Law Enforcement (4 credits)
- LAWE 329 Technology and Modern Policing (4 credits)
- LAWE 339 Violent Crime Investigation (4 credits)
- LAWE 431 Police Culture (4 credits)
- LAWE 445 Law Enforcement Leadership: Contemporary Issues (4 credits)

### *Skills required*

Admission into Skills is by application only. The application process is available fall semester prior to the student's final summer term. Prior to applying, students must work closely with their advisor to prepare for the Skills component of the degree program. Skills practicum is only offered in the summer. Program LAWE 050 Emergency Vehicle Operations Course (EVOC) is an additional Skills Practicum course.

- LAWE 050 Emergency Vehicle Operations ()
- LAWE 224 Crimes in Progress (1 credits)
- LAWE 227 Traffic and Investigations (1 credits)
- LAWE 228 Defensive Tactics (2 credits)
- LAWE 229 Firearms (2 credits)

### Law Enforcement BS Track 2

The degree in law enforcement helps individuals develop the knowledge, perspective and skills necessary for successful law enforcement careers. The law enforcement major provides both academic and hands-on skills course work. Students graduate with a competitive advantage for job placement in the field by having their bachelor's degree in law enforcement.

Highlights of the law enforcement program at Metropolitan State University:

- A history of successful agency placements, including over 40 police chiefs who are graduates of our program
- Faculty who are experienced law enforcement and criminal justice practitioners and researchers
- Opportunities for students to learn outside the classroom through service learning classes and internships
- Hands-on advisors who help students navigate course and career planning
- Classes offered in multiple formats: online, on campus and hybrid
- Leadership and networking opportunities for students with the Law Enforcement and Criminal Justice Club

There are three possible tracks for law enforcement students:

**Track 1:** A POST certified program designed for students who wish to become eligible to be licensed as police officers in the state of Minnesota, preparing them to take the POST exam at the end of their studies.

**Track 2:** Part of the Transfer Pathways Program, designed for students who have already earned an associate's degree in law enforcement, and wish to complete their Bachelor's degree and become license eligible.

**Track 3:** Designed for Minnesota licensed police officers who wish to complete their bachelor's degree through online or on-campus course offerings.

### Enrolling in this program

#### Program eligibility requirements

Students are eligible for the LAWE Track 2 major if they have completed an associate's degree (AS) in law enforcement.

Transfer Pathways specifically ensures that a student who successfully completes a Law Enforcement Transfer Pathway Associate of Science (AS) can transfer the entire completed degree into a baccalaureate degree program in Law Enforcement at Metropolitan State.

### Program requirements

To be eligible for acceptance to the law enforcement major, students must submit a School of Law Enforcement and Criminal Justice Undergraduate Program Declaration Form when the following is completed:

- 30 credits
- GELS/MNTC writing requirements
- Cumulative Metropolitan State GPA of 2.25
- SLC Pre-major Advising Workshop (PAW)

All law enforcement pre-majors should work closely with an advisor from the School of Law Enforcement and Criminal Justice (SLC).

- All Metropolitan State students must complete at least 30 credits in residency at Metropolitan State.

- All law enforcement students must complete 24 major credits at Metropolitan State, which can be applied toward the 30 credit university residency requirement.
- Students must complete at least 40 upper division credits and 120 credits total in order to graduate.
- All major courses must be completed with a grade of C- or higher.

### Major Electives

Major electives are selected in consultation with the student's faculty advisor. In general, electives may include law enforcement or criminal justice courses, courses in other disciplines focusing on professional development, course requirements for a minor or certificate, and/or evaluation of prior learning.

### Student licensure

Licensure Exam Pass Rates Source: Minnesota State Board of Trustees Accountability Dashboard 2015 - 54 taking exam, pass rate of 93%; 2014 - 73 taking exam, pass rate of 93%; 2013 - 65 taking exam, pass rate of 88%

### Course requirements

#### Requirements (120 credits)

#### Required

- CJS 201 Foundations in Criminal Justice (3 credits)
- CJS 301 Research Methods in Criminal Justice (4 credits)
- CJS 320 Criminology and Public Policy (4 credits)
- CJS 360 Diversity in Criminal Justice (4 credits)

Choose one

- CJS 350 Citizenship: Community Involvement (4 credits)

- CJS 354 Restorative Justice (4 credits)

Choose one

- CJS 489 Criminal Justice Capstone Internship (4 credits)
- CJS 490 Criminal Justice Capstone Research (4 credits)

Choose one

- LAWE 431 Police Culture (4 credits)
- LAWE 445 Law Enforcement Leadership: Contemporary Issues (4 credits)

### Electives

Elective credits will vary by student. Select from these courses or other LAWE electives.

- LAWE 104 Emergency Medical Responder Law Enforcement (3 credits)
- LAWE 312 Emergency Management for Law Enforcement (4 credits)
- LAWE 329 Technology and Modern Policing (4 credits)
- LAWE 330 Policing and Society (4 credits)
- LAWE 339 Violent Crime Investigation (4 credits)

### Law Enforcement BS: Major for Licensed Peace Officers Track 3

The degree in law enforcement helps individuals develop the knowledge, perspective and skills necessary for successful law enforcement careers. The law enforcement major provides both academic and hands-on skills course work. Students graduate with a competitive advantage for job placement in the field by having their bachelor's degree in law enforcement.

Highlights of the law enforcement program at Metropolitan State University:



- A history of successful agency placements, including over 40 police chiefs who are graduates of our program
- Faculty who are experienced law enforcement and criminal justice practitioners and researchers
- Opportunities for students to learn outside the classroom through service learning classes and internships
- Hands-on advisors who help students navigate course and career planning
- Classes offered in multiple formats: online, on campus and hybrid
- Leadership and networking opportunities for students with the Law Enforcement and Criminal Justice Club

There are three possible tracks for law enforcement students:

**Track 1:** A POST certified program designed for students who wish to become eligible to be licensed as police officers in the state of Minnesota, preparing them to take the POST exam at the end of their studies.

**Track 2:** Part of the Transfer Pathways Program, designed for students who have already earned an associate's degree in law enforcement, and wish to complete their bachelor's degree and become license eligible.

**Track 3:** Designed for Minnesota licensed police officers who wish to complete their bachelor's degree through online or on-campus course offerings.

### Enrolling in this program

#### Program eligibility requirements

To be eligible for acceptance to the law enforcement major, students must submit a School of Law Enforcement and Criminal Justice Undergraduate Program Declaration Form when the following is completed:

- 30 credits

- GELS/MNTC writing requirements
- Cumulative Metropolitan State GPA of 2.25
- SLC Pre-major Advising Workshop (PAW)
- All law enforcement pre-majors should work closely with an advisor from the School of Law Enforcement and Criminal Justice (SLC)

### Program requirements

- All Metropolitan State students must complete at least 30 credits in residency at Metropolitan State.
- All law enforcement students must complete 24 major credits at Metropolitan State, which can be applied toward the 30 credit university residency requirement.
- Students must complete at least 40 upper division credits and 120 credits total in order to graduate.
- All major courses must be completed with a grade of C- or higher.

### Major Electives

Major electives are selected in consultation with the student's faculty advisor. In general, electives may include law enforcement or criminal justice courses, courses in other disciplines focusing on professional development, course requirements for a minor or certificate, and/or evaluation of prior learning.

### Student licensure

Licensure Exam Pass Rates Source: Minnesota State Board of Trustees Accountability Dashboard 2015 - 54 taking exam, pass rate of 93%; 2014 - 73 taking exam, pass rate of 93%; 2013 - 65 taking exam, pass rate of 88%

## Course requirements

### Requirements (50 credits)

#### *Required (31 credits)*

- CJS 201 Foundations in Criminal Justice (3 credits)
- CJS 301 Research Methods in Criminal Justice (4 credits)
- CJS 320 Criminology and Public Policy (4 credits)
- CJS 360 Diversity in Criminal Justice (4 credits)
- CJS 375 Ethics and Professionalism in Criminal Justice (4 credits)
- LAWE 431 Police Culture (4 credits)
- LAWE 445 Law Enforcement Leadership: Contemporary Issues (4 credits)
- CJS 490 Criminal Justice Capstone Research (4 credits)

#### *Electives (19-22 credits minimum)*

Elective credits will vary by student. Students should work with their academic advisors to determine electives.

## Law Enforcement Licensing Certificate UCERT

The Minnesota Peace Officer Licensing Certificate Program is geared toward working adults with a variety of academic, work and life experiences with a desire to pursue a law enforcement career in Minnesota at the local, county or state level. It meets all the learning objectives required by the Minnesota Board of Peace Officer Standards and Training (POST Board) through a blend of academic, practical and skills based training.

The program can be completed in one academic year provided the designated pathway and timeline are followed.

## Enrolling in this program

### Program eligibility requirements

**Note:** Students must submit an application to the School of Law Enforcement and Criminal Justice before applying for admission to the university. A bachelor's degree (or higher) in any discipline from a regionally accredited college/university must be completed in order to be eligible for this certificate program.

### Program requirements

Students interested in becoming a licensed peace officer in Minnesota should be aware of the following minimum selection standards established by the POST Board. An applicant must:

- be a citizen of the United States
- possess a valid Minnesota driver's license
- complete a comprehensive written application
- never have been convicted of a felony, assault, theft or other convictions as identified by the [POST Board Minimum Selection Standards for Licensure](#)
- submit to a thorough background investigation
- be fingerprinted for a background check
- undergo an evaluation by a licensed psychologist
- pass job-related physical strength and agility exams
- successfully complete an oral exam demonstrating communication skills
- not be required to register as a predatory offender
- be license-eligible by completing an associate or bachelor's degree and passing the POST licensing exam

Detailed, current information regarding the POST minimum selection standards is available on the POST Board website and through the SLC Advising Center.



**Note:** Emergency Medical Responder is required for the POST exam and must be approved by the Minnesota Emergency Medical Services Regulatory Board (EMSRB).

#### Course requirements

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

CJS 101 must be completed at a regionally accredited university. LAWE 280 must be completed at a Minnesota POST-certified college or university.

- CJS 101 Introduction to Criminal Justice (3 credits)
- LAWE 280 Juvenile Justice (3 credits)

#### Requirements (31 credits)

##### *Theory and lab (19 credits)*

- LAWE 210 Procedural Studies in Law Enforcement (2 credits)
- LAWE 210L Procedural Studies in Law Enforcement Lab (1 credits)
- LAWE 220 Legal Studies in Law Enforcement (4 credits)
- LAWE 301 Policing in the 21st Century (3 credits)
- LAWE 301L Policing in the 21st Century Lab (1 credits)
- LAWE 321 Law and Human Behavior (3 credits)
- LAWE 321L Law and Human Behavior Lab Component (1 credits)
- CJS 375 Ethics and Professionalism in Criminal Justice (4 credits)

##### *Skills practicum (6 credits)*

LAWE 050 Emergency Vehicle Operations Course (EVOC) is an additional Skills Practicum course.

- LAWE 050 Emergency Vehicle Operations ()
- LAWE 224 Crimes in Progress (1 credits)
- LAWE 227 Traffic and Investigations (1 credits)

- LAWE 228 Defensive Tactics (2 credits)
- LAWE 229 Firearms (2 credits)

#### Mental Health Psychology Minor

The mental health psychology minor is designed for students who are interested in psychological theory and applications to mental health issues. Such students might be interested in working with chronically mentally ill, wellness efforts, chemical dependency (with dual diagnosis), social work positions or in areas of social services or institutions in which a working knowledge of mental health is essential. The minor fits well with other majors including social work, nursing and human services.

To complete the mental health psychology minor, students are required to take a minimum of 20 credits. At least 12 of these credits must be taken at Metropolitan State, and at least 12 credits must be upper division.

#### Course requirements

##### Requirements (20 credits)

##### *Required*

- PSYC 100 General Psychology (4 credits)
- PSYC 300 Abnormal Psychology (4 credits)

##### *Approved electives*

- PSYC 212 Introduction to Diversity and Ethics in Psychology (3 credits)
- PSYC 305 Behavior Disorders in Children (4 credits)
- PSYC 313 Family Systems (4 credits)
- PSYC 327 Psychological Testing (4 credits)
- PSYC 330 Psychology of Learning: Contemporary Theories and Applications (4 credits)
- PSYC 343 Drugs and Behavior: An Introduction to Behavioral Pharmacology (4 credits)
- PSYC 345 Biopsychology (5 credits)

- PSYC 346 Health Psychology (4 credits)
- PSYC 347 Positive Psychology (4 credits)
- PSYC 360 Friday Forum Topics (0-2 credits)
- PSYC 390 Developmental Disabilities: Issues, Assessment and Intervention (4 credits)
- PSYC 400 Advanced Abnormal Psychology (4 credits)
- PSYC 402 Preventive Psychology (4 credits)
- PSYC 406 Introduction to Clinical Psychology (4 credits)
- PSYC 508 Mental Health and the Law (4 credits)

### **Psychology BA**

Psychology is the scientific study of human behavior. Students completing the BA in Psychology are prepared for careers in many diverse areas including management, social services, research, non-profit organizations, mental health, rehabilitation, public service, prevention, community service, consulting, recreation/activities, sales, and many other areas. Students are also prepared to pursue masters and doctoral study in professional areas such as counseling, clinical social work, research psychology, higher education, psychotherapy and psychological services.

### **Program requirements**

All students are expected to have at least 40 credits in psychology during the course of their BA studies. This includes transfer credits as well as academic work completed at Metropolitan State. At least 24 credits in the major must be taken at Metropolitan State; and at least 30 credits must be upper division (taken at 300-level or above).

In addition to psychology major requirements, students must complete the university's general education and liberal studies requirements.

### **Psychology electives**

Additional learning in psychology should be selected to form a coherent pattern appropriate to the student's goals and interests. Learning opportunities may include approved psychology-related courses, internships, faculty- or student-designed independent studies, prior learning assessments or theory seminars.

### **Application of knowledge**

All students are expected to demonstrate the ability to apply knowledge in their chosen area of psychology through an internship and its accompanying seminar, or through past work or community involvement.

Internships are expected for students entering psychology as a new field of study, and for students exploring a new area of psychology. Examples of possible internship settings include research laboratories, child care agencies, group homes, mental health agencies, and community centers working with children, teens and families, or the elderly. This requirement can also be met through departmental teaching assistantships or through research assistantships associated with the psychology laboratory. Students with experience in psychology-related areas may elect to apply for credit through the assessment of prior learning or theory seminars, or incorporate this learning into a student-designed independent study.

### **Graduation with distinction**

The Psychology Department uses the honor "Graduation with Distinction" to recognize students who have completed an academically challenging program while displaying academic excellence. This program is intended for highly motivated students who expect to pursue advanced study in Psychology. It enriches the academic experience for undergraduates in the Psychology major by offering opportunities for in-depth study and independent research. Students are encouraged to be involved in local

and national professional conferences and advanced seminars and scientific presentations.

### *Graduation with Distinction application and requirements*

Students who meet the following criteria and wish to pursue the Graduation with Distinction in Psychology must submit an application. Criteria: GPA of 3.25 or higher based on at least 30+ graded credits and successful completion of PSYC 100 (or equivalent).

To apply for Graduation with Distinction (contact Psychology Department for more details):

- Student must be a declared Psychology Major
- Student must meet criteria above
- Produce a cover letter and writing sample on an assigned essay topic
- Copy of unofficial transcripts
- Send the application to the Psychology Department (Attn: Graduation with Distinction)

Graduation with Distinction required coursework includes:

- Psychology BA requirements, which must include:
  1. PSYC 307 Data Analysis (4 credits) as one elective
  2. Application of Knowledge requirement met through completion of an Independent Research Thesis

Upon completing the curriculum above and graduating with at least a 3.5 GPA in psychology courses taken at Metropolitan State University, students receive:

- “Graduation with Distinction” notation on their transcripts
- Psi Chi membership fees covered through scholarship fund

- Individualized mentorship

### **Course requirements**

#### Prerequisites

#### *Psychology prerequisites or Co-requisites*

In addition to psychology major requirements, students must complete the university's general education and liberal studies requirements.

- PSYC 100 General Psychology (4 credits)
- PSYC 200 Fundamentals of Psychological Science (2 credits)
- PSYC 212 Introduction to Diversity and Ethics in Psychology (3 credits)

### **Requirements (120 credits)**

#### *Required*

- PSYC 312 Research Methods (5 credits)
- PSYC 405 History and Systems of Psychology (4 credits)
- In addition to the courses listed, an Application of Knowledge Learning Experience is required.
- Core content areas

Choose one course from at least three of the four areas.

#### *Area one*

- PSYC 336 Social Psychology (4 credits)
- PSYC 363 Community Psychology (4 credits)

#### *Area two*

- PSYC 309 Cognitive Psychology (4 credits)
- PSYC 317 Human Factors (4 credits)
- PSYC 330 Psychology of Learning: Contemporary Theories and Applications (4 credits)
- PSYC 345 Biopsychology (5 credits)
- PSYC 391 Sensation and Perception (4 credits)

### *Area three*

- PSYC 300 Abnormal Psychology (4 credits)
- PSYC 332 Psychology of Personality (4 credits)

### *Area four*

- PSYC 301 Adolescent Psychology (4 credits)
- PSYC 302 Adult Development and Lifelong Learning (4 credits)
- PSYC 308 Child Psychology (4 credits)
- PSYC 311 Life Span Developmental Psychology (4 credits)

### *Electives (minimum 10 credits)*

Additional learning in psychology should be selected to form a coherent pattern appropriate to the student's goals and interests. Learning opportunities may include approved psychology-related courses, internships, faculty- or student-designed independent studies, prior learning assessments or theory seminars.

### **Psychology Minor**

The psychology minor is designed for students who want to document a significant learning in the science of psychology without completing the full major program.

To complete a psychology minor, students are required to take a minimum of 20 credits of psychology. At least 12 of these 20 credits must be taken at Metropolitan State, and at least 12 credits must be upper division.

### **Course requirements**

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

#### *Required*

PSYC 100 is required, plus choose one of the four courses listed below.

- PSYC 100 General Psychology (4 credits)

Choose one

- STAT 201 Statistics I (4 credits)
- PSYC 307 Data/Statistical Analysis for the Behavioral Sciences (4 credits)
- PSYC 312 Research Methods (5 credits)
- PSYC 317 Human Factors (4 credits)

### *Guided electives*

Choose one course from at least two different areas.

### *Area one*

- PSYC 336 Social Psychology (4 credits)
- PSYC 363 Community Psychology (4 credits)

### *Area two*

- PSYC 309 Cognitive Psychology (4 credits)
- PSYC 317 Human Factors (4 credits)
- PSYC 330 Psychology of Learning: Contemporary Theories and Applications (4 credits)
- PSYC 345 Biopsychology (5 credits)
- PSYC 391 Sensation and Perception (4 credits)

### *Area three*

- PSYC 300 Abnormal Psychology (4 credits)
- PSYC 332 Psychology of Personality (4 credits)

### *Area four*

- PSYC 301 Adolescent Psychology (4 credits)
- PSYC 302 Adult Development and Lifelong Learning (4 credits)
- PSYC 308 Child Psychology (4 credits)

- PSYC 311 Life Span Developmental Psychology (4 credits)

#### *Additional electives*

Any course in Psychology (any course outside PSYC should NOT be included).

#### **Psychology Minor for Law Enforcement**

The Psychology minor for Law Enforcement is designed for Law Enforcement students who want to document a significant learning in the science of Psychology without completing the full major program.

To complete the psychology minor for Law Enforcement, students are required to take a minimum of 20 credits of psychology. At least 12 of these 20 credits must be taken at Metropolitan State and at least 12 credits must be upper division.

#### **Course requirements**

Requirements (20 credits)

##### *Required*

- PSYC 100 General Psychology (4 credits)

##### *Guided electives*

Choose at least one

- STAT 201 Statistics I (4 credits)
- PSYC 307 Data/Statistical Analysis for the Behavioral Sciences (4 credits)
- PSYC 333 Psychology of Victims (4 credits)

##### *Core area electives*

Choose one course from at least two different areas

##### *Area one*

- PSYC 336 Social Psychology (4 credits)

- PSYC 363 Community Psychology (4 credits)

##### *Area two*

- PSYC 309 Cognitive Psychology (4 credits)
- PSYC 317 Human Factors (4 credits)
- PSYC 330 Psychology of Learning: Contemporary Theories and Applications (4 credits)
- PSYC 345 Biopsychology (5 credits)
- PSYC 391 Sensation and Perception (4 credits)

##### *Area three*

- PSYC 300 Abnormal Psychology (4 credits)
- PSYC 332 Psychology of Personality (4 credits)

##### *Area four*

- PSYC 301 Adolescent Psychology (4 credits)
- PSYC 302 Adult Development and Lifelong Learning (4 credits)
- PSYC 308 Child Psychology (4 credits)
- PSYC 311 Life Span Developmental Psychology (4 credits)

##### *Additional electives*

Any course in Psychology (any course outside PSYC should NOT be included).

#### **Social Work BSW**

The mission of the Social Work program is to integrate the values, knowledge and skills inherent to social work into an academic program that will enable multi-culturally competent bachelor's level students to engage in generalist social work practices that will meet the needs of the increasingly diverse Twin Cities communities.

This program will prepare students for generalist social work practice with client systems of various sizes and types with special emphasis on Native Americans and communities of color. This program will build on a Liberal Arts base and will provide a curriculum foundation that contains the profession's values, knowledge and skills.

### Program accreditation

The Social Work program has been accredited since 1997 under the Council of Social Work Education (CSWE). Currently the program is going through reaffirmation under the new CSWE 2015 Educational Policy Accreditation Standards (EPAS).

### Enrolling in this program

#### Program eligibility requirements

In order to pursue the Bachelor of Social Work, the student must first be admitted to Metropolitan State.

In addition, the student needs to submit an application form to the Social Work program:

- [Social Work Application \(PDF\)](#)

Applicants must demonstrate a commitment to, and have work or volunteer experience serving communities of color and/or Native American communities. Applicants must complete all of the prerequisite coursework and have at least 60 semester credits of general education.

The following are the Social Work program prerequisites with a minimum of three credits in each of the following:

- Introduction to Social Work
- U.S.A. Government
- Human Biology or Biology of Women
- Developmental Psychology
- Psychology

- Introduction to Sociology of Introduction to Human Services from a community college
- Statistics
- Racial/Ethnic Awareness (content is about people of color and/or Native Americans in the U.S.)
- Field Experience (3 or 4 credits course 120 to 160 hours)

### Program requirements

The Social Work degree requires a minimum of 120 credits with the completion of all 48 Social Work required credits.

- Core Courses: 32 credits in core curriculum required courses;
- Field Courses: 16-19 credits of field practicum, including:
  - five credits in a community learning center serving people of color or Native Americans;
  - five credits in a mainstream social work setting and
  - six to nine credits in a field practice seminar;

In addition, students must have eight upper division credits (300 level and up from Metropolitan State) from liberal studies or a different discipline than Social Work.

### Student licensure

The Social Work program at Metropolitan State University is accredited by the Council on Social Work Education (CSWE) therefore the students can apply for License in Social Work (LSW), the baccalaureate level licensing. Students will be able to take exam the last semester before graduation. For more information about licensing procedure please check with the Board of Social Work- Minnesota.

### Course requirements

#### Requirements (120 credits)

##### *Practice (12 credits)*

- SOWK 321 Social Work Practice I (4 credits)
- SOWK 333 Human Behavior in the Social Environment (4 credits)
- SOWK 522 Social Work Practice II (4 credits)

##### *Racial and ethnic analysis (8 credits)*

- SOWK 341 Comparative Racial/Ethnic Analysis I (4 credits)
- SOWK 542 Comparative Racial/Ethnic Analysis II (4 credits)

##### *Social policy (4 credits)*

- SOWK 360 Social Welfare History and Policy (4 credits)

##### *Research (8 credits)*

- SOWK 351 Social Research (2-4 credits)
- SOWK 552 Community Research and Advocacy (2-4 credits)

##### *Field experiences (10 credits)*

- SOWK 391 Community Learning Center Practicum (2-5 credits)
- SOWK 591 Social Work Senior Practicum (2-5 credits)
- SOWK 592 Multicultural Child Welfare Senior Practicum (1-5 credits)

##### *Field seminar (6-9 credits)*

- SOWK 381 Community Learning Center Seminar (1-3 credits)
- SOWK 582 Social Work Capstone Seminar (1-3 credits)
- SOWK 584 Multicultural Child Welfare Field Seminar (1-3 credits)

### Violence Prevention and Intervention Minor

The Human Services Violence Prevention and Intervention (VPI) minor is a multidisciplinary 20-credit curriculum focusing on violence prevention and intervention.

Because the prevention of violence requires efforts across many disciplines, the VPI minor draws on a number of fields to prepare students to work in a broad range of human services. The VPI concentration can increase students' competence in a variety of areas including general human services, public health, corrections and criminal justice, public policy, education, sociology, psychology, and gender studies. These disciplines work together to promote effective prevention of and intervention in violence at the individual, family, and community levels.

Students who are VPI minors study not only the theories and dynamics of interpersonal violence, but various approaches to responding to and preventing violence as well.

#### Enrolling in this program

##### Program eligibility requirements

At least one course in sociology or psychology

#### Course requirements

##### Requirements (20 credits)

##### *Required courses (4 credits)*

- HSVP 301 Violence: Individual, Community and Global Responses (4 credits)

##### *Elective courses (16 credits)*

Choose four

- HSVP 309 Violence and Disability (4 credits)
- HSVP 307 Gender Violence in Global Perspective (4 credits)



- HSCO 321 Juvenile Offending Prevention and Intervention (4 credits)
- HSVP 300 Violence: Origins and Explanations (4 credits)

- HSVP 302 Advocacy in Violence Prevention (4 credits)
- HSVP 308 Family Violence Across the Lifespan (4 credits)

## **College of Individualized Studies**

### **Civic Engagement Minor**

If you are interested in changing your community for the better, you may want to consider a minor in civic engagement. Through the minor you will be able to develop a combination of knowledge, skills, and values that will allow you to promote socially responsible daily behavior; community and economic development; community service; and grass-roots activity and advocacy that will benefit you and those around you.

The minor requires 20 credits of course work.

#### **Enrolling in this program**

##### **Program eligibility requirements**

To be admitted to the Civic Engagement minor, students must meet with the minor advisor and complete a minor declaration form. The advisor orients students to the minor and provides consultation throughout the program.

#### **Program requirements**

To be admitted to the Civic Engagement minor, students must meet with the minor advisor and complete a minor declaration form. The advisor orients students to the minor and provides consultation throughout the program.

#### **Course requirements**

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

##### **Foundation (4 credits)**

- IDST 310 Principles of Civic Engagement (4 credits)

#### ***Civic Skills and/or issues (8 credits)***

These courses, offered in many discipline areas, address skills and issues related to civic engagement. Consult with your advisor for course options.

#### ***Theory (4 credits)***

These courses introduce students to the theories that underlie productive civic engagement. Consult with your advisor for course options.

#### ***Capstone (4 credits)***

The capstone will be a final reflective seminar which integrates academic theories and concepts with issues and skills within the field of civic engagement. Pre-requisites for the Capstone: Students must have completed the Principles of Civic Engagement course, in addition to eight credits in the Civic Engagement minor.

### **Individualized Studies BA**

Have you...

- Found that traditional college majors don't match your interest or that your interests are too varied to fit into one major?
- Been in and out of college but still don't have a degree?
- Been thinking about coming back to college but are afraid to take the first step?
- Decided you are ready to finish what you started long ago?



If your answers are yes, the Individualized Studies program offered by the College of Individualized Studies is for you.

Our Individualized Degree program offers you a chance to:

- Design a degree that reflects your educational, personal, and career interest.
- Take advantage of interdisciplinary learning and to the courses you want.
- Transfer credits from other post-secondary institutions and apply them towards a B.A. degree.
- Use creative learning strategies, including prior learning and our innovative Degree at a Distance program to complete your degree.
- Finish that education you started, but never quite finished.

Our Individualized Degree program helps you become the life-long learner you need to be in our ever changing world. The faculty and staff of the College of Individualized Studies look forward to working with you

The Individualized Studies Bachelor of Arts degree reflects the original mission of Metropolitan State University ***to give students primary authority over and responsibility for their educations.*** With guidance from faculty in the entry course PRSP 301 Perspectives: Educational Philosophy & Planning, students design their own course of study towards the completion of the Bachelor of Arts. Students design their own "focus," which is often interdisciplinary, and typically involves subject areas from across the entire knowledge tradition.

In addition to traditional classroom learning, students also use a variety of learning strategies such as student-directed learning (credit for prior learning or independent study) theory seminars, and internships.

Examples of programs students have designed include:

- combining subjects from two different colleges such as political science and business administration, or
- focusing on broad general themes through the perspective of a variety of subject areas, such as the environmental movement, international development and Third World tourism, or community development.

Students are assigned academic advisors who assist them in their progress toward completion of the degree.

For more information, contact [individualized.studies@metrostate.edu](mailto:individualized.studies@metrostate.edu) or 651-793-1783.

### Enrolling in this program

#### Program eligibility requirements

To be eligible for acceptance to the Individualized Studies program, students must submit a College of Individualized Studies Undergraduate Program Declaration Form.

This form is normally submitted while taking PRSP 301, Perspectives: Educational Philosophy and Planning, but can be done prior to taking the course.

Students are classified as Pre-Individualized Studies majors until they complete PRSP 301 and develop an approved degree plan.

#### Program requirements

20 Credits of Program Residency. Students need to earn 20 credits while a pre-major or major in the program.

Students need 120 credits to achieve a degree. Those 120 credits must include (with overlap), 40 credits which address the ten Minnesota

Transfer Curriculum Goal Areas; 40 upper-division credits, including 8 in liberal studies; 30 credits from Metropolitan State University; 20 credits taken through the College of Individualized Studies:

1. Prsp 301 Perspectives (4 credits) completed with an approved degree plan by the end of your first semester in the College of Individualized Studies (this class also addresses the liberal studies requirement.)
2. Prsp 499 Capstone must be taken during the last semester before graduation.

Thirty-two credits for an Individualized Degree Focus which you will develop while taking Prsp 301.

### Course requirements

Requirements (120 credits)

*Required (20 credits)*

College of Individualized Studies residency requirement (20 credits), including the following two CIS Courses. An individualized focus (32 credits minimum which may include transfer credits). Students earning an Individualized Studies degree must also complete these courses.

- PRSP 301 Perspectives: Educational Philosophy and Planning (4 credits)
- PRSP 499 Capstone (4 credits)

### College of Liberal Arts

#### **Social Science BA Advocacy and Leadership Track, Social Science BA**

#### *Why Advocacy and Leadership?*

The Advocacy and Leadership Track is an ideal course of study for students interested in:

### *Interdisciplinary courses and workshops*

We also offer a variety of interdisciplinary courses and workshops for all students, especially those who want to use learning gained via experience toward college credit, or want to include interdisciplinary studies in their degree programs.

- PRSP 302T Self-Directed Learning Theory Seminar (4 credits)
- METR 100 Getting Credit for What You Know (1 credits)
- METR 101 Your Academic Journey (3 credits)
- PRSP 002 College of Individualized Studies Degree Plan Updating Workshop ()
- PRSP 310 Interdisciplinary Conversations (2 credits)
- IDST 310 Principles of Civic Engagement (4 credits)
- IDST 321 Human Rights and the Educated Citizen (4 credits)
- IDST 330 Women in Math, Science and Technology (4 credits)
- IDST 343 Perspectives on Community Development (4 credits)
- IDST 370 Cinema, Self and Other (4 credits)
- IDST 385 Turning Points: Self-Transformation (4 credits)
- IDST 401 Interdisciplinary Topics in Educational Perspectives (4 credits)

- **Social Justice:** Building a more equitable world.
- **Building Community Power:** Working in communities to bring people together to solve problems that impact their lives.
- **Developing Leadership Capacity:** Cultivating the knowledge,

skills, and attitudes necessary for effective and equitable leadership within our communities.

### What will I do in the major?

Advocacy and Leadership is a track within the [Social Science Major](#). Students in the Advocacy and Leadership Track will take courses focusing on:

- Community Organizing
- Advocacy and Lobbying
- Community Development and Leadership

Upper-division students in the Advocacy and Leadership Track complete an internship and conduct their own research to complete their degrees.

### What can I do with the degree?

The Advocacy and Leadership Track prepares undergraduates for application to the Masters in Advocacy and Political Leadership program at Metropolitan State University. The Advocacy and Leadership Track can also be the first step towards careers in:

- Non-Profit and Non-Governmental Organizations
- Advocacy Organizations
- Community Organizations
- Union Organizing and Labor Organizations

### Course requirements

Requirements (120 credits)

[Core Courses \(40 credits\)](#)

At least half of the credits required for the major must be completed at Metropolitan State University. Students must earn a grade of C- or above in all major courses. Student should select

lower division electives and upper division electives in consultation with an advisor. Transfer courses may be applicable to major requirements. The university's degree audit will specify transfer courses that are directly equivalent to major requirements. Other transfer courses must be approved by a faculty advisor in the department. Sequencing: SSCI 300, SSCI 311, SSCI 501 and SSCI 451 or SSCI 452 must be taken in four separate semesters in the order listed above. SSCI 300 and SSCI 311 may be taken concurrently with departmental approval. All social science majors must complete the following courses.

- SSCI 365 Leadership in Organizations and Public Life (3-4 credits)
- SSCI 300 Seeing Like a Social Scientist (4 credits)
- SSCI 311 Research Methods in Social Science (4 credits)
- SSCI 501 Great Ideas: Classics of Social Science (4 credits)

Choose one

- SSCI 451 Empirical Research Capstone (4 credits)
- SSCI 452 Conceptual Research Capstone (4 credits)

### [Survey courses](#)

Choose two

- POL 311 Community Organizing and Social Action (4 credits)
- SOC 311 Community Organizing and Social Action (4 credits)
- POL 312 Advocacy for Policy Change (4 credits)
- SOC 302 Interpersonal and Social Power: A View from Below (4 credits)

### *Upper division electives (to reach 40 credits)*

Students may select 300-level courses in anthropology, political science, and sociology. Students may also take:

- POL 342 Lobbying: A Citizen's Guide to the Legislative Process (4 credits)
- POL 305 Elections and Political Parties (4 credits)
- SOC 309 Homelessness: Critical Issues for Policy and Practice (4 credits)
- POL 381 Community Leadership: Principles and Approaches (4 credits)
- SOC 381 Community Leadership: Principles and Approaches (4 credits)

### **Anthropology Minor**

#### *Why a minor in Anthropology?*

The Anthropology minor is an ideal course of study for students interested in gaining a complex, analytical understanding of:

- The great diversity and equality of human cultures;
- Culture's ability to shape people's beliefs and promote social change;
- Anthropological approaches to solving social problems.

The discipline of anthropology is dedicated to promoting respect for all cultural groups and social justice within and across societies.

#### *What will I do in the minor?*

Courses in the Anthropology Minor will teach:

- The origins and development of human cultures and societies;
- Social dimensions of difference and inequality;
- The social impact of cultural diffusion and migratory flows.

Students in the Anthropology Minor will take between 19 and 20 credits of Anthropology survey and elective courses.

#### *What can I do with the minor?*

An Anthropology Minor is an excellent complement to a number of majors. These include:

- Professional programs such as psychology, law enforcement, criminal justice, human services, social work, and international business
- Liberal arts programs in history, gender studies, professional communication, ethnic studies, or philosophy State and Federal Governments
- More information on careers in anthropology can be found on the [American Anthropological Association](#) website.

### **Course requirements**

Requirements (19-20 credits)

#### *Lower division elective (3-4 Credits)*

- ANTH 101 Human Origins (3 credits)

#### *Survey (4 credits)*

Choose one

- ANTH 301 Approaches to Cultural Anthropology (4 credits)
- ANTH 302 Gender and Culture (4 credits)

#### *Electives (12 credits)*

Students must take 3 upper division courses in Anthropology. Students may also substitute SSCI 300, SSCI 311, SSCI 401, and/or SSCI 501.

- SSCI 300 Seeing Like a Social Scientist (4 credits)
- SSCI 311 Research Methods in Social Science (4 credits)

- SSCI 401 Social Science Seminar: Contending Perspectives (4 credits)
- SSCI 501 Great Ideas: Classics of Social Science (4 credits)

## **Social Science BA Anthropology Track, Social Science BA**

### **Why Anthropology?**

The Anthropology Track is an ideal course of study for students interested in gaining a complex, analytical understanding of:

- The great diversity and equality of human cultures;
- Culture's ability to shape people's beliefs and promote social change;
- Anthropological approaches to solving social problems.

The discipline of anthropology is dedicated to promoting respect for all cultural groups and social justice within and across societies.

### **What will I do in the major?**

Anthropology is a track within the [Social Science Major](#). Courses in Anthropology cover three main areas of study:

- The origins and development of human cultures and societies;
- Social dimensions of difference and inequality;
- The social impact of cultural diffusion and migratory flows.

Students in the Anthropology track learn fundamental skills in anthropological research, gain experience in applying their skills in an internship, and conduct their own research projects.

### **What can I do with the degree?**

The anthropology track offers graduates valuable training that can be applied to professional work in a number of fields, such as:

- Development and Aid Organizations
- Universities and Research Institutions
- State and Federal Governments
- Non-Profit and Non-Governmental Organizations

More information on careers in anthropology can be found on the [American Anthropological Association website](#).

### **Course requirements**

**Requirements (120 credits)**

**Core Courses (40 credits)**

At least half of the credits required for the major must be completed at Metropolitan State University. Students must earn a grade of C- or above in all major courses. Student should select lower division electives and upper division electives in consultation with an advisor. Transfer courses may be applicable to major requirements. The university's degree audit will specify transfer courses that are directly equivalent to major requirements. Other transfer courses must be approved by a faculty advisor in the department. Sequencing: SSCI 300, SSCI 311, SSCI 501 and SSCI 451 or SSCI 452 must be taken in four separate semesters in the order listed. SSCI 300 and SSCI 311 may be taken concurrently with departmental approval. All social science majors must complete the following courses.

- SSCI 365 Leadership in Organizations and Public Life (3-4 credits)
- SSCI 300 Seeing Like a Social Scientist (4 credits)
- SSCI 311 Research Methods in Social Science (4 credits)
- SSCI 501 Great Ideas: Classics of Social Science (4 credits)

Choose one

- SSCI 451 Empirical Research Capstone (4 credits)
- SSCI 452 Conceptual Research Capstone (4 credits)

#### *Lower-division electives (up to 9 credits)*

- SSCI 100 Introduction to Social Science (3 credits)
- ANTH 101 Human Origins (3 credits)

#### *Survey (4 credits)*

Choose one

- ANTH 301 Approaches to Cultural Anthropology (4 credits)
- ANTH 302 Gender and Culture (4 credits)

#### *Upper division electives*

Select 300-level courses in anthropology. Students may also take:

- SSCI 401 Social Science Seminar: Contending Perspectives (4 credits)

### **Community Organizing and Development Minor**

Why a minor in Community Organizing and Development?

The Community Organizing and Development minor is ideal course of study to students with interests in organizing, developing and sustaining community, institutional and social change. The minor provides a holistic overview of community organizing and development including:

- a focused field experience in community organizing and development;

- an exploration of approaches to community empowerment and social justice; and
- an understanding of the impact of public policy on low-income populations and people of color.

#### *What will I do in the Minor?*

All Community Organizing and Development minor courses are taught by faculty members with long track records in the classroom and in the field. All courses incorporate examination of both historical and current forces and strategies in the community organizing and development traditions. Students will see the field and explore movements including: mutual aid associations, settlement houses, the community organizing tradition founded by Saul Alinsky, the community development movement, and the poor peoples and working class movements. Students will explore these developments in the context of globalization and draw connections between practice here and approaches in regions around the world. Students in the Minor will take 20 credits of community organizing and development courses.

#### *What can I do with the minor?*

A Community Organizing and Development Minor is an excellent complement to a number of majors. These include:

- Professional programs such as psychology, law enforcement, criminal justice, human services, social work, and international business
- Liberal arts programs in history, gender studies, professional communication, ethnic studies, or philosophy

#### *Enrolling in this program*

##### *Program eligibility requirements*

To be admitted to the community organizing and development minor, students must meet with

the minor advisor and complete a minor declaration form. The advisor orients students to the minor and provides consultation throughout the program.

### Course requirements

#### Requirements (20 credits)

- ETHS 309 Race and Public Policy (4 credits)
- SOC 311 Community Organizing and Social Action (4 credits)
- IDST 343 Perspectives on Community Development (4 credits)
- SSCI 365 Leadership in Organizations and Public Life (3-4 credits)

### Creative Writing BA

The Creative Writing program at Metropolitan State University is one of the richest and most diverse in the nation. Both our B.A. and minor in Creative Writing include workshops in fiction, poetry, memoir, and creative non-fiction; in writing children's literature, writing very short creative works, writing humor, writing the graphic novel, writing for publication and profit, and advanced creative writing. As a creative writing student at Metropolitan State, you will gain experience in drafting, analyzing, and editing creative works of writing.

Our stellar faculty is award-winning, widely published literary artists whose joy in both teaching and writing is infectious. Metropolitan State's creative writing curriculum challenges students with the delights and hard work required to write imaginatively, including developing an individual writing process, setting writing goals, understanding the opportunities available in print and electronic media, and leading a life made richer by the literary arts.

The program invites you to learn from instructors who are highly accomplished practitioners and excellent teachers. Faculty in the creative writing program are accomplished

writers of national prominence. Author accolades include:

- a #1 New York Times Bestseller,
- a nomination for the Pulitzer Prize,
- a Today Show Book Club pick,
- the Geisel medal,
- a Christopher Award,
- an American Book Award,
- a PEN/Open Book Award,
- an Asian American Literary Award (Members' Choice),
- two Loft-McKnight Awards, several Minnesota State Book Awards, and
- several American Library Association Awards.

### Course requirements

#### Prerequisites (3 credits)

WRIT 359 may count as either a prerequisite or elective, but not both.

- WRIT 251 Introduction to Creative Writing (3 credits)
- WRIT 359 Boot Camp: Creative Writing for Non-Majors (4 credits)

### Requirements

#### Required

- WRIT 353 Writing Short Fiction (4 credits)
- WRIT 357 Writers as Readers (4 credits)
- WRIT 358 1000 Words or Less (4 credits)
- WRIT 371 Editing (4 credits)
- WRIT 481 Advanced Creative Writing (4-5 credits)

#### Electives (16 credits)

Four credits in professional writing, screenwriting, playwriting, literature or linguistics. These courses may be repeated once for credit: WRIT 324, WRIT 352, WRIT 353, WRIT 354, WRIT 355, WRIT 358, WRIT 481.



- INFS 315 Searching for Information (4 credits)
- INFS 338 The Craft and Commerce of Book Publishing (4 credits)
- MDST 520 Digital Storytelling (4 credits)
- WRIT 300 Creative Writers, Identity and Race in the Twin Cities (4 credits)
- WRIT 324 Topics in Writing (4 credits)
- WRIT 344 Writing for Publication and Profit (4 credits)
- WRIT 352 Writing Memoir and Creative Nonfiction (4 credits)
- WRIT 353 Writing Short Fiction (4 credits)
- WRIT 354 Writing Poetry (4 credits)
- WRIT 355 Writing Children's Literature (4 credits)
- WRIT 356 Writing Humor (4 credits)
- WRIT 358 1000 Words or Less (4 credits)
- WRIT 359 Boot Camp: Creative Writing for Non-Majors (4 credits)
- WRIT 377 Writing Proposals and Grants (4 credits)
- WRIT 481 Advanced Creative Writing (4-5 credits)
- WRIT 531 Advanced Writing (4 credits)
- WRIT 532 Writing about Place (4 credits)
- WRIT 583 Writing Major Projects (4 credits)
- WRIT 598 Advanced Topics in Creative Writing (4 credits)

### **Creative Writing Minor**

The Creative Writing minor offers students experience in drafting, analyzing, and editing creative works of writing. Students in the minor may take classes in fiction, poetry, memoir and creative non-fiction, writing children's literature, writing very short creative works, writing humor, writing for publication and profit, and advanced creative writing.

The Creative Writing minor provides a familiarity with the joys and challenges of the art of writing imaginatively, including developing an individual writing process, setting writing goals, understanding the opportunities available in

print and electronic media, and leading a life made richer by the literary arts.

Students must complete a total of 19 credits.

The Creative Writing program at Metropolitan State University is one of the richest and most diverse in the nation. Both our B.A. and minor in Creative Writing include workshops in fiction, poetry, memoir, and creative non-fiction; in writing children's literature, writing very short creative works, writing humor, writing the graphic novel, writing for publication and profit, and advanced creative writing.

As a creative writing student at Metropolitan State, you will gain experience in drafting, analyzing, and editing creative works of writing. Our stellar faculty is award-winning, widely published literary artists whose joy in both teaching and writing is infectious. Metropolitan State's creative writing curriculum challenges students with the delights and hard work required to write imaginatively, including developing an individual writing process, setting writing goals, understanding the opportunities available in print and electronic media, and leading a life made richer by the literary arts.

The program invites you to learn from instructors who are highly accomplished practitioners and excellent teachers. Faculty in the creative writing program are accomplished writers of national prominence. Author accolades include

- a #1 New York Times Bestseller,
- a nomination for the Pulitzer Prize,
- a Today Show Book Club pick,
- the Geisel medal,
- a Christopher Award,
- an American Book Award,
- a PEN/Open Book Award,
- an Asian American Literary Award (Members' Choice),
- two Loft-McKnight Awards,
- several Minnesota State Book Awards, and



- several American Library Association Awards.

### Course requirements

#### Prerequisites

WRIT 359 may count as either a prerequisite or elective, but not both.

- WRIT 251 Introduction to Creative Writing (3 credits)
- WRIT 359 Boot Camp: Creative Writing for Non-Majors (4 credits)

#### Requirements (19 credits)

##### Required (3 credits)

- WRIT 251 Introduction to Creative Writing (3 credits)

##### Electives (16 credits)

- MDST 520 Digital Storytelling (4 credits)
- MDST 520G Digital Storytelling (4 credits)
- WRIT 300 Creative Writers, Identity and Race in the Twin Cities (4 credits)
- WRIT 324 Topics in Writing (4 credits)
- WRIT 344 Writing for Publication and Profit (4 credits)
- WRIT 352 Writing Memoir and Creative Nonfiction (4 credits)
- WRIT 353 Writing Short Fiction (4 credits)
- WRIT 354 Writing Poetry (4 credits)
- WRIT 355 Writing Children's Literature (4 credits)
- WRIT 356 Writing Humor (4 credits)
- WRIT 357 Writers as Readers (4 credits)
- WRIT 358 1000 Words or Less (4 credits)
- WRIT 359 Boot Camp: Creative Writing for Non-Majors (4 credits)
- WRIT 481 Advanced Creative Writing (4-5 credits)
- WRIT 598 Advanced Topics in Creative Writing (4 credits)

### Restricted electives

Only one elective course can be chosen from these to count towards minor

- SCRW 313 Beginning Screenwriting (4 credits)
- SCRW 314 New Screenplay Forms (4 credits)
- SCRW 415 Advanced Screenwriting (4 credits)
- THEA 400 Playwriting I (4 credits)
- THEA 587 Playwriting II (2-4 credits)

### Design of User Experience Minor

The Design of User Experience minor is a 20-credit program that provides students with knowledge and skills in designing and improving user experience of information products. Through this minor, students acquire analytical thinking and hands-on skills to work in a wide range of industries, particularly in information technology services and digital innovation.

This minor can be an excellent complement to a degree in communication, business, computer science and psychology.

### Enrolling in this program

#### Program eligibility requirements

After you are admitted to the university as an undergraduate student, you also need to be accepted to a specific major/program.

#### Program requirements

Up to eight (8) credits may be transferred.

Transfer courses may be applicable to minor requirements. The university's degree audit system (DARS) will specify transfer courses that are directly equivalent to minor requirements; other transfer courses must be approved by the coordinator of the Design of User Experience minor.

### Course requirements

#### Requirements (20 credits)

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

- WRIT 574 Usability and User Experience (4 credits)
- WRIT 577 Design of User Experience (4 credits)
- ICS 225 Web Design and Implementation (4 credits)
- ICS 321 Multimedia Design and Programming (4 credits)
- WRIT 372 Document and Information Design I (4 credits)
- PSYC 309 Cognitive Psychology (4 credits)
- WRIT 373 Writing and Designing for the Web I (4 credits)
- WRIT 573 Writing and Designing for the Web II (4 credits)
- MDST 580 Issues in Communication Technology (4 credits)
- MDST 583 Online Education and Training (4 credits)

### Digital Media Minor

The Digital Media minor combines theory and practice in the ever-expanding world of digital communication.

Classes in the minor provide background in writing, communication and visual theory, while focusing on the production of digital media.

Students choose from a menu of classes in multimedia, social media and web and information design. They complete a prerequisite course on how to identify, locate and use tools for producing digital communication.

### Course requirements

#### Requirements (20-22 credits)

- WRIT 280 Digital Tools for Writing and Communication (2 credits)

### Electives (19-20 credits)

#### *Multimedia*

- ARTS 115 Introduction to Photography (4 credits)
- ARTS 203 Introduction to Digital Arts (4 credits)
- ARTS 316 Intermediate Photography (4 credits)
- MDST 487 Writing and Producing for Radio/Audio (4 credits)
- MDST 520 Digital Storytelling (4 credits)
- SCRW 313 Beginning Screenwriting (4 credits)
- SCRW 315 Film Production and Editing I (4 credits)
- SCRW 383 Writing For Video Games (4 credits)
- SCRW 410 Film Production and Editing II (4 credits)

#### *Social Media*

- MDST 210 Introduction to Social Media and Online Community (4 credits)
- MDST 485 Communicating with New Media (4 credits)

#### *Web and Information Design*

- WRIT 302 Content Strategy (2 credits)
- WRIT 341 Writing the News in a Digital World (4 credits)
- WRIT 372 Document and Information Design I (4 credits)
- WRIT 373 Writing and Designing for the Web I (4 credits)
- MDST 583 Online Education and Training (4 credits)

#### *Internship*

- WRIT 350I Writing Individual Internship (1-9 credits)
- MDST 350I Media Studies Individual Internship (1-9 credits)

## English BA

The English major guides students through the reading, analysis, and interpretation of powerful and beautiful works of literature. Students engage in close reading of literary texts, write significant interpretations about a text's implications, and create oral presentations establishing a thematic link between texts and works of art from the same cultural era. Best of all, students have the opportunity to share appreciation of great works with a community of fellow students and enthusiastic faculty in this popular and useful major.

The abilities to analyze content, engage in critical thinking, consider alternative audiences, and communicate gracefully in a variety of oral and written forms help prepare our majors for careers in advertising, writing, editing, publishing, law, education, content management, public relations, media communications, grant writing, and project management.

### Course requirements

#### Prerequisites

WRIT 131 (or equivalent) is a prerequisite for all upper level LIT, HUM and LING courses.

- WRIT 131 Writing I (3 credits)

#### Requirements (120 credits)

##### Required

##### *American Literature (4 credits)*

Choose one

- LIT 341 American Literature: Beginnings-1870 (4 credits)
- LIT 342 American Literature: 1870-Present (4 credits)

##### *English Literature (4 credits)*

Choose one

- LIT 371 English Literature: Beginnings-1800 (4 credits)
- LIT 372 English Literature: 1800-Present (4 credits)

##### *Women Writers (4 credits)*

Choose one

- LIT 312 Women Writers (4 credits)
- LIT 315 Gender in Literature and Film (4 credits)
- LIT 362 Black Women Writers (4 credits)
- LIT 365 Asian Women Writers (4 credits)

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

Choose one

- LIT 361 African-American Literature (4 credits)
- LIT 362 Black Women Writers (4 credits)
- LIT 363 American Indian Literature (4 credits)
- LIT 364 Literature by Immigrants of Color (4 credits)
- LIT 365 Asian Women Writers (4 credits)
- LIT 368 Asian American Literature (4 credits)
- HUM 310 The First Civilizations (4 credits)
- HUM 311 The Classical World: Greece (4 credits)
- HUM 312 The Classical World: Rome (4 credits)
- HUM 313 Medieval Civilization (4 credits)
- HUM 314 The Renaissance (4 credits)
- HUM 315 The Enlightenment (4 credits)
- HUM 317 Modernism (4 credits)
- HUM 318 Postmodernism (4 credits)
- HUM 321 Myth (4 credits)
- HUM 326 Folklore (4 credits)
- HUM 327 Convivencia: Jewish, Christian, and Islamic Arts in Medieval Spain (2-4 credits)
- HUM 364 The Harlem Renaissance (4 credits)

### *Shakespeare (4 credits)*

- LIT 377 Shakespeare (4 credits)

### *Methods Course (4 credits)*

Choose one

- LIT 501 Literary Criticism: Beginnings-1950 (4 credits)
- LIT 502 Literary Criticism: 1950-Present (4 credits)
- LING 547 History of the English Language (4 credits)

### *Electives (8 credits)*

Choose two (or more) upper-level LIT, HUM, LING electives to bring credits to 36.

### *Capstone Seminar (4 credits)*

- LIT 480 Literature Capstone Seminar (4 credits)

## **English for Teaching BS**

The BS in English for Teaching major is designed to provide broad knowledge of literacy and communication. Many students will also pursue an additional program of study that leads to a Minnesota teaching license: Communication Arts and Literature (Grades 5-12).

The English for Teaching major includes study in the following disciplines:

- **Writing** - the writing process, composition theory, and the ability to write in different genres for a variety of purposes and audiences;
- **Reading** - reading theory, the nature of reading comprehension, literary interpretation, and evaluating texts;
- **Literature** - the aesthetic dimensions of literary genres and analysis of historical and cultural contexts;

- **Speech communication** - verbal and nonverbal speech processes, listening skills, public speaking and interpersonal communication; and
- **Media literacy** - print and non-print media, and the effects of various electronic media on the communication process.

## **Program accreditation**

This program is accredited by the Minnesota Professional Education and Licensing Standards Board (PELSB) to meet the content standards associated with teaching licensure in this subject area.

## **Program requirements**

### **Student licensure**

Completing the English for Teaching major is only part of the preparation for teaching this subject area effectively to middle school or high school youth. To earn a Tier 3 Communication Arts and Literature license (grades 5-12) to teach in Minnesota, among other requirements you must also meet state pedagogy standards by completing additional coursework in urban secondary education and student teaching at either the undergraduate or graduate level through the University's Urban Teacher Program in the School of Urban Education. Please note that the School of Urban Education has the responsibility for recommending students for licensure once they have met all state licensure requirements. For information about Urban Teacher Program admission requirements as well as urban secondary education coursework and student teaching required for licensure, please visit the Secondary Education Licensure page or contact the School of Urban Education at [urban.education@metrostate.edu](mailto:urban.education@metrostate.edu).

## Course requirements

### Prerequisites

Prerequisite credits do not count toward the major.

- COMM 103 Public Speaking (3 credits)

Choose one

- WRIT 121 Writing I Intensive (5 credits)
- WRIT 131 Writing I (3 credits)
- WRIT 132 Written and Visual Communication (3 credits)

Choose one

- WRIT 231 Writing II (3 credits)
- WRIT 261 Business Writing (3 credits)
- WRIT 271 Technical Writing (3 credits)

### Requirements (120 credits)

#### Foundation

- LIT 300 Literary Analysis (3 credits)
- LIT 332 Adolescent Literatures (4 credits)

Choose one

- WRIT 251 Introduction to Creative Writing (3 credits)
- WRIT 331 Writing in Your Major (4 credits)

Choose one

- LING 316 The Nature of Language (4 credits)
- LING 326 Language and Culture (4 credits)

#### Diverse Literatures

Choose one

- LIT 312 Women Writers (4 credits)

- LIT 345 Working Class Literature (4 credits)
- LIT 361 African-American Literature (4 credits)
- LIT 362 Black Women Writers (4 credits)
- LIT 363 American Indian Literature (4 credits)
- LIT 364 Literature by Immigrants of Color (4 credits)
- LIT 365 Asian Women Writers (4 credits)
- LIT 368 Asian American Literature (4 credits)

#### Classic Literatures

Choose two

- LIT 341 American Literature: Beginnings-1870 (4 credits)
- LIT 342 American Literature: 1870-Present (4 credits)
- LIT 371 English Literature: Beginnings-1800 (4 credits)
- LIT 372 English Literature: 1800-Present (4 credits)
- LIT 377 Shakespeare (4 credits)

#### Communication

Choose one (3-4 credits)

- COMM 231 Introduction to Interpersonal Communication (3 credits)
- COMM 233 Introduction to Intercultural Communication (3 credits)
- COMM 333 Intermediate Intercultural Communication (4 credits)
- COMM 351 Communication in Work Groups (4 credits)

#### Electives (8 credits)

Choose any two, four-credit upper-division courses in Literature, Humanities, Linguistics, or Writing

## English Minor

The English minor helps students grow intellectually while polishing analytical, interpretative, and reasoning skills.

Students from many fields learn how works of literature address urgent social, political, and personal issues of our time.

### Course requirements

Requirements (20 credits)

#### *American or English Survey (4 credits)*

Choose one

- LIT 341 American Literature: Beginnings-1870 (4 credits)
- LIT 342 American Literature: 1870-Present (4 credits)
- LIT 371 English Literature: Beginnings-1800 (4 credits)
- LIT 372 English Literature: 1800-Present (4 credits)

#### *Language (4 credits)*

Choose one

- LING 316 The Nature of Language (4 credits)
- LING 547 History of the English Language (4 credits)

#### *Women Writers (4 credits)*

Choose one

- LIT 312 Women Writers (4 credits)
- LIT 315 Gender in Literature and Film (4 credits)
- LIT 362 Black Women Writers (4 credits)
- LIT 365 Asian Women Writers (4 credits)

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

Choose one. LIT 362 and LIT 365 may apply to one requirement area only.

- LIT 361 African-American Literature (4 credits)
- LIT 362 Black Women Writers (4 credits)
- LIT 363 American Indian Literature (4 credits)
- LIT 364 Literature by Immigrants of Color (4 credits)
- LIT 365 Asian Women Writers (4 credits)
- LIT 368 Asian American Literature (4 credits)
- HUM 310 The First Civilizations (4 credits)
- HUM 311 The Classical World: Greece (4 credits)
- HUM 312 The Classical World: Rome (4 credits)
- HUM 313 Medieval Civilization (4 credits)
- HUM 314 The Renaissance (4 credits)
- HUM 315 The Enlightenment (4 credits)
- HUM 316 Romanticism (4 credits)
- HUM 317 Modernism (4 credits)
- HUM 318 Postmodernism (4 credits)
- HUM 321 Myth (4 credits)
- HUM 326 Folklore (4 credits)
- HUM 327 Convivencia: Jewish, Christian, and Islamic Arts in Medieval Spain (2-4 credits)
- HUM 364 The Harlem Renaissance (4 credits)

#### *Elective (4 credits)*

Any upper-level LIT or HUM course can be taken as an elective, but a course can be applied to only one area of the minor requirements (no double-counting within the minor).

## Environmental Communication Minor

Environmental communication is a growing career field. The environmental communication minor provides an understanding of

environmental communication trends, policies, and practices to equip students in a variety of majors with the necessary knowledge and skills to become effective managers and leaders in business, and in public and nonprofit organizations.

Environmental issues are complex, and every sector of society has a stake in clearly and effectively relating their messages or concerns to the public. The courses include both theory and practice and focus on the achievement of effective environmental communication skills to assist with the ever-changing problems and issues in environmental studies.

Graduates with an environmental communication minor will be able to analyze the various environmental issues, the values and assumptions behind those issues, and the communication tools available for persuasion and public policy decisions.

### Course requirements

#### Requirements (20 credits)

##### *Environmental Communication (20 credits)*

- WRIT 375 Environmental Communication (4 credits)
- HIST 363 World Environmental History (4 credits)
- ETHS 304 Environmental Justice and Public Policy (4 credits)
- NSCI 204 Environmental Science (4 credits)
- LIT 349 American Nature Writers (4 credits)

### **Ethnic Studies BA**

This degree program spotlights diverse ethnic communities in the United States within a globalized, transnational context. Our program centers on the experiences, voices, collective memories and in-group diversity of ethnic and racialized communities of color, as well as their coalitions and allies.

Students learn analytical and critical thinking skills through comparing and contrasting the experiences of African American, Asian American, Latina/o, and American Indian groups and individual members, as well as concentrating on experiences of individuals and groups in one particular ethnic group. Situated at the heart of our program are matters of race, racism, racialization and power; the viscous nature of ethnic identity development and performance; and interactions among groups.

Resident faculty hold expertise in many aspects of ethnic studies including history, religion, visual and media culture, gender, and interdisciplinary studies. Community faculty bring their applied work experience into the classroom. In addition, the department participates in a number of community/university partnership activities which provide students with unique learning opportunities.

A degree in Ethnic Studies enables individuals to gain

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

The Ethnic Studies Department resident and community faculty are committed to a culturally plural and equitable society. The faculty infuse a blend of life experience with scholarship,



offering students a unique academic experience. Our coursework converges at the intersections of race, religion, gender, class, and sexuality in the shaping of perspectives and life chances.

Students learn the following:

- how to navigate among the multiple covert and overt past, present, and future discourses of race and ethnicity;
- how to practically apply knowledge and be cultural critics and critical consumers of popular culture; and
- how to be life-long learners, cultural bridges and influential in promoting a more equitable society.

The ethnic studies major has two tracks:

- Cross-cultural Comparative Track
- Individualized Track

Students can choose the major track which most fits their programmatic interest. All tracks require students to complete the core courses listed below. The Individualized Track must be designed in consultation with the student's advisor. The design of the major and minor also enables students to include credits earned at other institutions and classes offered by other departments at Metropolitan State.

### Course requirements

Requirements (120 credits)

#### Core (16 credits)

- ETHS 100 Introduction to Ethnic Studies (4 credits)
- ETHS 200 Theories of Race, Ethnicity and Culture (4 credits)
- ETHS 400 Applied Research for Social Change (4 credits)
- ETHS 499 Ethnic Studies Capstone (4 credits)

#### Individualized track (20 credits)

Requirements are 20 credits of Upper Division Coursework: Limit of 8 credits maximum from approved courses outside the department

#### Courses within department

- ETHS 302 Immigrant Communities and the Trajectories of Othering (4 credits)
- ETHS 303 The Politics of Racial Resistance and Protest in the United States (4 credits)
- ETHS 304 Environmental Justice and Public Policy (4 credits)
- ETHS 305 Major Issues in U.S. Race Relations (4 credits)
- ETHS 306 Politics of Mixed Racial Identity (4 credits)
- ETHS 309 Race and Public Policy (4 credits)
- ETHS 311 Understanding Racial and Ethnic Groups in the United States (4 credits)
- ETHS 315 Color of Incarceration (4 credits)
- ETHS 316 Race and Religion (4 credits)
- RELS 333 Race and Religion (4 credits)
- ETHS 318 Trauma and Traumascape: Identity, Legacy, and Memory (4 credits)
- ETHS 324 Race, Identity, and the Internet (4 credits)
- ETHS 326 Race and Work in American Life (4 credits)
- ETHS 380 Special Topics in Ethnic Studies (1-4 credits)

#### Approved courses in other departments

- HIST 372 History of Japanese Popular Culture (4 credits)
- HSER 395 Intersection of Race and Diversity in Human Services (4 credits)
- HSFS 338 Family: Racial, Gender and Class Dimensions (4 credits)
- HUM 333 The Photo and the Other (4 credits)



- HUM 364 The Harlem Renaissance (4 credits)
- LIT 362 Black Women Writers (4 credits)
- LIT 363 American Indian Literature (4 credits)
- LIT 364 Literature by Immigrants of Color (4 credits)
- LING 326 Language and Culture (4 credits)
- PHIL 362 African and African-American Philosophy (4 credits)
- PHIL 366 Race and Racism: Philosophical Problems (4 credits)
- PSYC 328 Psychology of African Americans (4 credits)
- RELS 304 Introduction to World Religions (4 credits)
- RELS 305 Jewish-Christian Encounter (4 credits)
- RELS 308 World of Islam (4 credits)
- RELS 309 Justice, War and Peace in Judaism, Christianity and Islam (4 credits)
- ANTH 309 New Neighbors: The U.S. Hmong Community (4 credits)
- GNDR 375 Intersectionality (4 credits)

#### *Cross-cultural track (20 total credits)*

This track is designed for students desiring a traditional ethnic studies major. In addition to the required core courses, the major includes three comparative courses and two ethnic specific courses. Choose three of these courses (12 credits).

- ETHS 318 Trauma and Traumascape: Identity, Legacy, and Memory (4 credits)
- ETHS 324 Race, Identity, and the Internet (4 credits)
- ETHS 326 Race and Work in American Life (4 credits)
- ETHS 380 Special Topics in Ethnic Studies (1-4 credits)
- ETHS 306 Politics of Mixed Racial Identity (4 credits)
- ETHS 309 Race and Public Policy (4 credits)

- ETHS 311 Understanding Racial and Ethnic Groups in the United States (4 credits)
- ETHS 315 Color of Incarceration (4 credits)
- ETHS 316 Race and Religion (4 credits)
- ETHS 302 Immigrant Communities and the Trajectories of Othering (4 credits)
- ETHS 303 The Politics of Racial Resistance and Protest in the United States (4 credits)
- ETHS 304 Environmental Justice and Public Policy (4 credits)
- ETHS 305 Major Issues in U.S. Race Relations (4 credits)

#### *Area studies (8 credits)*

Select eight credits from one group-specific focus area below. Do not mix and match courses from different groups to fulfill this requirement. Not all courses are offered every term and some are less than four credits.

#### *Black Studies or Other Approved Department Courses*

- ETHS 244 African Americans in Minnesota (2 credits)
- ETHS 270 Global Blackness (4 credits)
- ETHS 342 Contemporary Issues in Black America (4 credits)
- ETHS 370 Black Thought (4 credits)
- LIT 361 African-American Literature (4 credits)
- PHIL 362 African and African-American Philosophy (4 credits)
- PSYC 328 Psychology of African Americans (4 credits)
- LIT 362 Black Women Writers (4 credits)
- HIST 315 The Civil Rights Movement in the 1960s (4 credits)
- HIST 311 African American History (4 credits)
- ETHS 375 Black Life in Wealth and Poverty (4 credits)

### *American Indian/Native Studies or Other Approved Department Courses*

- ETHS 335 American Indian Nations: Law, Power, and Persistence (4 credits)
- DKTA 100 Dakota Language and Culture (4 credits)
- ETHS 334 American Indian Spirituality (4 credits)
- HIST 310 American Indian History (4 credits)
- ETHS 231 Global Native and Indigenous Studies (4 credits)
- ETHS 232 American Indians in Minnesota (2 credits)
- ETHS 332 Topics in Contemporary Native North America (4 credits)
- LIT 363 American Indian Literature (4 credits)
- OJIB 100 Ojibwe Culture and Language (4 credits)

### *Asian American Studies*

- ETHS 262 Asian Americans in Minnesota (2 credits)
- ETHS 361 History of Asian Americans (4 credits)
- ETHS 363 Asian American Women: Myths and Realities (4 credits)

### *Latina/o Studies*

- ETHS 250 Latino/Hispanic Cultural Competency: Introductory Concepts (4 credits)
- ETHS 252 Latinas/os in Minnesota (2 credits)
- ETHS 352 Latina/o Cultural Politics (4 credits)
- ETHS 354 Latina/o Gender and Sexuality (4 credits)

### **Ethnic Studies Minor**

Ethnic Studies is a study of people of color and their experience in all dimensions of life. Our

curriculum aims to understand and pose questions that critically consider notions of and meanings regarding race, sexuality, gender, class, nation, indigeneity and immigration.

### **Course requirements**

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

#### *Core (8 credits)*

- ETHS 100 Introduction to Ethnic Studies (4 credits)
- ETHS 200 Theories of Race, Ethnicity and Culture (4 credits)

#### *Comparative (8 credits)*

- ETHS 302 Immigrant Communities and the Trajectories of Othering (4 credits)
- ETHS 303 The Politics of Racial Resistance and Protest in the United States (4 credits)
- ETHS 304 Environmental Justice and Public Policy (4 credits)
- ETHS 305 Major Issues in U.S. Race Relations (4 credits)
- ETHS 306 Politics of Mixed Racial Identity (4 credits)
- ETHS 309 Race and Public Policy (4 credits)
- ETHS 311 Understanding Racial and Ethnic Groups in the United States (4 credits)
- ETHS 315 Color of Incarceration (4 credits)
- ETHS 316 Race and Religion (4 credits)
- ETHS 318 Trauma and Traumascape: Identity, Legacy, and Memory (4 credits)
- ETHS 380 Special Topics in Ethnic Studies (1-4 credits)
- ETHS 324 Race, Identity, and the Internet (4 credits)
- ETHS 326 Race and Work in American Life (4 credits)

### *Area studies (4 credits)*

Select four credits from one group-specific focus area below. Do not mix and match courses from different groups to fulfill this requirement. Not all courses are offered every term and some are less than four credits.

#### *Black Studies*

- ETHS 244 African Americans in Minnesota (2 credits)
- ETHS 270 Global Blackness (4 credits)
- ETHS 342 Contemporary Issues in Black America (4 credits)
- ETHS 370 Black Thought (4 credits)
- ETHS 375 Black Life in Wealth and Poverty (4 credits)
- HIST 311 African American History (4 credits)
- HIST 315 The Civil Rights Movement in the 1960s (4 credits)
- LIT 361 African-American Literature (4 credits)
- LIT 362 Black Women Writers (4 credits)
- PHIL 362 African and African-American Philosophy (4 credits)
- PSYC 328 Psychology of African Americans (4 credits)

#### *American Indian Studies*

- ETHS 231 Global Native and Indigenous Studies (4 credits)
- ETHS 232 American Indians in Minnesota (2 credits)
- ETHS 332 Topics in Contemporary Native North America (4 credits)
- ETHS 334 American Indian Spirituality (4 credits)
- ETHS 335 American Indian Nations: Law, Power, and Persistence (4 credits)
- DKTA 100 Dakota Language and Culture (4 credits)
- HIST 310 American Indian History (4 credits)
- LIT 363 American Indian Literature (4 credits)

- OJIB 100 Ojibwe Culture and Language (4 credits)

#### *Asian American Studies*

- ETHS 262 Asian Americans in Minnesota (2 credits)
- ETHS 361 History of Asian Americans (4 credits)
- ETHS 363 Asian American Women: Myths and Realities (4 credits)

#### *Latina/o Studies*

- ETHS 250 Latino/Hispanic Cultural Competency: Introductory Concepts (4 credits)
- ETHS 252 Latinas/os in Minnesota (2 credits)
- ETHS 352 Latina/o Cultural Politics (4 credits)
- ETHS 354 Latina/o Gender and Sexuality (4 credits)

#### **Game Studies Minor**

The Game Studies minor is a 16-credit program that gives students insight into the cultures, ethics, and writing in and around video games. This minor is for students interested in learning how the video games function as rhetorical, technical, symbolic, and interactive medium that influences much of our world.

Video games have quickly become the most lucrative and influential entertainment media, as well as an enormous powerhouse in the technology industry. Gaining a deeper understanding of the complex interactions between the games industry, game designers, games themselves, and players is crucial to an understanding of how video games, and all technologies, have and will continue to impact our lives.

This program will:

- Contextualize the creation and distribution of video games and their complex cultural influences
- Focus on writing for video games, including narrative, character creation, storytelling, and dialogue
- Explore the historical and socio-cultural influence of video games and technology in society Offer ethical, political, social, and cultural knowledge and context for those who play, study, or make games

### Course requirements

Requirements (16 credits)

*Required (12 credits)*

- MDST 363 Children, Adolescents and the Media (4 credits)
- MDST 381 Video Game Culture (4 credits)
- SCRW 383 Writing For Video Games (4 credits)

*Electives (4 credits)*

- GNDR 270 Gender, Race and Popular Culture (3 credits)
- HIST 305 U.S. Economic Life: Technology (4 credits)
- HUM 313 Medieval Civilization (4 credits)
- HUM 321 Myth (4 credits)
- HUM 327 Convivencia: Jewish, Christian, and Islamic Arts in Medieval Spain (2-4 credits)
- LIT 327 The Fairy Tale (4 credits)
- MDST 485 Communicating with New Media (4 credits)
- MDST 490 Big Data and the Connected Citizen (4 credits)
- MDST 580 Issues in Communication Technology (4 credits)
- THEA 400 Playwriting I (4 credits)

### Gender Studies BA

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

Courses in the Gender Studies Program invite students to explore topics such as:

- the social construction of femininity and masculinity from both historical and contemporary perspectives;
- the intersections of gender with race, class, religion, nationality, age, sexual orientation, and other social categories
- gender and the body;
- gender and sexual identity as organizing factors in social institutions and creative production;
- gender within international contexts; and
- feminist theory.

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

## Course requirements

Requirements (120 credits)

*Prerequisites (2-4 credits)*

Choose one

- INFS 115 Information Access (2 credits)
- INFS 315 Searching for Information (4 credits)

*Core (20 credits)*

- GNDR 201 Introduction to Gender and Women's Studies (4 credits)
- GNDR 345 Global Perspectives on Gender (4 credits)
- GNDR 375 Intersectionality (4 credits)
- GNDR 399 Applied Concepts in Gender Studies (4 credits)

Choose one

- GNDR 365 The Cultural Politics of LGBT Sexuality (4 credits)
- GNDR 367 Transgender Identities (4 credits)

*Methods Course (4 credits)*

- ETHS 400 Applied Research for Social Change (4 credits)
- HIST 301 Historical Interpretation (4 credits)
- LIT 502 Literary Criticism: 1950-Present (4 credits)
- SSCI 311 Research Methods in Social Science (4 credits)

*Electives (12 credits)*

Choose three

- ANTH 302 Gender and Culture (4 credits)
- ANTH 310 Anthropology of Masculinity (4 credits)
- BIOL 106 Biology of Women (4 credits)
- CJS 318 Women and Crime (4 credits)

- COMM 321 Gender, Sport and Communication in the U.S. (4 credits)
- ECON 315 Economics of Diversity (4 credits)
- ETHS 354 Latina/o Gender and Sexuality (4 credits)
- ETHS 363 Asian American Women: Myths and Realities (4 credits)
- GNDR 220 Introductory Topics in Gender Studies (2 credits)
- GNDR 270 Gender, Race and Popular Culture (3 credits)
- GNDR 300 Topics in Gender Studies (2-4 credits)
- GNDR 350I Gender Studies Internship (3-4 credits)
- GNDR 360I Gender Studies Student Designed Independent Studies (3-4 credits)
- GNDR 365 The Cultural Politics of LGBT Sexuality (4 credits)
- GNDR 367 Transgender Identities (4 credits)
- GNDR 369 GLBT Issues In Literature and Film (4 credits)
- HIST 309 Women and Public Activism (4 credits)
- HIST 328 Women in Modern U.S. History (4 credits)
- HIST 339 History of Sexuality: Modern Perspectives (4 credits)
- HIST 357 Gender in Early Modern Europe (4 credits)
- HIST 394 Comparative Women's History (4 credits)
- HIST 451 American Women's Movements (4 credits)
- IDST 330 Women in Math, Science and Technology (4 credits)
- LING 346 Language and Gender (4 credits)
- LIT 312 Women Writers (4 credits)
- LIT 315 Gender in Literature and Film (4 credits)
- LIT 362 Black Women Writers (4 credits)
- LIT 365 Asian Women Writers (4 credits)
- PHIL 306 Philosophy and Sexuality (4 credits)

- PSYC 331 Psychology of Men (4 credits)
- PSYC 335 Psychology of Women (4 credits)
- PSYC 367 Human Sexuality (4 credits)
- RELS 377 Women and Religion (4 credits)
- SOC 325 The Body in Society (4 credits)

### Gender Studies Minor

The minor in Gender Studies allows students to study gender and sexuality while pursuing a major in another area.

Students majoring in psychology, human services, law enforcement and many other disciplines who minor in gender studies gain practical and theoretical knowledge that helps prepare them for a diverse workplace.

### Course requirements

Requirements (19-20 credits)

#### Core (11-12 credits)

- GNDR 201 Introduction to Gender and Women's Studies (4 credits)
- GNDR 399 Applied Concepts in Gender Studies (4 credits)

Choose one

- GNDR 270 Gender, Race and Popular Culture (3 credits)
- GNDR 345 Global Perspectives on Gender (4 credits)
- GNDR 365 The Cultural Politics of LGBT Sexuality (4 credits)
- GNDR 367 Transgender Identities (4 credits)
- GNDR 375 Intersectionality (4 credits)

#### Electives (8 credits)

- ANTH 302 Gender and Culture (4 credits)
- BIOL 106 Biology of Women (4 credits)
- CJS 318 Women and Crime (4 credits)
- COMM 321 Gender, Sport and Communication in the U.S. (4 credits)

- ECON 315 Economics of Diversity (4 credits)
- ETHS 354 Latina/o Gender and Sexuality (4 credits)
- ETHS 363 Asian American Women: Myths and Realities (4 credits)
- GNDR 220 Introductory Topics in Gender Studies (2 credits)
- GNDR 270 Gender, Race and Popular Culture (3 credits)
- GNDR 300 Topics in Gender Studies (2-4 credits)
- GNDR 345 Global Perspectives on Gender (4 credits)
- GNDR 350I Gender Studies Internship (3-4 credits)
- GNDR 360I Gender Studies Student Designed Independent Studies (3-4 credits)
- GNDR 365 The Cultural Politics of LGBT Sexuality (4 credits)
- GNDR 367 Transgender Identities (4 credits)
- GNDR 369 GLBT Issues In Literature and Film (4 credits)
- HIST 309 Women and Public Activism (4 credits)
- HIST 328 Women in Modern U.S. History (4 credits)
- HIST 339 History of Sexuality: Modern Perspectives (4 credits)
- HIST 357 Gender in Early Modern Europe (4 credits)
- HIST 394 Comparative Women's History (4 credits)
- HIST 451 American Women's Movements (4 credits)
- HSVP 307 Gender Violence in Global Perspective (4 credits)
- IDST 330 Women in Math, Science and Technology (4 credits)
- LING 346 Language and Gender (4 credits)
- LIT 312 Women Writers (4 credits)
- LIT 315 Gender in Literature and Film (4 credits)
- LIT 362 Black Women Writers (4 credits)
- LIT 365 Asian Women Writers (4 credits)



- PHIL 306 Philosophy and Sexuality (4 credits)
- PSYC 331 Psychology of Men (4 credits)
- PSYC 335 Psychology of Women (4 credits)
- PSYC 367 Human Sexuality (4 credits)
- RELS 377 Women and Religion (4 credits)
- SOC 325 The Body in Society (4 credits)

## **Social Science BA Generalist Track, Social Science BA**

### **Why the Generalist Track?**

The Generalist Track is a great choice for students interested in

- developing a broad understanding of anthropology, geography, sociology, political science;
- examining social issues from an interdisciplinary perspective;

### **What will I do in the Major?**

The Generalist Track is one of six tracks within the Social Science Major. Courses in this track cover four main areas of study:

- Cultural and physical geography
- Anthropological perspectives on diverse world cultures
- Political Science
- Sociological approaches

Students in the Generalist Track learn fundamental skills in social science research, gain experience in applying their skills in an internship, and conduct their own research projects.

### **What can I do with the degree?**

The Generalist track offers graduates valuable academic training that can be applied to professional work in a number of fields, such as:

- graduate work in anthropology, political science or sociology;
- careers in public agencies, non-profit organizations, and the business world.

### **Course requirements**

#### **Requirements (120 credits)**

#### **Core courses (40 credits)**

At least half of the credits required for the major must be completed at Metropolitan State University. Students must earn a grade of C- or above in all major courses. Student should select lower division electives and upper division electives in consultation with an advisor. Transfer courses may be applicable to major requirements. The university's degree audit will specify transfer courses that are directly equivalent to major requirements. Other transfer courses must be approved by a faculty advisor in the department. Sequencing: SSCI 300, SSCI 311, SSCI 501 and SSCI 451 or SSCI 452 must be taken in four separate semesters in the order listed above. SSCI 300 and SSCI 311 may be taken concurrently with departmental approval. All social science majors must complete the following courses.

- SSCI 365 Leadership in Organizations and Public Life (3-4 credits)
- SSCI 300 Seeing Like a Social Scientist (4 credits)
- SSCI 311 Research Methods in Social Science (4 credits)
- SSCI 501 Great Ideas: Classics of Social Science (4 credits)

Choose one

- SSCI 451 Empirical Research Capstone (4 credits)
- SSCI 452 Conceptual Research Capstone (4 credits)

### *Survey courses (up to 9 credits)*

Students may select courses in anthropology, geography, political science, social science, and sociology. Students may not apply more than 6 credits in any one discipline. Survey Courses (12 credits, select one course from each of the three disciplines):

- ANTH 301 Approaches to Cultural Anthropology (4 credits)
- ANTH 302 Gender and Culture (4 credits)
- POL 301 Citizenship in a Global Context (4 credits)
- POL 321 World Politics (4 credits)
- SOC 301 Contemporary Sociology (4 credits)
- SOC 302 Interpersonal and Social Power: A View from Below (4 credits)
- SOC 321 Food, Culture, and Society (4 credits)

### *Upper division electives (to reach 40 credits)*

Students may select 300-level courses in anthropology, political science, and sociology. Students may also take:

- SSCI 401 Social Science Seminar: Contending Perspectives (4 credits)

### **Social Science BA Global Studies Track, Social Science BA**

#### *Why Global Studies?*

The Global Studies Track is an ideal course of study for students interested in:

- Critical issues, conflicts and opportunities relating to globalization;
- Cultural change resulting from global flows of people, goods, wealth, and ideas;
- Careers that meet global challenges.

### *What will I do in the Major?*

Global Studies is a track within the [Social Science Major](#). Courses in Global Studies will explore:

- Global issues including human rights, environmental concerns, conflict and violence, inequalities among nations;
- Citizenship and social movements in global perspectives;
- Local, national, and international changes due to globalization and multiculturalism;

Social science approaches to identifying and solving global problems. The Global Studies track combines courses in Anthropology, Geography, Political Science, and Sociology with a real-world internship and students' own research.

### *What can I do with the degree?*

The Global Studies Track offers graduates valuable training that can be applied to professional work in a number of fields, such as:

- International Law and Global Business
- Foreign Service and International Development
- Non-Profit and Humanitarian Work
- Non-Governmental Organizations.

The Global Studies Track prepares students who wish to explore international careers or work with groups of diverse backgrounds.

### **Course requirements**

Requirements (120 credits)

#### *Core Courses (40 credits)*

At least half of the credits required for the major must be completed at Metropolitan State University. Students must earn a grade of C- or above in all major courses. Student should select lower division electives and upper division electives in consultation with an advisor. Transfer courses may be applicable to major



requirements. The university's degree audit will specify transfer courses that are directly equivalent to major requirements. Other transfer courses must be approved by a faculty advisor in the department. Sequencing: SSCI 300, SSCI 311, SSCI 501 and SSCI 451 or SSCI 452 must be taken in four separate semesters in the order listed above. SSCI 300 and SSCI 311 may be taken concurrently with departmental approval. All social science majors must complete the following courses.

- SSCI 365 Leadership in Organizations and Public Life (3-4 credits)
- SSCI 300 Seeing Like a Social Scientist (4 credits)
- SSCI 311 Research Methods in Social Science (4 credits)
- SSCI 501 Great Ideas: Classics of Social Science (4 credits)

Choose one

- SSCI 451 Empirical Research Capstone (4 credits)
- SSCI 452 Conceptual Research Capstone (4 credits)

#### *Lower division requirement*

- GEOG 201 Introduction to Geography (3 credits)

#### *Lower-division electives (up to 9 credits)*

Students may select courses in anthropology, geography, political science, social science, and sociology. Students may not apply more than 6 credits in any one discipline. Lower-division Required Course (3 credits)

#### *Survey*

(8 credits, select two courses from two different disciplines)

- ANTH 302 Gender and Culture (4 credits)

- ANTH 320 Anthropology in the Global Age (4 credits)
- POL 301 Citizenship in a Global Context (4 credits)
- POL 321 World Politics (4 credits)
- SOC 303 Ethnic Conflict in Global Perspective (4 credits)
- SOC 304 Social Movements in Global Perspective (4 credits)

#### *Upper division electives (to reach 40 credits)*

- SOC 319 Politics, Markets and Society (4 credits)
- SSCI 396T Travel and Culture Theory Seminar (4 credits)
- SOC 304 Social Movements in Global Perspective (4 credits)
- POL 319 Politics, Markets and Society (4 credits)
- ANTH 301 Approaches to Cultural Anthropology (4 credits)
- ANTH 302 Gender and Culture (4 credits)
- ANTH 304 Anthropology of Religion (4 credits)
- ANTH 320 Anthropology in the Global Age (4 credits)
- POL 303 Ethnic Conflict in Global Perspective (4 credits)
- POL 304 Social Movements in Global Perspective (4 credits)
- POL 321 World Politics (4 credits)
- POL 323 The Middle East and International Conflict (4 credits)
- POL 301 Citizenship in a Global Context (4 credits)
- SOC 303 Ethnic Conflict in Global Perspective (4 credits)

#### **History BA**

"Who controls the past controls the future; who controls the present controls the past." — George Orwell

History is, along with philosophy and mathematics, one of the oldest academic disciplines still practiced today. History and

astronomy are the only contemporary disciplines with their own Greek Muses (Ours is Clio).

The study of history helps students to develop skills such as reading comprehension, analysis, cross-cultural comparison and written argumentation that are useful in a range of careers and avocations. The practice of law, political activity, policy studies, library science, and museum work are careers that commonly follow from a collegiate study of history. However, the usefulness of historical study is far greater than that of training individuals for a small number of occupations.

All citizens, of this country and of the world, have good reason to learn history and to learn about the nature of history. In all classes, students come to see that, as both the powerful and the powerless have learned over and over, history is not a perfectly objective chronicle of the past, but rather an interpretation of that past. We are all a part of history, and in that sense, we understand ourselves only to the extent that the tellers of history allow us to do so. At the same time, historical education broadens students' knowledge and perspective, as they learn about people and places far removed from their own experiences. Thus, a goal in history classes is to empower students to develop a discerning eye on the stories about the past that are presented as the simple truth.

At Metropolitan State, history is taught in ways that are both fascinating and important to everyone. Our courses tend to balance the actions of leaders and elites with stories of the grassroots movements that have challenged those elites and advanced popular agendas. Survey courses are offered in American history and world history, similar to those applied by history departments at many colleges and universities. However, a more distinctive feature of this curriculum is the large number of courses focusing on more specific topics, ranging from History of the Holocaust to The Vietnam War to Gender History. Many courses in the Metropolitan State history program offer

opportunities for students to dig into documents and other archival material, "getting their hands dirty," as it were, like professional historians do, and learning to interpret evidence.

The faculty is comprised of both resident and community faculty members. They are both highly experienced teachers and distinguished scholars. The history program is both rigorous and flexible enough to allow our majors to focus on areas and topics of greatest interest to them. Students who aim to excel—in their studies, in their chosen profession and in life—will find in the Bachelor of Arts program in history at Metropolitan State a major that stretches their horizons and prepares them for a life of success and achievement.

Here is what one graduate of the program had to say:

*"Through Metropolitan State University, I've been able to pursue a Bachelor's Degree in history while concurrently establishing a career at the Minnesota Historical Society. The staff instructors have created a history curriculum that is challenging yet entertaining and ultimately very rewarding. I feel that Metro State has prepared me well for a future in the history field."*

### Program requirements

C- or better in history courses used to complete the major.

### Course requirements

#### Prerequisites

- WRIT 131 Writing I (3 credits)

#### Requirements (120 credits)

##### *Introductory level requirements (10 credits)*

Required are 2 courses (minimum 6 credits) of introductory level electives; 100- or 200- level or

HIST 302-309 courses can fulfill this requirement. Required also is HIST 301.

- HIST 101 The American Past: To 1865 (3 credits)
- HIST 102 The American Past: From 1865 (3 credits)
- HIST 103 World History I: Patterns of Civilization to 1500 (3 credits)
- HIST 104 World History II: The Modern World, 1500 to the Present (3 credits)
- HIST 301 Historical Interpretation (4 credits)

#### *Upper division level (24 credits)*

Courses numbered HIST 302 and above are considered upper-division courses. Required from the list below are: Outside U.S History (2 courses, 8 credits); Women's and Gender History (1 course, 4 credits); Electives (any geographical area or field (2 courses 8 credits)

- HIST 401 Topics Proseminar (4 credits)
- HIST 490 Historian as Investigator: Historical Research (4 credits)

#### *Capstone level (4 credits)*

- HIST 490 Historian as Investigator: Historical Research (4 credits)

#### *Transfer credits*

Students may transfer up to 16 credits to meet major requirements with courses designated as history only. Students may not transfer courses from other disciplines, including multidisciplinary programs, to meet major requirements.

#### *Upper division electives*

Though they are numbered above 302, if you choose, HIST 303, HIST 304, HIST 305, or HIST 309 can be used to fulfill the introductory level elective requirement.

- HIST 303 U.S. Economic Life: Business (4 credits)
- HIST 304 U.S. Economic Life: Working People (4 credits)
- HIST 305 U.S. Economic Life: Technology (4 credits)
- HIST 309 Women and Public Activism (4 credits)
- HIST 310 American Indian History (4 credits)
- HIST 311 African American History (4 credits)
- HIST 312 Beginnings of American Society: Colonial and Revolutionary History (4 credits)
- HIST 313 The American Presidents (4 credits)
- HIST 315 The Civil Rights Movement in the 1960s (4 credits)
- HIST 320 History of Asian Americans (4 credits)
- HIST 327 American History at the Movies (4 credits)
- HIST 328 Women in Modern U.S. History (4 credits)
- HIST 329 Legacies: History of Women and the Family (4 credits)
- HIST 331 Religion and Politics in America (4 credits)
- HIST 333 The Greening of America: Environmental History since 1900 (4 credits)
- HIST 334 The Great Depression of the 1930s (4 credits)
- HIST 336 From Roosevelt to Reagan: American History, 1932-1980 (4 credits)
- HIST 337 American Empire: U.S. Foreign Relations Since 1898 (4 credits)
- HIST 341 The Vietnam War (4 credits)
- HIST 342 The Sixties Experience (4 credits)
- HIST 344 From Reagan to Obama to Trump: America Since 1980 (4 credits)
- HIST 346 Minnesota History (4 credits)
- HIST 348 U.S. Legal History: A Survey (4 credits)
- HIST 350 Europe: Creation and Conflict, 1500-1789 (4 credits)

- HIST 351 Europe: The Global Power, 1789-Present (4 credits)
- HIST 354 History of the Holocaust (4 credits)
- HIST 355 Problems of Contemporary Europe in Historical Perspective (4 credits)
- HIST 357 Gender in Early Modern Europe (4 credits)
- HIST 361 Africa: From Ancient Times to 1800 (4 credits)
- HIST 362 Africa: From Colonialism to Independence (4 credits)
- HIST 363 World Environmental History (4 credits)
- HIST 370 Behind the Great Wall: The Real China (4 credits)
- HIST 371 Understanding Modern Japan (4 credits)
- HIST 372 History of Japanese Popular Culture (4 credits)
- HIST 373 US-Japanese Relations from a Racial Perspective (4 credits)
- HIST 380 Mexico, Central America and the Caribbean (4 credits)
- HIST 382 Latin American History I: To 1910 (4 credits)
- HIST 383 Latin America History II: 1910 to Present (4 credits)
- HIST 394 Comparative Women's History (4 credits)
- HIST 395 The Rise and Fall of Communism (4 credits)
- HIST 398 World War II: A Global History (4 credits)
- HIST 401 Topics Proseminar (4 credits)

#### *Women's and gender history*

- HIST 309 Women and Public Activism (4 credits)
- HIST 328 Women in Modern U.S. History (4 credits)
- HIST 329 Legacies: History of Women and the Family (4 credits)
- HIST 339 History of Sexuality: Modern Perspectives (4 credits)

- HIST 357 Gender in Early Modern Europe (4 credits)
- HIST 394 Comparative Women's History (4 credits)

#### **History Minor**

"Who controls the past controls the future; who controls the present controls the past." — ***George Orwell***

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The study of history helps students to develop skills such as reading comprehension, analysis, cross-cultural comparison and written argumentation that are useful in a range of careers and avocations. The practice of law, political activity, policy studies, library science, and museum work are careers that commonly follow from a collegiate study of history. However, the usefulness of historical study is far greater than that of training individuals for a small number of occupations. All citizens -- of this country and of the world -- have good reason to learn history and to learn about the nature of history. In all classes, students come to see that, as both the powerful and the powerless have learned over and over, history is not a perfectly objective chronicle of the past, but rather an interpretation of that past. We are all a part of history, and in that sense, we understand ourselves only to the extent that the tellers of history allow us to do so. At the same time, historical education broadens students' knowledge and perspective, as they learn about people and places far removed from their own experiences. Thus, a goal in history classes is to empower students to develop a discerning eye on the stories about the past that are presented as the simple truth.

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everyone. Our courses tend to balance the actions of leaders and elites with stories of the grassroots movements that have challenged those elites and advanced popular agendas. Survey courses are offered in American history and world history, similar to those applied by history departments at many colleges and universities. However, a more distinctive feature of this curriculum is the large number of courses focusing on more specific topics, ranging from History of the Holocaust to The Vietnam War to Gender History. Many courses in the Metropolitan State history program offer opportunities for students to dig into documents and other archival material, "getting their hands dirty," as it were, like professional historians do, and learning to interpret evidence.

The faculty is comprised of both resident and community faculty members. They are both highly experienced teachers and distinguished scholars.

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The history program is both rigorous and flexible enough to allow our majors to focus on areas and topics of greatest interest to them. Students who aim to excel—in their studies, in their chosen profession, and in life—will find in the Bachelor of Arts program in history at Metropolitan State a major that stretches their horizons and prepares them for a life of success and achievement.

## Program requirements

C- or better in history courses used to complete the minor.

## Course requirements

Requirements (19 credits)

### Introductory level requirements

6 lower-division credits of history in any subject are required

- HIST 101 The American Past: To 1865 (3 credits)
- HIST 102 The American Past: From 1865 (3 credits)
- HIST 103 World History I: Patterns of Civilization to 1500 (3 credits)
- HIST 104 World History II: The Modern World, 1500 to the Present (3 credits)

### History Minor required course

- HIST 301 Historical Interpretation (4 credits)

### Upper division

- HIST 303 U.S. Economic Life: Business (4 credits)
- HIST 304 U.S. Economic Life: Working People (4 credits)
- HIST 305 U.S. Economic Life: Technology (4 credits)
- HIST 309 Women and Public Activism (4 credits)
- HIST 310 American Indian History (4 credits)
- HIST 311 African American History (4 credits)
- HIST 312 Beginnings of American Society: Colonial and Revolutionary History (4 credits)
- HIST 313 The American Presidents (4 credits)
- HIST 315 The Civil Rights Movement in the 1960s (4 credits)

- HIST 320 History of Asian Americans (4 credits)
- HIST 327 American History at the Movies (4 credits)
- HIST 328 Women in Modern U.S. History (4 credits)
- HIST 329 Legacies: History of Women and the Family (4 credits)
- HIST 331 Religion and Politics in America (4 credits)
- HIST 333 The Greening of America: Environmental History since 1900 (4 credits)
- HIST 334 The Great Depression of the 1930s (4 credits)
- HIST 336 From Roosevelt to Reagan: American History, 1932-1980 (4 credits)
- HIST 337 American Empire: U.S. Foreign Relations Since 1898 (4 credits)
- HIST 341 The Vietnam War (4 credits)
- HIST 342 The Sixties Experience (4 credits)
- HIST 344 From Reagan to Obama to Trump: America Since 1980 (4 credits)
- HIST 346 Minnesota History (4 credits)
- HIST 348 U.S. Legal History: A Survey (4 credits)
- HIST 350 Europe: Creation and Conflict, 1500-1789 (4 credits)
- HIST 351 Europe: The Global Power, 1789-Present (4 credits)
- HIST 354 History of the Holocaust (4 credits)
- HIST 355 Problems of Contemporary Europe in Historical Perspective (4 credits)
- HIST 357 Gender in Early Modern Europe (4 credits)
- HIST 361 Africa: From Ancient Times to 1800 (4 credits)
- HIST 362 Africa: From Colonialism to Independence (4 credits)
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- HIST 371 Understanding Modern Japan (4 credits)

- HIST 372 History of Japanese Popular Culture (4 credits)
- HIST 373 US-Japanese Relations from a Racial Perspective (4 credits)
- HIST 380 Mexico, Central America and the Caribbean (4 credits)
- HIST 382 Latin American History I: To 1910 (4 credits)
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- HIST 395 The Rise and Fall of Communism (4 credits)
- HIST 398 World War II: A Global History (4 credits)
- HIST 401 Topics Proseminar (4 credits)
- HIST 490 Historian as Investigator: Historical Research (4 credits)

#### *Women's and gender history*

- HIST 309 Women and Public Activism (4 credits)
- HIST 328 Women in Modern U.S. History (4 credits)
- HIST 329 Legacies: History of Women and the Family (4 credits)
- HIST 339 History of Sexuality: Modern Perspectives (4 credits)
- HIST 357 Gender in Early Modern Europe (4 credits)
- HIST 394 Comparative Women's History (4 credits)

#### *Transfer Credits*

Students can transfer up to 8 credits to meet minor requirements with courses designated as history only. Students cannot transfer courses from other disciplines, including multidisciplinary programs to meet major requirements.

#### **Humanities Minor**

The humanities minor explores connections among the literature, art, architecture,



philosophy, music, and popular culture of a given era or topic.

The program supports majors in many disciplines by honing critical thinking skills and providing educational breadth or opportunities for personal enrichment.

### Course requirements

#### Requirements (20 credits)

Choose five

- HUM 309 Ancient and Medieval Monsters (4 credits)
- HUM 310 The First Civilizations (4 credits)
- HUM 311 The Classical World: Greece (4 credits)
- HUM 312 The Classical World: Rome (4 credits)
- HUM 313 Medieval Civilization (4 credits)
- HUM 314 The Renaissance (4 credits)
- HUM 315 The Enlightenment (4 credits)
- HUM 316 Romanticism (4 credits)
- HUM 317 Modernism (4 credits)
- HUM 318 Postmodernism (4 credits)
- HUM 321 Myth (4 credits)
- HUM 326 Folklore (4 credits)
- HUM 327 Convivencia: Jewish, Christian, and Islamic Arts in Medieval Spain (2-4 credits)
- HUM 333 The Photo and the Other (4 credits)
- HUM 360I Humanities Student Designed Independent Studies (1-5 credits)
- HUM 364 The Harlem Renaissance (4 credits)
- HUM 390 Special Topics in Humanities (1-5 credits)

### Liberal Arts BA

The Liberal Arts Major (LAM) provides an opportunity for students to pursue an individualized major within the College of Liberal

Arts. Through this interdisciplinary, liberal arts program, students customize their degree based on individual interests and educational goals.

The liberal arts major consists of at least 33 upper-division credits for which the student can articulate a rationale of coherence in writing. With the support of an advisor, students will select 32 credits of interdisciplinary work for the core of their LAM program. In addition, students in their final semester will complete a LAM Mentorship, a 1-credit Student Designed Independent Study (SDIS) with a member of the CLA faculty.

Successful LAM majors propose a coherent program with significant advanced-level work that demonstrates mastery of the chosen subject. LAM proposals should not closely resemble an existing degree program within the college. Usually, all LAM credits are in courses offered by the College of Liberal Arts; however, with approval, as many as 8 credits in disciplines outside the college may be included. At least half of the LAM credits must be earned at Metropolitan State University.

### Enrolling in this program

#### Program eligibility requirements

To be admitted to the Liberal Arts Major, students must first work with an advisor to customize a major within the College of Liberal Arts (CLA) by selecting a liberal arts theme and creating a unified course list of at least 33 upper-division credits, including a 1 credit SDIS LAM Mentorship.

The student must then submit the proposal to a faculty panel that will review the proposal and either approve it or return it to the student with suggestions for revision. LAM proposals consist of three parts:

1. LAM Rationale of Coherence
  - explain interest in a particular liberal arts theme and justify

- how the proposed courses contribute to an in-depth understanding of the theme
  - should be 500-1000 words in length and must answer the following questions:
    - What is the central theme of your individualized LAM?
    - How do the courses you've selected advance an in-depth understanding of this theme?
    - How do these courses reflect your academic interests? - What skills and knowledge do you expect to gain from your LAM?
    - How do you anticipate being able to apply your major after graduation?
- 2. LAM Course List
  - proposed courses for the LAM; key rules are:
    - at least 32 upper-division semester credits (3xx-, 4xx-, or 5xx-level courses).
    - at least half of LAM program credits must be earned at Metropolitan State.
    - no more than 8 LAM semester credits can be in non-CLA courses or disciplines.
    - no D grades are acceptable in any LAM.
- 3. LAM Checklist

- [LAM Tips \(PDF\)](#)
- [LAM Mentorship Instructions \(PDF\)](#)

### Program requirements

Students admitted to the LAM program must adhere to the LAM course list approved by the LAM committee.

With advisor permission, up to 8 credits in an approved LAM plan may be amended; changing more than 8 credits decertifies the LAM, which must then be resubmitted.

### Course requirements

Requirements (33 credits)

*Approved upper-division credits (32 credits)*

Selected with support of an advisor after articulating a rationale of coherence in writing. With approval, as many as 8 credits in disciplines outside the College of Liberal Arts may be included. At least half of the LAM credits must be earned at Metropolitan State.

*Student designed independent study Liberal Arts major mentorship (1 credit)*

### Media Literacy Minor

The Media Literacy minor prepares students to be critical consumers of the wide range of media that envelops them every day.

Students also learn about audience, media globalization, emergence and convergence of media trends, media and education, and learn theory appropriate for critical analysis. Electives in the program also offer students opportunities to learn creative skills that will help sift through or create the messages/content that informs, educates, or entertains.

### *LAM Documents and Forms*

- [LAM Guidelines \(PDF\)](#)
- [LAM Course List \(PDF\)](#)



### Course requirements

#### Requirements (20 credits)

##### *Required (8 credits)*

- MDST 361 Visual Communication (4 credits)
- MDST 363 Children, Adolescents and the Media (4 credits)

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

- INFS 315 Searching for Information (4 credits)
- INFS 338 The Craft and Commerce of Book Publishing (4 credits)
- INFS 340 Research in Special Collections and Archives (4 credits)
- MDST 370 Contemporary Cinema (4 credits)
- MDST 371 American Film: Tradition and Trends (4 credits)
- MDST 378 World Cinema (4 credits)
- MDST 381 Video Game Culture (4 credits)
- MDST 487 Writing and Producing for Radio/Audio (4 credits)
- MDST 520 Digital Storytelling (4 credits)
- MDST 560 Writing for Television (4 credits)
- MDST 561 Advanced Television Writing (4 credits)
- MDST 580 Issues in Communication Technology (4 credits)
- SCRW 383 Writing For Video Games (4 credits)

### Organizational Communication Minor

The minor in Organizational Communication develops skills in building teams, coaching, analyzing information flow, resolving conflicts, presenting information, and understanding organizational systems and culture.

### Enrolling in this program

#### Program eligibility requirements

Any admitted student may declare the Organizational Communication minor.

### Course requirements

#### Requirements (19 credits)

##### *Required (11 credits)*

- COMM 103 Public Speaking (3 credits)
- COMM 351 Communication in Work Groups (4 credits)
- COMM 352 Organizational Communication (4 credits)

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

- COMM 333 Intermediate Intercultural Communication (4 credits)
- COMM 452 Advanced Organizational Communication (4 credits)
- MDST 485 Communicating with New Media (4 credits)

### Philosophy BA

Philosophy, meaning “the love of wisdom,” is the systematic and critical study of fundamental questions arising both in everyday life and in the practice of other academic disciplines. It is the most ancient of the academic disciplines, with sources from around the world dating back thousands of years.

The philosophy major is designed to develop your ability to think clearly, carefully, constructively, and critically about a wide range of issues including questions about:

- **what is real (and what merely fictional or mythical):** Does God exist? Am I just a material body, or am I also an immaterial soul? Are humans free and therefore responsible for what they do, or are they determined by forces beyond their control? Are race and/or gender socially

constructed, or do they reflect biological realities?

- **values:** What makes an action right, a person good, a painting beautiful, or a nation just? Are standards of value universal or culturally specific?
- **knowledge:** What is the difference between knowing something and simply having an opinion or belief about it? Are there limits to what we can know, and do some of our questions foolishly violate these limits? Is all knowledge ultimately grounded in sensory experience or can some truths be known through reason alone?
- **philosophy itself:** Is philosophical truth universal, or is it merely cultural and relative to time and place? Do the same laws of logic and reason apply everywhere or do they differ from one culture to the next? Is philosophy practiced in the same way across the world, or are there importantly different conceptions of philosophy and its methods?

Philosophical questions can be pursued out of simple curiosity (and the encounter with new ways of thinking can be exhilarating for its own sake), but the philosophy instructors at Metropolitan State are convinced that the main value of philosophy is to enable us to lead richer lives and to make the world a better place.

## Careers

The study of philosophy helps a person to develop her abilities to:

- Read texts carefully, closely, accurately, and sympathetically
- Analyze positions and arguments fairly and critically
- Uncover unstated and unexamined assumptions in arguments— both one's own and others'
- Construct cogent and persuasive arguments for one's position

- Write and speak in a manner that is simple, natural, clear, and persuasive.
- See an issue from more than one point of view and value dialogue with others.

These skills are useful in many fields —careers in law, computer science, business, medicine, law enforcement, the arts, publishing, and many more all value the skills developed by the study of philosophy. People with philosophy degrees can be found in nearly every line of work, and their analytic skills and mental flexibility often help them to excel.

[A Case for Majoring in Philosophy](#)

[The Unexpected Way Philosophy Majors are Changing the World of Business](#)

[Is Philosophy the Most Practical Major?](#)

[In a New Generation of College Students, Many Opt for the Life Examined](#)

[The Rise in Stock of Philosophy Graduates](#)

[Philosophers Find the Degree Pays Off in Life And in Work](#)

## Requirements

Course requirements are listed below. The major consists of a total of 40 credits (with advisor approval,

- up to 4 credits may be in a related field,
- up to 12 credits can be lower division, and
- up to 12 credits can be transferred in from another college or university)

Students who find that the above requirements do not fit their needs and interests should consult with a philosophy department faculty member about the possibility of a self-designed

program. Such a program would need the approval of the Department. We are unlikely to approve a plan that does not include some study of the history of philosophy and some attention to the philosophically- oriented study of race, gender and sexuality.

### **Course requirements**

Requirements (120 credits)

#### *Methods (4 credits)*

- PHIL 204 Introduction to Symbolic Logic (4 credits)
- PHIL 303 Principles of Inquiry: Ways of Knowing (4 credits)

#### *Race, gender, and sexuality (8 credits)*

- PHIL 306 Philosophy and Sexuality (4 credits)
- PHIL 362 African and African-American Philosophy (4 credits)
- PHIL 365 The Cultural Politics of GLBT Sexuality (4 credits)
- PHIL 366 Race and Racism: Philosophical Problems (4 credits)

#### *History of philosophy (12 credits)*

- PHIL 375 Ancient Greek Philosophy (4 credits)
- PHIL 376 Early Modern European Philosophy (4 credits)
- PHIL 378 Contemporary Epistemology and Metaphysics (4 credits)
- PHIL 379 Contemporary Moral Theory (4 credits)

#### *Capstone (to be taken close to graduation)*

- PHIL 499 Philosophy Capstone Seminar (4 credits)

#### *Electives (to make up 40 credits)*

Any of the courses in the categories above that are beyond the minimum requirement may also

be used as electives for the Philosophy major, or choose from these electives.

- PHIL 100 Multicultural Introduction to Philosophy (4 credits)
- PHIL 102 Philosophy, Film and the Meaning of Life (4 credits)
- PHIL 105 Views of Human Nature (3 credits)
- PHIL 301 Ethical Inquiry (4 credits)
- PHIL 302 Philosophy Now: (4 credits)
- PHIL 308 Faith and Reason: The Philosophy of Religion (4 credits)
- PHIL 310 Environmental Philosophy (4 credits)
- PHIL 334 Philosophy for Children (4 credits)
- PHIL 352 Borders, Walls, Us and Them (4 credits)
- PHIL 354 Economic Justice: Who Gets What and Why? (4 credits)
- PHIL 360I Philosophy Student Designed Independent Studies (1-8 credits)

Philosophy majors should include no more than one of the following applied ethics classes in their program:

- PHIL 320 Business Ethics (4 credits)
- PHIL 321 Medical Ethics (4 credits)
- PHIL 327 Ethics in the Information Age (4 credits)

### **Philosophy Minor**

The Philosophy minor allows students to explore questions about knowledge, value, meaning, and reality, and to develop and improve their capacities for analysis, reflection, careful reading, and clear writing. It includes courses in the history of philosophy, in philosophical approaches to race, gender, and sexuality, and in philosophical methods, and it has room for two elective courses in philosophy. It offers the student a more wide-ranging set of courses than our other minor (the Practical Ethics minor).

This minor can complement a degree in virtually any field. Up to 9 credits can be transferred into the minor from another college or university.

### Course requirements

Requirements (20 credits)

#### *Philosophical methods (4 credits)*

Choose one

- PHIL 204 Introduction to Symbolic Logic (4 credits)
- PHIL 303 Principles of Inquiry: Ways of Knowing (4 credits)

#### *Philosophical perspectives on race, gender, and sexuality (4 credits)*

Choose one

- PHIL 306 Philosophy and Sexuality (4 credits)
- PHIL 362 African and African-American Philosophy (4 credits)
- PHIL 365 The Cultural Politics of GLBT Sexuality (4 credits)
- PHIL 366 Race and Racism: Philosophical Problems (4 credits)

#### *History of philosophy (4 credits)*

Choose one

- PHIL 375 Ancient Greek Philosophy (4 credits)
- PHIL 376 Early Modern European Philosophy (4 credits)
- PHIL 378 Contemporary Epistemology and Metaphysics (4 credits)
- PHIL 379 Contemporary Moral Theory (4 credits)

### *Electives*

Students should choose electives in consultation with a departmental advisor to bring their Philosophy credits up to 20. In addition to the

courses listed above, students can choose from these electives.

- PHIL 100 Multicultural Introduction to Philosophy (4 credits)
- PHIL 102 Philosophy, Film and the Meaning of Life (4 credits)
- PHIL 105 Views of Human Nature (3 credits)
- PHIL 301 Ethical Inquiry (4 credits)
- PHIL 302 Philosophy Now: (4 credits)
- PHIL 308 Faith and Reason: The Philosophy of Religion (4 credits)
- PHIL 310 Environmental Philosophy (4 credits)
- PHIL 320 Business Ethics (4 credits)
- PHIL 321 Medical Ethics (4 credits)
- PHIL 327 Ethics in the Information Age (4 credits)
- PHIL 334 Philosophy for Children (4 credits)
- PHIL 352 Borders, Walls, Us and Them (4 credits)
- PHIL 354 Economic Justice: Who Gets What and Why? (4 credits)
- PHIL 360I Philosophy Student Designed Independent Studies (1-8 credits)

### Political Science Minor

#### *Why a minor in Political Science?*

The Political Science minor is an ideal course of study for students interested in gaining a complex, analytical understanding of:

- The institutions that comprise political systems, both in the United States and abroad;
- The ways in which the political system helps to shape people's beliefs and promote social change;
- Political Science approaches to solving social problems.

The discipline of political science is dedicated to promoting respect for all ideological groups and social justice within and across societies.

### What will I do in the minor?

Courses in the Political Science Minor will teach:

- The origins and development of political systems, ideologies and institutions;
- Political dimensions of difference and inequality;
- The impact of political values and the ways these values shape institutional development and change.

Students in the Political Science Minor will take between 19 and 20 credits of Political Science courses.

### What can I do with the minor?

A Political Science Minor is an excellent complement to a number of majors. These include:

- Professional programs such as psychology, law enforcement, criminal justice, human services, social work, and international business
- Liberal arts programs in history, gender studies, professional communication, ethnic studies, or philosophy State and Federal Governments

More information on careers in political science can be found on the [American Political Science Association](#) website's careers section.

### Enrolling in this program

Program eligibility requirements

Only non social-science majors may do this minor.

### Course requirements

Requirements (19-20 credits)

#### Lower Division Requirement

- POL 101 Introduction to American Government and Politics (4 credits)

### Survey (4 credits)

Choose one

- POL 301 Citizenship in a Global Context (4 credits)
- POL 321 World Politics (4 credits)

### Electives (12 credits)

Select 300-level courses in political science. Students may also take these courses as upper-division electives for the political science minor.

- SSCI 300 Seeing Like a Social Scientist (4 credits)
- SSCI 311 Research Methods in Social Science (4 credits)
- SSCI 401 Social Science Seminar: Contending Perspectives (4 credits)
- SSCI 501 Great Ideas: Classics of Social Science (4 credits)

### Social Science BA Political Science Track, Social Science BA

#### Why political science?

Political science is an ideal field of study for students interested in: • Social Justice: Building a more equitable world. • Rule of Law: Ensuring that no one is above the law and laws are applied equally to all. • Understanding Institutions: Identifying points of access and how power can be applied to change outcomes. • Systems of Inequality: Understanding how opportunities and benefits in society are unequally distributed among groups, privileging some while subordinating others.

### What will I do in the major?

Political Science is a track within the [Social Science Major](#). Students in the Political Science Track will choose between courses in three general areas:

- **US Political Institutions:** These classes focus on the ways in which political institutions structure power in the United States, paying attention to issues of access, representation, and unequal outcomes.
- **Global Politics:** These classes focus on international politics, globalization, and political problems that transcend international boundaries.
- **Political Action and Community Leadership:** These classes focus on the development of concrete political skills related to community organizing and effective political advocacy.

The Political Science Track at Metropolitan State University combines both the academic study of politics with real-world political experience. Upper-division students in the political science track complete an internship and conduct their own research to complete their degrees.

#### What can I do with the degree?

Completing the Political Science Track can be the first step toward careers in a variety of fields, including:

- Law
- Local, State, and Federal Government
- Advocacy
- Elections and Campaign Management
- Non-Profit and Non-Governmental Organizations

Students who complete the Political Science Track are also well-prepared for graduate study in political science and related fields.

#### Course requirements

Requirements (120 credits)

*Core Courses (40 credits)*

At least half of the credits required for the major must be completed at Metropolitan State University. Students must earn a grade of C- or

above in all major courses. Student should select lower division electives and upper division electives in consultation with an advisor. Transfer courses may be applicable to major requirements. The university's degree audit will specify transfer courses that are directly equivalent to major requirements. Other transfer courses must be approved by a faculty advisor in the department. Sequencing: SSCI 300, SSCI 311, SSCI 501 and SSCI 451 or SSCI 452 must be taken in four separate semesters in the order listed above. SSCI 300 and SSCI 311 may be taken concurrently with departmental approval. All social science majors must complete the following courses.

- SSCI 365 Leadership in Organizations and Public Life (3-4 credits)
- SSCI 300 Seeing Like a Social Scientist (4 credits)
- SSCI 311 Research Methods in Social Science (4 credits)
- SSCI 501 Great Ideas: Classics of Social Science (4 credits)

Choose one

- SSCI 451 Empirical Research Capstone (4 credits)
- SSCI 452 Conceptual Research Capstone (4 credits)

#### *Lower-division electives (up to 9 credits)*

- SSCI 100 Introduction to Social Science (3 credits)
- POL 101 Introduction to American Government and Politics (4 credits)

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

- POL 301 Citizenship in a Global Context (4 credits)
- POL 321 World Politics (4 credits)

### *Upper division electives (to reach 40 credits)*

Select 300-level courses in political science. Students may also take:

- SSCI 401 Social Science Seminar: Contending Perspectives (4 credits)

### **Practical Ethics Minor**

The Practical Ethics minor is designed to familiarize students with the nature and varieties of moral reasoning that are applied to areas of everyday experience, such as:

- business, marketing, management, and sales;
- medicine and the delivery of health care;
- law enforcement; media and public relations;
- social service careers;
- civic life; and
- intimate life in the roles of friend, lover, partner, parent, child, man or woman, and racialized person.

Practical ethics is a 20-credit minor meant to complement a degree in any professional field, such as marketing, management, counseling, nursing, or human services.

### **Course requirements**

Requirements (20 credits)

#### *General ethics (4 credits)*

Choose one

- PHIL 301 Ethical Inquiry (4 credits)
- PHIL 352 Borders, Walls, Us and Them (4 credits)
- PHIL 354 Economic Justice: Who Gets What and Why? (4 credits)
- PHIL 379 Contemporary Moral Theory (4 credits)

### *Philosophical perspectives on diversity (4 credits)*

Choose one

- PHIL 306 Philosophy and Sexuality (4 credits)
- PHIL 362 African and African-American Philosophy (4 credits)
- PHIL 365 The Cultural Politics of GLBT Sexuality (4 credits)
- PHIL 366 Race and Racism: Philosophical Problems (4 credits)

### *Professional ethics (8 credits)*

Choose two

- PHIL 310 Environmental Philosophy (4 credits)
- PHIL 320 Business Ethics (4 credits)
- PHIL 321 Medical Ethics (4 credits)
- PHIL 325 Criminal Justice Ethics (4 credits)
- PHIL 327 Ethics in the Information Age (4 credits)

### *Elective (4 credits)*

One additional course, chosen in consultation with a faculty advisor in the Department of Philosophy

### **Professional                      Communication                      BA: Organizational Communication Track**

Professionals in organizational communication analyze how internal communication solutions promote organizational success.

Organizational communicators are observers, auditors, interviewers, managers, and coaches who build and train teams, bridge information gaps, coordinate efforts, analyze information flow, resolve conflicts, and understand and work to improve organizational systems and cultures.



## Enrolling in this program

### Program eligibility requirements

Any student admitted to Metropolitan State University may declare the Professional Communication - Organizational Communication Track as a major.

## Course requirements

### Prerequisites

Choose one

- COMM 103 Public Speaking (3 credits)
- COMM 103P Public Speaking Proficiency Test (3 credits)

### Requirements (36 credits)

#### Initial coursework

- INFS 315 Searching for Information (4 credits)

#### Media coursework

- MDST 485 Communicating with New Media (4 credits)

#### Intermediate coursework

- COMM 333 Intermediate Intercultural Communication (4 credits)
- COMM 351 Communication in Work Groups (4 credits)
- COMM 352 Organizational Communication (4 credits)
- COMM 372 Health Communication (4 credits)

#### Advanced coursework

- COMM 452 Advanced Organizational Communication (4 credits)

### Electives (4 credits from the following)

- COMM 320 Individual Rights and Public Discourse (4 credits)
- COMM 332 Negotiation And Mediation Skills (4 credits)
- COMM 350I Communication Individual Internship (1-8 credits)
- COMM 381 Public Relations Principles (4 credits)
- COMM 482 Applied Communication Research (4 credits)
- COMM 499 Topics in Communication (1-4 credits)
- MDST 361 Visual Communication (4 credits)
- MDST 490 Big Data and the Connected Citizen (4 credits)

## Professional Communication BA: Public Relations Track

Public relations practitioners use their sophisticated communication skills, theoretical knowledge, and analytical abilities to conduct advocacy campaigns, lobby, and develop strategic relationships.

## Enrolling in this program

### Program eligibility requirements

Any student may declare a major in the Public Relations track of the Professional Communication program.

## Course requirements

### Prerequisites

#### Public Relations Prerequisites (3 credits)

Choose one

- COMM 103 Public Speaking (3 credits)
- COMM 103P Public Speaking Proficiency Test (3 credits)



## Requirements (120 credits)

### *Initial coursework*

- INFS 315 Searching for Information (4 credits)

### *Media coursework*

- MDST 361 Visual Communication (4 credits)

### *Intermediate coursework*

- COMM 320 Individual Rights and Public Discourse (4 credits)
- COMM 333 Intermediate Intercultural Communication (4 credits)
- COMM 380 Public Relations Writing (4 credits)
- COMM 381 Public Relations Principles (4 credits)

### *Advanced coursework*

- COMM 385 Media Relations (4 credits)
- COMM 481 Advanced Public Relations (4 credits)

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

- COMM 350I Communication Individual Internship (1-8 credits)
- COMM 351 Communication in Work Groups (4 credits)
- COMM 383 Employee Communication (2 credits)
- COMM 499 Topics in Communication (1-4 credits)
- MGMT 310 Management Principles and Practices (4 credits)
- SCRW 315 Film Production and Editing I (4 credits)
- WRIT 371 Editing (4 credits)

## Public Relations Minor

The minor in public relations gives students the opportunity to develop competence in oral, written and visual communication as well as the critical thinking skills necessary to make strategic choices while developing communications campaigns. Students are introduced to a core set of skills and theories, best practices in communication, and professional standards relevant to the practice of public relations.

The minor in public relations gives students the opportunity to develop competence in oral, written and visual communication as well as the critical thinking skills necessary to make strategic choices while developing communications campaigns. Students are introduced to a core set of skills and theories, best practices in communication, and professional standards relevant to the practice of public relations.

**Note:** This minor may be combined with the Professional Communication-Organization Track, but not with the Professional Communication-Public Relations Track.

### **Enrolling in this program**

#### Program eligibility requirements

Any student is welcome to declare a public relations minor.

The minor may not be combined with a major in the Public Relations track of the Professional Communication major

### **Course requirements**

#### Requirements (20 credits)

##### *Required (16 credits)*

- COMM 380 Public Relations Writing (4 credits)
- COMM 381 Public Relations Principles (4 credits)
- COMM 385 Media Relations (4 credits)

- COMM 481 Advanced Public Relations (4 credits)

#### *Electives (4 credits)*

- COMM 320 Individual Rights and Public Discourse (4 credits)
- COMM 351 Communication in Work Groups (4 credits)
- INFS 315 Searching for Information (4 credits)
- MDST 361 Visual Communication (4 credits)

#### **Religious Studies Minor**

Religion is a central part of all cultures. From an academic perspective, the study of religion offers powerful insights into human behavior and cultures. Religious beliefs inform what people value and how they act. Religious differences are often used for political purposes, such as those seen in international conflicts and in American politics. On a personal level, many students have grown up with religious beliefs that sometimes sustain, and sometimes restrain, their development. Studying religion provides students, no matter what their upbringing, opportunities to expand both their personal perspectives and their analytical, critical thinking skills.

Sometimes students fear a conflict between the academic study of religion and personal faith. The teachers of the religious studies courses believe the study of religion can strengthen both thinking abilities and personal beliefs. These courses in religious studies present a diversity of traditions and offer students an opportunity to study religion in a supportive academic atmosphere. The courses incorporate multicultural perspectives, especially issues of race, gender, class, sexuality, disabilities and other differences.

#### **Course requirements**

Requirements (20 credits)

##### *Required (4 credits)*

This required course may be waived with faculty approval given comparable previous study.

- RELS 301 Introduction to Religious Studies (4 credits)

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

- RELS 301 Introduction to Religious Studies (4 credits)
- RELS 302 Introduction to the Hebrew Bible (the Old Testament) (4 credits)
- RELS 303 Introduction to the Christian Scriptures (the New Testament) (4 credits)
- RELS 304 Introduction to World Religions (4 credits)
- RELS 305 Jewish-Christian Encounter (4 credits)
- RELS 306 The Spiritual Journey (4 credits)
- RELS 307 Civil Religion: Theory, Practice, Analysis (4 credits)
- RELS 308 World of Islam (4 credits)
- RELS 309 Justice, War and Peace in Judaism, Christianity and Islam (4 credits)
- RELS 312 Religious Traditions of China (4 credits)
- RELS 322 American Indian Spirituality (4 credits)
- RELS 333 Race and Religion (4 credits)
- RELS 344 Religion and Psychology (4 credits)
- RELS 344 Religion and Psychology (4 credits)
- RELS 366 Religion, Morality and Contemporary U.S. Society (4 credits)
- RELS 377 Women and Religion (4 credits)
- RELS 380 Muslim Identities in the United States (4 credits)
- RELS 390 Zen Buddhism in American Culture (4 credits)

## Research and Information Studies Minor

The Research and Information Studies Minor explores information studies as a discipline. Students develop professional level research skills and strategies using research libraries, online databases, print and media collections, special collections and archives.

In addition to the joy of intellectual curiosity, courses cover many current issues including privacy, censorship, international sources, public communication, the evaluation of arguments and information, and the publishing industry.

This is a useful minor for students interested in continuing their post-BA studies in the fields of library science, museum work, law, writing, and professional communication.

### Course requirements

Requirements (18-20 credits)

*Required (12 credits)*

- INFS 315 Searching for Information (4 credits)
- INFS 338 The Craft and Commerce of Book Publishing (4 credits)
- INFS 340 Research in Special Collections and Archives (4 credits)

*Electives (6-8 credits)*

INFS 350I is variable credit (2-4).

- ARTS 300 Museums and Galleries (4 credits)
- ARTS 302 Exhibition Practices (2 credits)
- HIST 301 Historical Interpretation (4 credits)
- INFS 350I Information Studies Individual Internship (1-8 credits)
- INFS 518 Information Issues: (4 credits)
- LIT 332 Adolescent Literatures (4 credits)
- MDST 487 Writing and Producing for Radio/Audio (4 credits)
- MDST 520 Digital Storytelling (4 credits)

- MDST 580 Issues in Communication Technology (4 credits)

## Screenwriting BA

The screenwriting major builds creative skills, offers critical perspectives, and provides practical preparation necessary to engage in screenwriting at a professional level. The curriculum blends artistic growth with professional development. Each student graduates with a market ready feature length screenplay representing a significant creative achievement and a professional building block.

An internship helps bridge the gap from college to career – no matter what field one may chooses to pursue. Students are prepared for graduate school in screenwriting and related fields. A bachelor of arts in screenwriting is a foundation for the future.

### Enrolling in this program

Program eligibility requirements

Students must have completed a minimum of 30 credits before declaring a screenwriting major.

### Course requirements

Requirements (120 credits)

*Core: Area one (24 credits)*

Five courses and one internship are required

- SCRW 313 Beginning Screenwriting (4 credits)
- SCRW 314 New Screenplay Forms (4 credits)
- SCRW 315 Film Production and Editing I (4 credits)
- SCRW 415 Advanced Screenwriting (4 credits)
- SCRW 416 Projects in Screenwriting (4 credits)
- SCRW 350I Screenwriting Individual Internship (3-4 credits)

### *Electives: Area two (12 credits)*

Choose at least three of the following courses equaling at least 12 credits. No course can count in two areas.

- SCRW 383 Writing For Video Games (4 credits)
- SCRW 410 Film Production and Editing II (4 credits)
- IDST 370 Cinema, Self and Other (4 credits)
- MDST 333 Cinema in the Cities: (4 credits)
- MDST 370 Contemporary Cinema (4 credits)
- MDST 371 American Film: Tradition and Trends (4 credits)
- MDST 375 Women in Film (4 credits)
- MDST 378 World Cinema (4 credits)
- MDST 560 Writing for Television (4 credits)
- MDST 561 Advanced Television Writing (4 credits)
- THEA 321 Directed Readings in Theater (4 credits)
- THEA 346 Topics (1-4 credits)
- THEA 345 Acting III (4 credits)
- THEA 400 Playwriting I (4 credits)
- WRIT 251 Introduction to Creative Writing (3 credits)
- WRIT 359 Boot Camp: Creative Writing for Non-Majors (4 credits)
- WRIT 353 Writing Short Fiction (4 credits)
- WRIT 358 1000 Words or Less (4 credits)

### **Screenwriting Minor**

The Screenwriting minor is intended for the student who is interested in learning the basics of writing a screenplay.

A course of study presents screenwriting as a creative art form. The minor may complement other fields such as theater or creative writing, or it may be appropriate for someone who simply loves movies. Electives provide critical

and practical perspectives with offerings in digital film production and film theory.

### **Course requirements**

#### **Requirements (16 credits)**

#### *Required (8 credits)*

- SCRW 313 Beginning Screenwriting (4 credits)

Choose one

- SCRW 314 New Screenplay Forms (4 credits)
- SCRW 315 Film Production and Editing I (4 credits)

#### *Electives (8 credits)*

May not repeat a course taken from Required Course section

- SCRW 314 New Screenplay Forms (4 credits)
- SCRW 315 Film Production and Editing I (4 credits)
- SCRW 383 Writing For Video Games (4 credits)
- SCRW 410 Film Production and Editing II (4 credits)
- SCRW 415 Advanced Screenwriting (4 credits)
- MDST 370 Contemporary Cinema (4 credits)
- MDST 560 Writing for Television (4 credits)
- IDST 370 Cinema, Self and Other (4 credits)

### **Social Science BA**

Social Science Major Social science majors examine local, national, and international issues with an understanding of the global context in which they occur. Students interested in questions of inequality and social justice, cultural diversity, societal influences and social

identities, political advocacy, social movements, and globalization should consider the social science major at Metropolitan State University. Students in the program engage in a rigorous process of investigation and develop tools to explore, analyze, and ultimately act on the social environment.

Our program is committed to offering quality academic education and to providing opportunities for students to integrate their skills into community-based experience. The department helps students identify internships to explore civic and career interests and build professional relationships.

For the social science major, students complete 40 credits. All students participate in an interdisciplinary series of four advanced “core” courses that provide a creative and rigorous educational experience. These courses are taken in sequence. Students also integrate their skills with community-based internship experience. In addition, students take 20 elective credits within their chosen “track.” Social science majors choose one of five specialized tracks or the generalist track.

The tracks offer a variety of options:

- deepen knowledge of a discipline ([Anthropology](#), [Political Science](#), [Sociology](#));
- explore a set of interrelated issues ([Global Studies](#));
- develop a theoretical basis aligned with a skill ([Advocacy and Leadership](#))
- gain a broad understanding of the major fields of social science and their interrelations ([Generalist Track](#)).

#### What can I do with the degree?

Our graduates have a well-developed skill-set that leads them to become strong, competitive candidates for a variety of professions:

- international affairs,
- politics,
- legal studies,
- public policy,
- advocacy,
- social services in public and non-profit institutions.

Employers, graduate and professional schools seek potential employees who have a deep and broad educational basis as well as the specific skills our students develop in the major:

- effective oral and written communication;
- critical and creative approaches to problem solving;
- a deep understanding of the value of cultural diversity and a global perspective.

### Social Studies for Teaching BS

#### Why Social Studies for Teaching?

The Social Studies for Teaching Major (BS) is ideal for students who wish to become a social studies teacher (grades 5-12). The major is designed to provide students with both a strong foundation in social science disciplines and the intellectual skills necessary for excellence as a social studies teacher, grades 5 through 12.

The Social Studies for Teaching major is committed to the following principles; that effective social studies teachers:

- share with other liberally educated people the ability to think critically and communicate
- care deeply about their subject and are able to convey that passion and interest to their students.
- are interdisciplinary; they can synthesize and apply core concepts from a variety of social science fields to enhance their own and their students understanding of a topic or subject area.

- have developed a sociological imagination: they are able to link personal experience with larger socioeconomic forces and help their students do the same.
- are culturally reflective and aware; they are willing to engage in an ongoing process of reflection and analysis of the social and cultural roots of their own values, behaviors and beliefs, and those of the students and community they will be working with.
- are empowered; they are able to think realistically and hopefully about ways citizens can act positively to change their communities.
- have acquired the passion and tools for lifelong learning.

#### What will I do in the major?

Social Studies for Teaching (BS) majors must take a structured course sequence—both lower and upper division—to ensure they have met state board standards in the following areas of study:

- History
- Political Science
- Sociology
- Anthropology
- Geography
- Economics
- Ethnic Studies

#### What can I do with the degree?

Completing the Social Studies for Teaching (BS) prepares students to be a social studies teacher (5-12). In order to become a licensed teacher, however, students must complete a licensure program approved by the Minnesota Professional Educator Licensing and Standards Board (PELSB), formerly known as the Minnesota Board of Teaching. For more information and for a complete list of all licensure programs in Minnesota, visit [PELSB's](#) website.

#### Program accreditation

This program is accredited by the Minnesota Professional Education and Licensing Standards Board (PELSB) to meet the content standards associated with teaching licensure in this subject area.

#### Program requirements

##### Student licensure

Completing the Social Studies for Teaching major designed to meet state content standards for teachers is only part of the preparation for teaching this subject area effectively to middle school or high school youth. To earn a Tier 3 Social Studies license (grades 5-12) to teach in Minnesota, among other requirements you must also meet state pedagogy standards by completing additional coursework in urban secondary education and student teaching at either the undergraduate or graduate level through the University's Urban Teacher Program in the School of Urban Education. Please note that the School of Urban Education has the responsibility for recommending students for licensure once they have met all state licensure requirements. For information about Urban Teacher Program admission requirements as well as urban secondary education coursework and student teaching required for licensure, please visit the Secondary Education Licensure page or contact the School of Urban Education at [urban.education@metrostate.edu](mailto:urban.education@metrostate.edu).

#### Course requirements

##### Requirements (120 credits)

##### *Social Science Foundation (22-23 credits)*

A minimum of 8 credits from foundation coursework is required for admission to the Urban Teacher Program. These three courses are required.

- GEOG 201 Introduction to Geography (3 credits)

- POL 101 Introduction to American Government and Politics (4 credits)
- SOC 101 Introduction to Sociology (3 credits)

### *History Foundation*

Choose three of the four courses listed

- HIST 101 The American Past: To 1865 (3 credits)
- HIST 102 The American Past: From 1865 (3 credits)
- HIST 103 World History I: Patterns of Civilization to 1500 (3 credits)
- HIST 104 World History II: The Modern World, 1500 to the Present (3 credits)

### *Economics Foundation*

Choose one

- ECON 201 Macroeconomics (3 credits)
- ECON 202 Microeconomics (3 credits)

### *Core (18-20 credits): Group one*

Choose one

- ANTH 302 Gender and Culture (4 credits)
- HIST 394 Comparative Women's History (4 credits)

### *Teaching Core: Group two*

Choose one

- ETHS 302 Immigrant Communities and the Trajectories of Othering (4 credits)
- ETHS 309 Race and Public Policy (4 credits)
- ETHS 311 Understanding Racial and Ethnic Groups in the United States (4 credits)

### *Teaching Core: Group three*

Choose one

- ETHS 232 American Indians in Minnesota (2 credits)
- ETHS 332 Topics in Contemporary Native North America (4 credits)

### *Teaching Core: Group four*

Choose one

- POL 301 Citizenship in a Global Context (4 credits)
- POL 321 World Politics (4 credits)

### *Core Required Course*

- HIST 301 Historical Interpretation (4 credits)

### *Capstone*

Students are required to complete at least 30 credits in the major before taking the capstone

- SSCI 401 Social Science Seminar: Contending Perspectives (4 credits)

### **Sociology Minor**

#### *Why a minor in Sociology?*

The Sociology minor is an ideal course of study for students interested in gaining a complex, analytical understanding of:

- How society shapes our daily lives, sometimes in invisible and coercive ways.
- How differences of abilities, culture, race, class, gender, and sexual orientation contribute significantly to the shaping of societies.
- How to develop the skills and tools to discover, analyze, and change those



obscure social processes that shape our lives.

The Sociology Minor includes both the academic study of society and is dedicated to promoting social justice and cultural respect.

#### What will I do in the minor?

Courses in the Sociology Minor fall into four areas of study:

- Sociology is the study of what people do, think, and feel within formal and informal groups, organizations, institutions, and communities.
- Sociological topics like social movements, the body, deviance, power, food, and homelessness.
- Social institutions like the family, religion, education, government, and business.
- Social dimensions of the inequalities of gender, race, class, religion, culture, and sexual orientation.

Students in the Sociology Minor will take between 19 and 20 credits of sociology courses.

#### What can I do with the minor?

A Sociology Minor is an excellent complement to a number of majors. These include:

- Professional programs such as psychology, law enforcement, criminal justice, human services, social work, and international business
- Liberal arts programs in history, gender studies, professional communication, ethnic studies, or philosophy.

More information on careers in sociology can be found on the [American Sociology Association's career center](#).

#### Course requirements

Requirements (19-20 credits)

##### *Lower division electives (3-4 credits)*

- SOC 101 Introduction to Sociology (3 credits)

##### *Survey (4 credits)*

Choose one

- SOC 301 Contemporary Sociology (4 credits)
- SOC 302 Interpersonal and Social Power: A View from Below (4 credits)

##### *Upper division (12 credits)*

Choose three upper division courses in Sociology. Students may also substitute SSCI 300, SSCI 311, SSCI 401, SSCI 501

- SSCI 300 Seeing Like a Social Scientist (4 credits)
- SSCI 311 Research Methods in Social Science (4 credits)
- SSCI 401 Social Science Seminar: Contending Perspectives (4 credits)
- SSCI 501 Great Ideas: Classics of Social Science (4 credits)

#### **Social Science BA Sociology Track, Social Science BA**

##### *Why Sociology?*

The Sociology Track is an ideal course of study for students interested in:

- How society shapes our daily lives, sometimes in invisible and coercive ways.
- How differences of abilities, culture, race, class, gender, and sexual orientation contribute significantly to the shaping of societies.
- How to develop the skills and tools to discover, analyze, and change those



obscure social processes that shape our lives.

The Sociology Track includes both the academic study of society and promoting social justice and cultural respect.

#### What will I do in the Major?

Sociology is a track within the [Social Science Major](#). Courses in the Sociology Track fall into four areas of study:

- Sociology is the study of what people do, think, and feel within formal and informal groups, organizations, institutions, and communities.
- Sociological topics like social movements, the body, deviance, power, food, and homelessness.
- Social institutions like the family, religion, education, government, and business.
- Social dimensions of the inequalities of gender, race, class, religion, culture, and sexual orientation.

Students in the Sociology Track learn fundamental skills in sociological analysis and research, including hands-on experience in an internship, and conducting their own research projects in a senior capstone.

#### What can I do with the degree?

The Sociology Track offers graduates valuable training for professional or graduate work in several fields:

- Non-Profit and Non-Governmental Organizations (NGOs)
- Local, State and Federal Governments
- Advocacy
- Private Sector
- Graduate School in sociology and related fields More information on careers in

sociology is on the [American Sociological Association website](#).

#### Course requirements

Requirements (120 credits)

*Core Courses (40 credits)*

At least half of the credits required for the major must be completed at Metropolitan State University. Students must earn a grade of C- or above in all major courses. Student should select lower division electives and upper division electives in consultation with an advisor. Transfer courses may be applicable to major requirements. The university's degree audit will specify transfer courses that are directly equivalent to major requirements. Other transfer courses must be approved by a faculty advisor in the department. Sequencing: SSCI 300, SSCI 311, SSCI 501 and SSCI 451 or SSCI 452 must be taken in four separate semesters in the order listed above. SSCI 300 and SSCI 311 may be taken concurrently with departmental approval. All social science majors must complete these courses.

- SSCI 365 Leadership in Organizations and Public Life (3-4 credits)
- SSCI 300 Seeing Like a Social Scientist (4 credits)
- SSCI 311 Research Methods in Social Science (4 credits)
- SSCI 501 Great Ideas: Classics of Social Science (4 credits)

Choose one

- SSCI 451 Empirical Research Capstone (4 credits)
- SSCI 452 Conceptual Research Capstone (4 credits)

*Lower division electives (up to 9 credits)*

- SSCI 100 Introduction to Social Science (3 credits)

- SOC 101 Introduction to Sociology (3 credits)

*Survey (4 credits, select one course)*

- SOC 301 Contemporary Sociology (4 credits)
- SOC 302 Interpersonal and Social Power: A View from Below (4 credits)
- SOC 321 Food, Culture, and Society (4 credits)

*Upper division electives (to reach 40 credits)*

Select 300-level courses in sociology. Students may also take:

- SSCI 401 Social Science Seminar: Contending Perspectives (4 credits)

### Studio Arts BA

The Bachelor of Arts in studio arts at Metropolitan State University gives students the opportunity to cultivate their creativity while developing marketable skills.

A core curriculum in drawing, painting, and digitally-based arts is supplemented by other media and techniques, community-based internships, and coursework in related disciplines.

Under the guidance of accomplished arts faculty with national and international exhibition histories, students will prepare for graduate school and/or careers in the visual arts.

### Enrolling in this program

#### Program eligibility requirements

To be eligible for acceptance to the Studio Arts major, students must submit a College of Liberal Arts Undergraduate Declaration form.

### Course requirements

#### Prerequisites

#### Requirements (120 credits)

#### Studio Arts Required (20 credits)

- ARTS 106 Introduction to Drawing (4 credits)
- ARTS 300 Museums and Galleries (4 credits)
- ARTS 307 Painting (4 credits)
- ARTS 400 Capstone Seminar (4 credits)

#### Choose one

- ARTS 115 Introduction to Photography (4 credits)
- ARTS 203 Introduction to Digital Arts (4 credits)

#### Studio Arts Electives (18 credits)

Choose 18 credits. ARTS 304 has various subtitles. ARTS 301, 304, 320 and 360I can be repeated twice for credit if topic is different.

- ARTS 301 Current Topics: Variable Subtitles (2 credits)
- ARTS 302 Exhibition Practices (2 credits)
- ARTS 304 Topics in Fibers (4 credits)
- ARTS 306 Intermediate Drawing (4 credits)
- ARTS 309 Photography: History of a Visual Artform (4 credits)
- ARTS 311 Watercolors (4 credits)
- ARTS 316 Intermediate Photography (4 credits)
- ARTS 320 Topics in Clay: Variable Subtitles (3 credits)
- ARTS 350I Arts Individualized Internship (1-8 credits)
- ARTS 360I Studio Arts Student Designed Independent Study (2-4 credits)
- HUM 333 The Photo and the Other (4 credits)
- SCRW 315 Film Production and Editing I (4 credits)

- WRIT 377 Writing Proposals and Grants (4 credits)

### Studio Arts Minor

Since the beginning of human history, people have had a need to create images and objects. These impulses emerge for different reasons--communication, commerce, an act of devotion, necessity for utilitarian wares, personal expression, decoration, therapy, and so on.

Courses offered in studio arts allow students of various skill levels to examine the history of art and craft, sharpen critical thinking skills, and explore the possibilities of the sometimes instinctive and elusive creative process. To these ends, a minor is offered in studio arts.

### Course requirements

Requirements (20 credits)

#### *Studio Arts Minor Required Courses (8 credits)*

- ARTS 106 Introduction to Drawing (4 credits)

Choose one

- ARTS 115 Introduction to Photography (4 credits)
- ARTS 203 Introduction to Digital Arts (4 credits)

#### *Studio Arts Minor Electives (12 credits)*

ARTS 304 has various subtitles. ARTS 301, 304, 320, and 360I can be repeated once for credit if topic is different.

- ARTS 300 Museums and Galleries (4 credits)
- ARTS 301 Current Topics: Variable Subtitles (2 credits)
- ARTS 302 Exhibition Practices (2 credits)
- ARTS 304 Topics in Fibers (4 credits)
- ARTS 306 Intermediate Drawing (4 credits)

- ARTS 307 Painting (4 credits)
- ARTS 309 Photography: History of a Visual Artform (4 credits)
- ARTS 311 Watercolors (4 credits)
- ARTS 316 Intermediate Photography (4 credits)
- ARTS 320 Topics in Clay: Variable Subtitles (3 credits)
- ARTS 360I Studio Arts Student Designed Independent Study (2-4 credits)

### Technical Communication and Professional Writing BA

The major in Technical Communication and Professional Writing provides students with a foundation in the writing, editing, research, and digital communication skills that are essential for writing professionals in industry, government, non-profit, and freelance careers.

Faculty who teach in the program combine academic and workplace experience, educating students in both ideas and implementation, principles and practice. In addition to completing a core curriculum, students select a track in either Technical Communication or Professional Writing to complete the major.

- **Technical Communication Track:** Technical communication is a growing field that has become increasingly important to communicating in a technology-mediated world. Technical communicators help make information more useful and accessible to the people who need the information. Students completing this track take classes in technical writing, advanced Web writing and design, usability and user experience design, and trends in communication technology. The Technical Communication track prepares students for careers in growing areas such as web content development and design, technical editing, technical marketing communications, and product documentation.

- **Professional Writing Track:** The Professional Writing track prepares students to become creative, versatile, and digitally savvy communicators who understand how to write and edit in both print and electronic environments. Students in this track take classes in writing for publication, as well as writing for social media and multimedia. They also choose from a rich array of electives, including courses in grant writing, freelance writing, book publishing, and writing ad copy. The Professional Writing track prepares students for careers in such fields as nonfiction writing and editing, grant writing, writing for marketing or public relations, employee communications, web content development, and print and electronic publishing.

### Course requirements

#### Prerequisites

#### *Core curriculum: prerequisites (4 credits)*

- WRIT 301 Professional and Technical Writing Careers (2 credits)
- WRIT 280 Digital Tools for Writing and Communication (2 credits)

#### Requirements (120 credits)

#### *Core curriculum: required (23-24 credits)*

- INFS 315 Searching for Information (4 credits)
- WRIT 302 Content Strategy (2 credits)
- WRIT 371 Editing (4 credits)
- WRIT 372 Document and Information Design I (4 credits)
- WRIT 373 Writing and Designing for the Web I (4 credits)
- WRIT 350I Writing Individual Internship (1-9 credits)
- WRIT 461 Writing and Technical Communication Capstone (4 credits)

#### *Technical Communication track requirements (7 credits)*

- WRIT 271 Technical Writing (3 credits)
- WRIT 574 Usability and User Experience (4 credits)

#### *Technical Communication track electives (4 credits)*

- INFS 338 The Craft and Commerce of Book Publishing (4 credits)
- MDST 520 Digital Storytelling (4 credits)
- MDST 583 Online Education and Training (4 credits)
- WRIT 375 Environmental Communication (4 credits)
- WRIT 377 Writing Proposals and Grants (4 credits)
- WRIT 531 Advanced Writing (4 credits)
- WRIT 571 Advanced Editing (4 credits)
- WRIT 599 Advanced Topics (1-4 credits)
- MDST 485 Communicating with New Media (4 credits)

#### *Professional Writing track requirements (8 credits)*

Choose one between WRIT 341 and WRIT 344, not from all three courses

- MDST 485 Communicating with New Media (4 credits)
- WRIT 341 Writing the News in a Digital World (4 credits)
- WRIT 344 Writing for Publication and Profit (4 credits)

#### *Professional Writing track electives (8 credits)*

Choose one

- INFS 338 The Craft and Commerce of Book Publishing (4 credits)
- MDST 520 Digital Storytelling (4 credits)
- MKTG 348 Advertising Copywriting, Design and Production (4 credits)

- WRIT 344 Writing for Publication and Profit (4 credits)
- WRIT 377 Writing Proposals and Grants (4 credits)
- WRIT 531 Advanced Writing (4 credits)
- WRIT 532 Writing about Place (4 credits)
- WRIT 571 Advanced Editing (4 credits)
- WRIT 583 Writing Major Projects (4 credits)
- WRIT 599 Advanced Topics (1-4 credits)

### Technical Communication Minor

The technologies around us change rapidly and constantly, and the Technical Communication minor teaches students how to communicate about technology to a wide range of audiences, using print and online media.

The goal of the minor is to strengthen students' abilities to write about technology and to use technology to write. You will learn basic principles of editing, document design, and web design.

Students pursuing degrees in many areas (such as computer science, natural science, business, or liberal arts) may enhance their marketability due to the applied nature of the minor.

Graduates will be able to apply principles of audience analysis to technical communication situations; analyze and create a website that effectively communicates with its audience; and apply technical communication skills to all of their writing.

### Course requirements

Requirements (19 credits)

#### Required

Up to eight credits may be transferred

- WRIT 271 Technical Writing (3 credits)
- WRIT 301 Professional and Technical Writing Careers (2 credits)
- WRIT 302 Content Strategy (2 credits)

- WRIT 371 Editing (4 credits)
- WRIT 372 Document and Information Design I (4 credits)
- WRIT 373 Writing and Designing for the Web I (4 credits)

### Theater BA

The Theater Program is designed to provide students with an understanding of and critical appreciation for the basic elements of theater, including acting, directing and playwriting. This program does not emphasize specific tracks in theater, and among the hallmarks of the theater degree is an emphasis on students creating original work, allowing valuable insight into the creative process and its practical applications. Additionally, a study of the great traditions of theater and the development of skills can empower students toward their own clear and original voice--a valuable asset in any profession. For this reason, the program encourages the integration of theater skills and theory within other disciplines and individual studies. Students are welcome to contact a theater program advisor to better focus this integration.

This program also values prior learning. Students at Metropolitan State may continue to build upon previous learning experience in theater, in keeping with our tradition of alternate learning strategies.

A number of past and current students have worked professionally and semi-professionally in the theater for years, and are now committed to an academic qualification.

### Program requirements

It is strongly suggested that students meet with the program advisor in advance of the year they plan to begin the theater major so they can be aware of future production opportunities and other options.

Courses required for your specific program are listed in the Course Requirements section below. Contact your advisor with questions concerning your degree plan. Recognizing that there may be transfer students from other two-year institutions, students should work with theater faculty advisors to make sure that equivalent classes can count toward the major.

**Minneapolis Community and Technical College or equivalent lower-division transfers. (Minimum of 12 lower-division credits)**

- THTR 1131 Introduction to Theater
- THTR 1104 Introduction to Acting **or** THTR 1160 Acting in Multicultural Theater **or** THTR 2105 Introduction to Acting II
- THTR 1145 Stagecraft: Scene Design and Lighting
- THTR 1161-69 Theater Topics **or** any elective THEA course available at Metropolitan State University
- THTR 2150 Script Analysis

**Course requirements**

Requirements (120 credits)

*Metropolitan State University courses (minimum 22 upper-division credits)*

THEA 441 Career Portfolio (1 credit) is being offered Fall 2018 as a one time deans approval.

- THEA 321 Directed Readings in Theater (4 credits)

Choose one of the two courses below

- THEA 345 Acting III (4 credits)
- THEA 445 Advanced Acting (4 credits)
- THEA 351 Production and Performance Laboratory (2-4 credits)
- THEA 390 The Evolution of Western Theater (4 credits)
- THEA 400 Playwriting I (4 credits)

- THEA 441 Theater Career Portfolio Seminar (1 credits)
- THEA 540 Directing and Creating Theater (4 credits)

**Theater Minor**

Skills and insights acquired through the study of theater can be life enhancing. A Theater Minor can be focused beyond the basic requirements to provide for an individualized study, encouraging the integration of theater skills and tools within many other disciplines. Specifically, in the minor, students acquire a basic understanding of, and critical appreciation for, contemporary theater art. Additionally, an appreciation of the great traditions of the theater experience on and off stage, and studies in playwriting, acting, improvisation, directing, etc. can enhance creativity, aesthetic engagement, leadership and an increased ability to achieve across the curriculum, empowering students toward effective communication and a clear, authentic "voice."

The theater minor is flexibly aimed at integration with other majors, but it may be supported by courses in: creative writing, screenwriting, studio arts, music, media studies, literature, and storytelling.

**Enrolling in this program**

Program eligibility requirements

It is highly recommended that theater minors take **one of the following** courses before proceeding to the minor:

- THEA 321 - Directed Readings in Theater
- THEA 331 - Voice
- any Introduction to Theater class or beginning class in acting or improvisation.



### Course requirements

#### Requirements (22 credits)

Course sequence is THEA 321, followed by either THEA 331 or THEA 345, then remaining in order.

- THEA 321 Directed Readings in Theater (4 credits)

Choose one of the two courses below

- THEA 331 Voice: Speaking from Experience (4 credits)
- THEA 345 Acting III (4 credits)
- THEA 351 Production and Performance Laboratory (2-4 credits)
- THEA 390 The Evolution of Western Theater (4 credits)
- THEA 400 Playwriting I (4 credits)
- THEA 540 Directing and Creating Theater (4 credits)

## College of Management

### Accounting BS

Knowledge of accounting concepts and the framework of accounting for economic activity has long been a necessary part of the educational preparation for careers in business. Accounting data is a fundamental information source for decision-making and control purposes in both profit-seeking and nonprofit organizations. The growing complexity and globalization of business, as well as the need for more effective and efficient approaches to business problem solving, increases the demand for accounting knowledge. Metropolitan State University offers a comprehensive accounting curriculum that focuses on core accounting disciplines intended to develop a common body of accounting knowledge.

### Enrolling in this program

#### Program eligibility requirements

Prior to declaring this major, students must complete the COM Foundation Courses with a grade of C- or better. The COM Foundation Courses are prerequisites for many upper division College of Management courses. Completing these courses early in your program will help you succeed and have the most valuable experience in other College of Management courses.

### Program requirements

The accounting major residency policy requires that at least four (4) of the accounting major required courses must be completed at Metropolitan State. See also the [COM policies page](#) for requirements that are common to all programs.

### Course requirements

#### Requirements (120 credits)

#### *College of Management Foundation (22 credits)*

- ACCT 210 Financial Accounting (4 credits)
- ECON 201 Macroeconomics (3 credits)
- ECON 202 Microeconomics (3 credits)
- MATH 115 College Algebra (4 credits)
- MIS 100 Fundamentals of Information Technology in Organizations (4 credits)
- STAT 201 Statistics I (4 credits)

#### *College of Management Business Core (20 credits)*

- DSCI 434 Introduction to Operations Management (4 credits)
- FIN 390 Principles of Finance (4 credits)
- MGMT 310 Management Principles and Practices (4 credits)
- MIS 310 Principles of Management Information Systems (4 credits)
- MKTG 300 Marketing Principles (4 credits)



### *Required (32 credits)*

- ACCT 311 Intermediate Accounting I (4 credits)
- ACCT 312 Intermediate Accounting II (4 credits)
- ACCT 320 Strategic Management Accounting (4 credits)
- ACCT 340 Accounting Information Systems (4 credits)
- ACCT 510 Advanced Accounting (4 credits)
- ACCT 512 Auditing (4 credits)
- ACCT 520 Advanced Strategic Management Accounting (4 credits)
- ACCT 530 Business Taxation (4 credits)

### *College of Management Capstone (4 credits)*

- MGMT 499 Case Studies in Strategic Management (4 credits)

### *CMA recommended elective*

Recommended for students preparing to take the Certified Management Accountant (CMA) examination.

- ACCT 515 Financial Statement Analysis (4 credits)

### *CPA recommended electives*

Recommended for students preparing to take the Uniform Certified Public Accountant (CPA) examination.

- ACCT 515 Financial Statement Analysis (4 credits)
- BLAW 310 Business Law: UCC and Contracts (4 credits)

### **Advertising Minor**

The advertising minor is designed to educate students about the major activities involved in the planning, design, integration and

implementation of marketing communications programs. Course topics include understanding consumer behavior, advertising and campaign planning, graphics design and copywriting and designing and writing on the web. Familiarity with these activities helps to prepare students for careers in advertising agencies, marketing positions in private, nonprofit and government organizations, as well as careers in public relations firms.

This minor cannot be combined with the marketing major.

### **Enrolling in this program**

#### **Program eligibility requirements**

Students must earn a grade of S or C- or above in courses to be used to meet pre-requisites. College of Management (COM) students that major in Marketing **cannot** declare an Advertising Minor.

#### **Program requirements**

Advertising minor residency requirement: At least 12 credits of the required courses in the advertising minor must be completed at Metropolitan State. You may substitute Advertising Copywriting, Design & Production for an internship in a related area. Approval from the marketing department chair is required.

See also the [COM policies](#) page for requirements that are common to all programs.

### **Course requirements**

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

An approved internship may be substituted for the MKTG 348.

- MKTG 300 Marketing Principles (4 credits)

- MKTG 310 Consumer and Professional Buyer Behavior (4 credits)
- MKTG 343 Integrated Marketing Communications (4 credits)
- MKTG 348 Advertising Copywriting, Design and Production (4 credits)
- WRIT 373 Writing and Designing for the Web I (4 credits)

## Business Administration BS

Do you want to prepare for a dynamic and challenging career in the ever-changing business world? And, gain skills in demand by businesses and other organizations? Then study Business Administration with us, either online or on-campus. Expect to be better positioned for career opportunities and promotions.

You will also:

- learn about the functional areas of organizations and how to manage them effectively,
- gain the organizational, communication, and critical thinking skills necessary for you to be a great manager, consistent with the College of Management undergraduate student outcomes
- prepare for positions in business, nonprofit organizations, and government, including supervisor, department manager, or agency director,
- understand the increasingly diverse business world, and
- build a network with business administration professionals and alumni.

## Enrolling in this program

### Program eligibility requirements

Prior to declaring this major, students must complete the COM Foundation Courses with a grade of C- or better. The COM Foundation Courses are prerequisites for many upper

division College of Management courses. Completing these courses early in your program will help you succeed and have the most valuable experience in other College of Management courses.

## Program requirements

BS in Business Administration residency requirement: At least 24 credits from among the Business Core Courses, Major Required Courses, Major Electives, and Capstone must be completed at Metropolitan State. See also the [COM policies](#) page for requirements that are common to all programs.

## Course requirements

### Requirements (120 credits)

#### *College of Management Foundation (22 credits)*

- MIS 100 Fundamentals of Information Technology in Organizations (4 credits)
- MATH 115 College Algebra (4 credits)
- STAT 201 Statistics I (4 credits)
- ECON 201 Macroeconomics (3 credits)
- ECON 202 Microeconomics (3 credits)
- ACCT 210 Financial Accounting (4 credits)

#### *College of Management Business Core (20 credits)*

- DSCI 434 Introduction to Operations Management (4 credits)
- FIN 390 Principles of Finance (4 credits)
- MGMT 310 Management Principles and Practices (4 credits)
- MIS 310 Principles of Management Information Systems (4 credits)
- MKTG 300 Marketing Principles (4 credits)

### *Required (16 credits)*

- ACCT 320 Strategic Management Accounting (4 credits)

- BLAW 320 Legal Environment of Organizations (4 credits)
- MGMT 320 Organizational Behavior (4 credits)
- MGMT 360 Managing a Diverse Workforce (4 credits)

#### *Electives (4 credits)*

Choose 4 upper division credits (300-500 level) from the following disciplines: Accounting, Business Law, Decision Sciences, Economics, Entrepreneurship, Finance, Human Resource Management, International Business, Management, Management Information Systems, Marketing, Risk Management and Insurance, or Philosophy 320: Business Ethics. Some Major Electives may overlap with your minor and GELS requirements. Entrepreneurship 300: Interdisciplinary Business Skills and Knowledge is not a Business Elective.

#### *College of Management Capstone (4 credits)*

- MGMT 499 Case Studies in Strategic Management (4 credits)

### **Business Administration Minor**

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

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

### **Enrolling in this program**

#### **Program eligibility requirements**

The Business Administration minor is not available to students already pursuing a College of Management major. Students must earn a grade of S or C- or above in courses to be used to meet pre-requisites.

#### **Program requirements**

Business Administration Minor Residency Requirement: At least 16 credits from among the Minor Required Courses and Minor Elective(s) must be completed at Metropolitan State. See also the [COM policies](#) page for requirements that are common to all programs.

#### **Course requirements**

##### **Prerequisites**

- MATH 115 College Algebra (4 credits)
- ECON 202 Microeconomics (3 credits)
- STAT 201 Statistics I (4 credits)

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

- ACCT 210 Financial Accounting (4 credits)
- FIN 390 Principles of Finance (4 credits)
- MGMT 310 Management Principles and Practices (4 credits)
- MKTG 300 Marketing Principles (4 credits)

#### *Electives (4 credits)*

Choose 4 upper division credits (300-500 level) from the following disciplines: Accounting, Business Law, Decision Sciences, Economics, Entrepreneurship, Finance, Human Resource Management, International Business, Management, Management Information Systems, Marketing, Risk Management and Insurance, or Philosophy 320: Business Ethics. Some Major Electives may overlap with your minor and GELS requirements.

Entrepreneurship 300: Interdisciplinary Business Skills and Knowledge is not a Business Elective.

### Business Analytics Minor

The need for business analytics-related professionals is growing rapidly across industries and occupations.

This minor focuses on data analytics competencies across business domains and industries. Courses in management of information systems, statistics, database management, business intelligence and analytics, prediction modelling, and analytics consulting make this an important credential for majors across the university.

The Business Analytics Minor develops data analytics skills in a business context using courses in management of information systems, statistics, database management, business intelligence, prediction modelling, and analytics consulting.

### Program requirements

At least 16 credits from among the Required Courses and Electives must be completed at Metropolitan State. See also the [COM policies](#) page for requirements that are common to all programs.

### Course requirements

Requirements (24 credits)

#### Required

- STAT 201 Statistics I (4 credits)

Choose one of the two courses below

- MIS 310 Principles of Management Information Systems (4 credits)
- DATA 211 Data Science and Visualization (4 credits)

- MIS 380 Business Intelligence and Analytics (4 credits)
- MIS 480 Predictive Analytics (4 credits)
- STAT 480 Statistical Consulting (4 credits)

### Electives

Choose one

- MIS 335 Management and Use of Databases (4 credits)
- STAT 301 Analysis of Variance and Multivariate Analysis (4 credits)
- STAT 311 Regression Analysis (4 credits)

### Economics BS

Economics describes and analyzes the organization and operation of an economic system. While much can be learned from the economic systems of other countries, most courses in this program focus on the western market economy.

An understanding of economics is essential for all careers in management and to becoming a well-informed citizen and participant in society. The economics program offers courses which serve all majors in the College of Management and those leading to the two tracks in the economics major.

- The **business economics** track prepares students for work in the quantitative areas of business: market research, business forecasting, financial analysis, economic modeling and simulation, operations and quantitative decision making.
- The more traditional **economics track** prepares students for graduate study in economics and professional study in law, public administration, business and public policy. Many economics courses may be used to fulfill

the university's general education/liberal studies requirements.

### Enrolling in this program

#### Program eligibility requirements

Prior to declaring this major, students must complete:

- Economics Foundation Courses with a grade of C- or better (see below)
  - Economics Foundation Courses include:
    - ECON 201 Macroeconomics
    - ECON 202 Microeconomics
    - either MATH 210 Calculus I or MATH 208 Applied Calculus
    - MIS100 Fundamentals of Information Technology in Organizations and
    - STAT 201 Statistics I.

The Economics Foundation Courses are prerequisites for many upper division College of Management courses. Completing these courses early in your program will help you succeed and have the most valuable experience in other College of Management courses.

### Program requirements

At least 40 upper division distributed in general education/liberal studies, foundation courses and study in economics or business economics.

At least 20 credits from among Macroeconomics, Microeconomics, Major Required Courses, Major Elective Courses, and Capstone must be completed at Metropolitan State.

See also the [COM policies](#) page for requirements that are common to all programs.

### Course requirements

#### Requirements (120 credits)

At least 40 upper division distributed in general education/liberal studies, foundation courses and study in economics or business economics are required for both tracks.

#### Required

- MIS 100 Fundamentals of Information Technology in Organizations (4 credits)

#### Applied Math

Choose one of the two courses below

- MATH 210 Calculus I (4 credits)
- MATH 208 Applied Calculus (4 credits)
- STAT 201 Statistics I (4 credits)
- ECON 201 Macroeconomics (3 credits)
- ECON 202 Microeconomics (3 credits)

#### Economics track

ECON 497 is a capstone class which should be taken near the end of the student's program.

#### Required (16 credits)

- ECON 351 Intermediate Macroeconomics (4 credits)
- ECON 352 Intermediate Microeconomics (4 credits)
- ECON 420 Money, Banking and Financial Institutions (4 credits)
- ECON 497 Economic Research and Forecasting (4 credits)

#### Electives (16 credits)

Choose four

- ECON 311 Economics of the Environment (4 credits)
- ECON 313 Labor Economics (4 credits)

- ECON 314 International and Comparative Economics (4 credits)
- ECON 315 Economics of Diversity (4 credits)
- ECON 316 Health Economics (4 credits)
- ECON 490 Topics in Economics (2-4 credits)
- ECON 496 Managerial Economics (4 credits)

### *Business Economics track*

#### *Required (24 credits)*

ECON 497 is a capstone course which should be taken near the end of a student's program

- ACCT 210 Financial Accounting (4 credits)
- ECON 314 International and Comparative Economics (4 credits)
- ECON 420 Money, Banking and Financial Institutions (4 credits)
- ECON 496 Managerial Economics (4 credits)
- ECON 497 Economic Research and Forecasting (4 credits)
- FIN 390 Principles of Finance (4 credits)

### *Electives*

Choose three courses. Only one DSCI course may be applied toward the Business Economics track

- ECON 311 Economics of the Environment (4 credits)
- ECON 313 Labor Economics (4 credits)
- ECON 315 Economics of Diversity (4 credits)
- ECON 316 Health Economics (4 credits)
- ECON 351 Intermediate Macroeconomics (4 credits)
- ECON 352 Intermediate Microeconomics (4 credits)
- ECON 490 Topics in Economics (2-4 credits)

- DSCI 431 Managerial Problem-solving and Decision-making Methods (4 credits)
- DSCI 434 Introduction to Operations Management (4 credits)
- FIN 550 International Finance (4 credits)
- ENTR 490 Entrepreneurship and Venture Creation (4 credits)
- MKTG 420 Marketing Research (4 credits)

### **Economics Minor**

The economics program area offers a minor in economics that allows students to go deeper in learning how to apply the basic concepts gained from taking the principles of macroeconomics and microeconomics. The economics minor provides a balance of theory and practice in order to increase students' ability to solve problems in their fields.

The economics minor is offered primarily to the following categories of students:

- students from business and management fields in the College of Management
- students from human services and public administration, and
- students from the liberal arts who desire to increase their knowledge of economics

### **Enrolling in this program**

#### **Program eligibility requirements**

You must earn a grade of S or C- or above in courses to be used to meet pre-requisites.

MATH 115 College Algebra must be completed before admitted to the minor. Upper division economics courses may include pre-requisites other than MATH 115.

## Program requirements

At least 8 credits in the Minor Required Courses and Minor Electives must be completed at Metropolitan State. See also the [COM policies](#) page for requirements that are common to all programs.

### Course requirements

#### Requirements (20 credits)

##### *Required*

- ECON 201 Macroeconomics (3 credits)
- ECON 202 Microeconomics (3 credits)

##### *Electives*

Choose three

- ECON 311 Economics of the Environment (4 credits)
- ECON 313 Labor Economics (4 credits)
- ECON 314 International and Comparative Economics (4 credits)
- ECON 315 Economics of Diversity (4 credits)
- ECON 316 Health Economics (4 credits)
- ECON 351 Intermediate Macroeconomics (4 credits)
- ECON 352 Intermediate Microeconomics (4 credits)
- ECON 420 Money, Banking and Financial Institutions (4 credits)
- ECON 490 Topics in Economics (2-4 credits)
- ECON 496 Managerial Economics (4 credits)
- ECON 497 Economic Research and Forecasting (4 credits)

### Entrepreneurship and Innovation BS

Build Your Dream with the knowledge, skills, experience, and career opportunities offered in the Entrepreneurship and Innovation curriculum. Whether your dream is to start a business, launch a career as an innovative

manager within an existing organization, support a family business, become a franchisee, or build your inner leadership skills, this discipline will help you achieve your economic and personal goals. We value the work and life experience that our students bring to the classroom.

Our experiential education classes help students to think like an entrepreneur, build confidence, engage in real world cases, and create their own destiny. Taught by experts in the industry and scholars with entrepreneurial experience, the Entrepreneurship and Innovation courses are uniquely tied to the extensive entrepreneurial ecosystem of the Twin Cities and the nation. Study Entrepreneurship and Innovation with us, either online or on-campus. You will also:

- expand your career options and competitiveness,
- be exposed to a broad range of community experts that further supplement their education, career options, and resources,
- learn about the functional areas of organizations and how to manage them effectively, and
- apply communication, problem-solving, ethical reasoning and teamwork skills to diverse organizations, consistent with the College of Management undergraduate student learning outcomes.

### Enrolling in this program

#### Program eligibility requirements

Prior to declaring this major, students must complete the COM Foundation Courses with a grade of C- or better. The COM Foundation Courses are prerequisites for many upper division College of Management courses. Completing these courses early in your program will help you succeed and have the most valuable experience in other College of Management courses.



## Program requirements

Entrepreneurship and Innovation BS Residency Requirement: At least 24 credits from among the Business Core Courses, Major Required Courses, Major Electives and Capstone must be completed at Metropolitan State. See also the [COM policies](#) page for requirements that are common to all programs.

## Course requirements

Requirements (120 credits)

*College of Management Foundation (22 credits)*

- MIS 100 Fundamentals of Information Technology in Organizations (4 credits)
- MATH 115 College Algebra (4 credits)
- STAT 201 Statistics I (4 credits)
- ECON 201 Macroeconomics (3 credits)
- ECON 202 Microeconomics (3 credits)
- ACCT 210 Financial Accounting (4 credits)

*College of Management Business Core (20 credits)*

- DSCI 434 Introduction to Operations Management (4 credits)
- FIN 390 Principles of Finance (4 credits)
- MGMT 310 Management Principles and Practices (4 credits)
- MIS 310 Principles of Management Information Systems (4 credits)
- MKTG 300 Marketing Principles (4 credits)

*Entrepreneurship and Innovation (16 credits)*

- ACCT 320 Strategic Management Accounting (4 credits)
- ENTR 400 Entrepreneurial Mindset in a Diverse World (4 credits)
- ENTR 490 Entrepreneurship and Venture Creation (4 credits)
- MGMT 320 Organizational Behavior (4 credits)

*Entrepreneurship and Innovation electives (8 credits)*

- ENTR 491 Technology Management for Entrepreneurs (2 credits)
- ENTR 493 Finance for Entrepreneurs (2 credits)
- ENTR 494 Entrepreneurship and Law (2 credits)
- ENTR 495 Developing New Products and Services (2 credits)
- ENTR 496 Writing a Marketing Plan (2 credits)
- ENTR 497 Writing a Business Plan (2 credits)

*College of Management Capstone (4 credits)*

- MGMT 499 Case Studies in Strategic Management (4 credits)

## Entrepreneurship and Innovation Minor

The Minor in Entrepreneurship and Innovation helps students build their dreams by providing students the knowledge, skills, experience, and career opportunities to create or energize a business. Whether the dream is to start a new business, launch a career as an innovative manager within an existing organization, support a family business, become a franchisee, or build inner leadership skills, this discipline will help students achieve their economic and personal goals.

Regardless of a student's major discipline of study, these courses will help them expand their career options and competitiveness. The experiential education classes help students think like an entrepreneur, build confidence, engage in real world cases, and create their own destiny.

Taught by experts in the industry and scholars with entrepreneurial experience, the Entrepreneurship and Innovation courses are uniquely tied to the extensive entrepreneurial

ecosystem of the Twin Cities and the nation. Students are exposed to a broad range of community experts that further supplement their education, career options, and resources.

### Enrolling in this program

#### Program eligibility requirements

This minor is open to students with any major at Metropolitan State. Students must earn a grade of S or C- or above in courses to be used to meet pre-requisites.

### Program requirements

Entrepreneurship and Innovation Minor Residency Requirements: At least 12 credits from among the Minor Required Courses, Minor Electives and Capstone must be completed at Metropolitan State. See also the [COM policies](#) page for requirements that are common to all programs.

### Course requirements

#### Prerequisites

#### *College of Management majors*

Individual ENTR course prerequisites include one or more of the following:

- MGMT 310 Management Principles and Practices (4 credits)
- FIN 390 Principles of Finance (4 credits)
- MKTG 300 Marketing Principles (4 credits)

#### *Non-College of Management majors*

Students not pursuing a business major take prerequisites first, after which they can take the remaining Entrepreneurship courses.

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

### Requirements (16 credits)

#### *Required (8 credits)*

- ENTR 400 Entrepreneurial Mindset in a Diverse World (4 credits)
- ENTR 490 Entrepreneurship and Venture Creation (4 credits)

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

- ENTR 491 Technology Management for Entrepreneurs (2 credits)
- ENTR 493 Finance for Entrepreneurs (2 credits)
- ENTR 494 Entrepreneurship and Law (2 credits)
- ENTR 495 Developing New Products and Services (2 credits)
- ENTR 496 Writing a Marketing Plan (2 credits)
- ENTR 497 Writing a Business Plan (2 credits)

### Finance BS

Finance affects all aspects of an organization, and financial considerations play a role in almost every decision.

The Finance program provides solid academic grounding in areas such as investments, financing and risk management, and prepares students for careers in corporate finance, financial institutions and personal investment services. Finance involves application of tools and concepts from mathematics, statistics, and economics to financial decision making. Strong oral and written communication skills are also important for a successful career in this field. The Finance program is designed to not only help students gain proficiency in financial theory and application, but also enhance their quantitative, critical thinking and communication skills.

The program can be completed on campus, online or by combining on campus and online

courses. Program requirements are the same, regardless of the delivery mode.

### Enrolling in this program

#### Program eligibility requirements

Prior to declaring this major, students must complete the COM Foundation Courses with a grade of C- or better.

The COM Foundation Courses are prerequisites for many upper division College of Management courses. Completing these courses early in your program will help you succeed and have the most valuable experience in other College of Management courses.

### Program requirements

At least 20 credits from among the Business Core Courses, Major Required Courses, Major Electives and Capstone must be completed at Metropolitan State. See also the [COM policies](#) page for requirements that are common to all programs.

### Course requirements

#### Requirements (120 credits)

##### *College of Management Foundation (22 credits)*

- MIS 100 Fundamentals of Information Technology in Organizations (4 credits)
- MATH 115 College Algebra (4 credits)
- STAT 201 Statistics I (4 credits)
- ECON 201 Macroeconomics (3 credits)
- ECON 202 Microeconomics (3 credits)
- ACCT 210 Financial Accounting (4 credits)

##### *College of Management Business Core (20 credits)*

- DSCI 434 Introduction to Operations Management (4 credits)
- FIN 390 Principles of Finance (4 credits)
- MGMT 310 Management Principles and Practices (4 credits)

- MIS 310 Principles of Management Information Systems (4 credits)
- MKTG 300 Marketing Principles (4 credits)

##### *Required (8 credits)*

- FIN 392 Corporate Finance (4 credits)
- FIN 511 Investments and Portfolio Analysis (4 credits)

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

- ACCT 310 Financial Reporting (4 credits)
- ACCT 311 Intermediate Accounting I (4 credits)
- ACCT 515 Financial Statement Analysis (4 credits)
- ECON 420 Money, Banking and Financial Institutions (4 credits)
- ECON 352 Intermediate Microeconomics (4 credits)
- ECON 497 Economic Research and Forecasting (4 credits)
- FIN 496 Financial Derivatives (4 credits)
- FIN 550 International Finance (4 credits)
- FIN 560 Financial Markets and Institutions (4 credits)
- FIN 595 Advanced Corporate Finance (4 credits)
- MATH 301 Introduction to Analysis (4 credits)
- MATH 315 Linear Algebra and Applications (4 credits)
- MATH 340 Mathematical Modeling (4 credits)
- MATH 450 Operations Research (4 credits)
- RMI 300 Risk Management and Insurance (4 credits)

##### *College of Management Capstone (4 credits)*

- MGMT 499 Case Studies in Strategic Management (4 credits)

## Human Resource Management BS

The human resource management (HRM) major prepares students for professional career opportunities in business, government and nonprofit organizations. Examples of job titles are personnel representative/manager, interviewer, recruiter, job analyst, compensation specialist/manager, labor relations specialist/manager, training specialist/manager, manpower planner, employment specialist/manager and manager of employee relations. Persons with HRM majors may also work in employment/staffing agencies, consulting firms and government agencies related to the areas mentioned above.

Current management thought and practice emphasizes the importance of human capital in the strategic management of organizations. The HRM courses incorporate this strategic management perspective into policies and programs in functional areas of HRM including staffing, compensation, benefits, employee development, employee relations, labor relations and related areas. Many of the HRM courses are appropriate for general managers as well as HRM professionals. In addition, courses meet the needs of both degree-seeking students and those who want to continue their education for professional development purposes.

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

If you plan to major in HRM and work in the field, it is important that you acquaint yourself with the [Society for Human Resource Management \(SHRM\)](#), the largest professional association in the field. Student memberships are available and will be very helpful when taking your HRM courses. You will also want to investigate local HRM organizations that may provide you with job networking opportunities such as Twin Cities Human Resource Association (TCHRA), Human

Resource Professionals (HRP) and the [Twin Cities Compensation Network \(TCCN\)](#).

### Enrolling in this program

#### Program eligibility requirements

Prior to declaring this major, students must complete the COM Foundation Courses with a grade of C- or better. The COM Foundation Courses are prerequisites for many upper division College of Management courses. Completing these courses early in your program will help you succeed and have the most valuable experience in other College of Management courses.

### Program requirements

Human Resource Management Major Residency Requirement: At least 20 credits from among the Business Core Courses, Major Required Courses, Major Elective, and Capstone must be completed at Metropolitan State. See also the [COM policies](#) page for requirements that are common to all programs.

### Course requirements

#### Requirements (120 credits)

##### *College of Management Foundation (22 credits)*

- MIS 100 Fundamentals of Information Technology in Organizations (4 credits)
- MATH 115 College Algebra (4 credits)
- STAT 201 Statistics I (4 credits)
- ECON 201 Macroeconomics (3 credits)
- ECON 202 Microeconomics (3 credits)
- ACCT 210 Financial Accounting (4 credits)

##### *Core (24 credits)*

- MGMT 310 Management Principles and Practices (4 credits)
- MGMT 320 Organizational Behavior (4 credits)
- MKTG 300 Marketing Principles (4 credits)

- MIS 310 Principles of Management Information Systems (4 credits)
- FIN 390 Principles of Finance (4 credits)

#### *Required (20 credits)*

- HRM 310 Human Resource Management: A Strategic Framework (4 credits)
- HRM 520 Staffing Organizations (4 credits)
- HRM 530 Employee Development and Training (4 credits)
- HRM 540 Compensation Management (4 credits)
- HRM 544 Employee Benefits Management (4 credits)

#### *Electives (4 credits)*

- ECON 313 Labor Economics (4 credits)
- MGMT 360 Managing a Diverse Workforce (4 credits)
- HRM 330 Personnel and Industrial Psychology (4 credits)
- PSYC 344 Personnel and Industrial Psychology (4 credits)
- HRM 335 Understanding and Addressing Race in the Workplace (3-4 credits)
- HRM 370 Employment Law (4 credits)
- HRM 380 Managing Employee Health and Safety (4 credits)
- HRM 550 Employee/Labor Relations (4 credits)
- HRM 585 International Human Resource Management (4 credits)

#### *College of Management Capstone Course (4 credits)*

- MGMT 499 Case Studies in Strategic Management (4 credits)

### **Human Resource Management Minor**

Human Resource Management (HRM) is a growing career field. Students who wish to work

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

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

In addition, having a second area of study on your transcript provides another opportunity for you to differentiate yourself from other job or graduate school applicants.

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

#### **Enrolling in this program**

##### **Program eligibility requirements**

This minor is open to students with any major at Metropolitan State. Students must earn a grade of S or C- or above in courses to be used to meet pre-requisites.

#### **Program requirements**

Human Resource Management Minor Residency Requirement: At least 16 credits in the Minor

Required Courses and Minor Elective(s) must be completed at Metropolitan State. See also the [COM policies](#) page for requirements that are common to all programs.

### Course requirements

Requirements (20 credits)

*Required (16 credits)*

- MGMT 310 Management Principles and Practices (4 credits)
- MGMT 320 Organizational Behavior (4 credits)
- HRM 310 Human Resource Management: A Strategic Framework (4 credits)
- HRM 370 Employment Law (4 credits)

*Electives (4 credits)*

Choose one

- HRM 520 Staffing Organizations (4 credits)
- HRM 530 Employee Development and Training (4 credits)
- HRM 540 Compensation Management (4 credits)
- HRM 544 Employee Benefits Management (4 credits)

### Information Assurance BAS

The Bachelors of Applied Science in Information Assurance is designed to manage and work with government agencies and businesses to protect their information systems. The coursework prepares students for careers in a high growth area, with a strong job market. Students will learn about vulnerability and threat analysis, computer security solutions guidance, network security assurance, security training, and more. This BAS program is designed to build on specific, related, AAS programs offered primarily by technical colleges. Therefore, this BAS is only available to students who have completed specific related AAS programs approved by an

official articulation agreement between Metropolitan State and the college offering the AAS degree.

Information assurance (IA) is the practice of managing risks related to the use, processing, storage, and transmission of information or data and the systems and processes used for those purposes. While focused predominantly on information in digital form, the full range of IA encompasses not only digital, but also analog or physical business related risks.

### Program accreditation

Recognized as a Center of Academic Excellence by Homeland Security and the National Security Agency

### Enrolling in this program

[Program eligibility requirements](#)

This BAS program is a security related program designed to build on specific technology AAS programs offered primarily by technical colleges. This BAS is only available to students who have completed specific related AAS programs approved by an official articulation agreement between Metropolitan State and the college offering the AAS degree, and have a 2.5 GPA in their AAS degree. You must earn a grade of S or C- or above in Foundation courses.

### Program requirements

At least 20 credits from among the Business Core Courses, Major Required Courses and Capstone must be completed at Metropolitan State. See also the [COM policies](#) page for requirements that are common to all programs.



## Course requirements

### Prerequisites

### General Education and Liberal Studies requirements

These three courses are recommended General Education and Liberal Studies courses to be used towards Goal V or Liberal studies.

- PSYC 303 Artificial Intelligence (4 credits)
- PSYC 317 Human Factors (4 credits)
- PSYC 319 The Impact of Technology on Human and Organizational Behavior (4 credits)

### Requirements (120 credits)

#### Foundation

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

- MIS 100 Fundamentals of Information Technology in Organizations (4 credits)
- MATH 115 College Algebra (4 credits)
- STAT 201 Statistics I (4 credits)
- ACCT 210 Financial Accounting (4 credits)

#### Required

- MGMT 310 Management Principles and Practices (4 credits)
- MIS 310 Principles of Management Information Systems (4 credits)
- MIS 320 Information Systems Analysis and Design (4 credits)
- MIS 335 Management and Use of Databases (4 credits)
- MIS 412 Administration of the Management Information Systems Function (4 credits)
- MIS 450 MIS Auditing and Security Controls (4 credits)
- MIS 462 Management of Distributed Computing (4 credits)

- MKTG 455 Logistics in Supply Chain (4 credits)

### Capstone

Choose one

- MIS 467 Telecommunications and Internet Management (4 credits)
- MIS 498 Telecommunications Economics and Policy (4 credits)

## International Business BS

The International Business program responds to the increasing interactions of American companies with worldwide marketing, purchasing, financial dealings and other business activities. Larger U.S. companies have historically had a presence or strategic relationship in other countries, and this is becoming increasingly true of small and medium-sized companies. Also, many types of intermediaries have emerged to find markets and/or suppliers around the world for U.S. companies of all sizes and in almost every industry. Virtually every business organization should at least explore the possibilities of developing relationships with companies in other countries, either directly or through intermediaries. The global economy is too interdependent and too competitive for any domestic business to ignore the international marketing, sourcing and investing possibilities.

The International Business program offers three required courses that help students understand the different political, economic and legal environments that affect the ways in which business is conducted in other countries. Building on these foundation courses are more specialized courses focusing on marketing, sourcing and investment opportunities in overseas business. Finally, there is the practically-oriented "Doing Business Internationally" Capstone course that applies what has been learned in core and elective courses to selected nations or world regions in



the design of strategies for the achievement of business objectives.

### Enrolling in this program

#### Program eligibility requirements

Prior to declaring this major, students must complete the COM Foundation Courses with a grade of C- or better. The COM Foundation Courses are prerequisites for many upper division College of Management courses. Completing these courses early in your program will help you succeed and have the most valuable experience in other College of Management courses.

### Program requirements

International Business Major Residency Requirement: At least three (3) International Business Courses must be completed at Metropolitan State. See also the [COM policies](#) page for requirements that are common to all programs.

### Course requirements

#### Requirements (120 credits)

##### *College of Management Foundation (22 credits)*

- MIS 100 Fundamentals of Information Technology in Organizations (4 credits)
- MATH 115 College Algebra (4 credits)
- STAT 201 Statistics I (4 credits)
- ECON 201 Macroeconomics (3 credits)
- ECON 202 Microeconomics (3 credits)
- ACCT 210 Financial Accounting (4 credits)

##### *College of Management Business Core (20 credits)*

- DSCI 434 Introduction to Operations Management (4 credits)
- FIN 390 Principles of Finance (4 credits)
- MGMT 310 Management Principles and Practices (4 credits)

- MIS 310 Principles of Management Information Systems (4 credits)
- MKTG 300 Marketing Principles (4 credits)

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

- IBUS 311 International Business Environment and Operations (4 credits)
- IBUS 312 International Political Economy (4 credits)
- IBUS 350 Legal Aspects of International Business (4 credits)

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

- ECON 314 International and Comparative Economics (4 credits)
- MKTG 480 International Marketing (4 credits)
- FIN 550 International Finance (4 credits)
- HRM 585 International Human Resource Management (4 credits)

##### *Capstone (8 credits)*

Prerequisites for IBUS 490: IBUS 311, IBUS 312, IBUS 350

- IBUS 490 Doing Business Internationally (4 credits)
- MGMT 499 Case Studies in Strategic Management (4 credits)

### International Business Minor

This minor is highly suitable for students with majors in languages, liberal arts, and business and management fields who are interested in broadening their career opportunities.

The program offers a solid background in the ways in which firms operate in the global economy. The courses taken will provide the basic knowledge and skills needed by managers in companies doing business internationally, and will enhance students' employment prospects

with such companies by providing a structured program in International Business theory and practice.

### Enrolling in this program

#### Program eligibility requirements

Students must earn a grade of S or C- or above in courses to be used to meet pre-requisites.

### Program requirements

At least 16 credits from among the Minor Required Courses, Minor Elective and Minor Capstone must be completed at Metropolitan State. See also the [COM policies](#) page for requirements that are common to all programs.

### Course requirements

#### Prerequisites

#### *Non-College of Management majors*

Students seeking a minor in International Business, but not pursuing a major in the College of Management, will take this prerequisite course.

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

#### *College of Management majors*

Students seeking a minor in International Business, and a major in the College of Management, must complete the following prerequisites before taking courses in the International Business minor: MATH 115 or equivalent, ECON 201 or equivalent, and Intermediate Writing.

#### Requirements (20 credits)

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

- IBUS 311 International Business Environment and Operations (4 credits)

- IBUS 312 International Political Economy (4 credits)
- IBUS 350 Legal Aspects of International Business (4 credits)

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

- ECON 314 International and Comparative Economics (4 credits)
- FIN 550 International Finance (4 credits)
- HRM 585 International Human Resource Management (4 credits)
- MKTG 480 International Marketing (4 credits)

##### *Capstone (4 credits)*

- IBUS 490 Doing Business Internationally (4 credits)

### Management BS

Do you want to develop the skills, knowledge, and behaviors that lead to effective managerial performance? And, gain skills in demand by businesses and nonprofits? Then study Management with us, either online or on-campus. Prepare to work as a manager and leader in a variety of organizations.

You will also:

- learn about the functional areas of organizations and how to manage them effectively,
- apply communication, problem-solving, ethical reasoning and teamwork skills to diverse organizations, consistent with the College of Management Undergraduate Student Outcomes,
- understand the increasingly diverse business world,
- learn how external influences affect managerial decisions, and
- build a network with management professionals and alumni.

## Enrolling in this program

### Program eligibility requirements

Prior to declaring this major, students must complete the COM Foundation Courses with a grade of C- or better. The COM Foundation Courses are prerequisites for many upper division College of Management courses. Completing these courses early in your program will help you succeed and have the most valuable experience in other College of Management courses.

### Program requirements

Residency Requirements for BS in Management: At least 24 credits from among the Business Core Courses, Major Required Courses, and Capstone must be completed at Metropolitan State. See also the [COM policies](#) page for requirements that are common to all programs.

### Course requirements

#### Requirements (120 credits)

##### *College of Management Foundation (22 credits)*

- MIS 100 Fundamentals of Information Technology in Organizations (4 credits)
- MATH 115 College Algebra (4 credits)
- STAT 201 Statistics I (4 credits)
- ECON 201 Macroeconomics (3 credits)
- ECON 202 Microeconomics (3 credits)
- ACCT 210 Financial Accounting (4 credits)

##### *College of Management Business core (20 credits)*

- DSCI 434 Introduction to Operations Management (4 credits)
- FIN 390 Principles of Finance (4 credits)
- MGMT 310 Management Principles and Practices (4 credits)
- MIS 310 Principles of Management Information Systems (4 credits)

- MKTG 300 Marketing Principles (4 credits)

##### *Required (28 credits)*

- MGMT 320 Organizational Behavior (4 credits)
- MGMT 340 Managing Quality (4 credits)
- MGMT 360 Managing a Diverse Workforce (4 credits)
- ACCT 320 Strategic Management Accounting (4 credits)
- BLAW 320 Legal Environment of Organizations (4 credits)
- HRM 310 Human Resource Management: A Strategic Framework (4 credits)
- DSCI 420 Project Management (4 credits)

##### *College of Management capstone (4 credits)*

- MGMT 499 Case Studies in Strategic Management (4 credits)

### Management Information Systems BS

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

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

## Enrolling in this program

### Program eligibility requirements

Once you're admitted as an undergraduate student and have completed MIS 100 and MIS 310 with a grade of B- or higher and the remaining COM Foundation Courses with a grade of C- or better, you declare your major. The COM Foundation Courses are prerequisites for many upper division College of Management courses. Completing these courses early in your program will help you succeed and have the most valuable experience in other College of Management courses.

### Program requirements

At least three (3) courses from Tier One/Tier Two and Tier Three MIS Capstone must be completed at Metropolitan State. See also the [COM policies](#) page for requirements that are common to all programs.

### Course requirements

#### Requirements (120 credits)

#### *College of Management Foundation (22 credits)*

- MIS 100 Fundamentals of Information Technology in Organizations (4 credits)
- MATH 115 College Algebra (4 credits)
- STAT 201 Statistics I (4 credits)
- ECON 201 Macroeconomics (3 credits)
- ECON 202 Microeconomics (3 credits)
- ACCT 210 Financial Accounting (4 credits)

#### *College of Management Business Core (20 credits)*

- DSCI 434 Introduction to Operations Management (4 credits)
- FIN 390 Principles of Finance (4 credits)
- MGMT 310 Management Principles and Practices (4 credits)
- MIS 310 Principles of Management Information Systems (4 credits)

- MKTG 300 Marketing Principles (4 credits)

#### *Tier one (all 16 credits are required)*

- MIS 320 Information Systems Analysis and Design (4 credits)
- MIS 328 Applications Development I (4 credits)
- MIS 335 Management and Use of Databases (4 credits)
- MIS 467 Telecommunications and Internet Management (4 credits)

#### *Tier two (Choose 2 Elective courses, 8 credits)*

- MIS 329 Applications Development II (4 credits)
- MIS 370 Retail Information Systems (4 credits)
- MIS 380 Business Intelligence and Analytics (4 credits)
- MIS 450 MIS Auditing and Security Controls (4 credits)
- MIS 456 Supply Chain Information Systems (4 credits)
- MIS 459 ERP Systems (4 credits)
- MIS 462 Management of Distributed Computing (4 credits)
- MIS 463 Strategic Management of Technology and Innovation (4 credits)
- MIS 480 Predictive Analytics (4 credits)
- MIS 498 Telecommunications Economics and Policy (4 credits)
- MIS 533 Special Topics: Emerging Technologies (4 credits)

#### *Tier three (4 credits)*

#### Choose one

- MIS 412 Administration of the Management Information Systems Function (4 credits)
- MIS 499 MIS Capstone (4 credits)

### *College of Management Capstone Course (4 credits)*

- MGMT 499 Case Studies in Strategic Management (4 credits)

### **Management Information Systems Minor**

The Management Information Systems minor is useful for students majoring in any discipline that uses technology. In business disciplines (e.g. Accounting, Human Resource Management, Finances, etc.) it provides a foundation of technical concepts and practical concepts that will aid in designing, building and supporting the use of technology to achieve functional goals in an organization. The MIS minor can also be used as an enhancement to career paths in other disciplines that are overwhelmed by the application of technology, (e.g. Nursing, Human Services and Social Work).

Students wanting to pursue SAP UA Certification can take 3 courses -- one course each from the 3 levels of curriculum enhancement with SAP ERP software referenced by a corresponding number:

- Light Level -- Choose either MIS 320 or MIS 370 (1);
- Medium Level -- Choose either MIS 456 or Acct 340 (2);
- Heavy Level -- Choose either MIS 459 or MIS 380 (3).

### **Enrolling in this program**

#### **Program eligibility requirements**

You must earn a B- or above in MIS 100 and MIS 310, and earn a grade of S or C- or above in remaining courses to be used to meet requirements. College of Management (COM) students that major in Information Assurance or Management Information Systems cannot declare an MIS Minor.

### **Program requirements**

At least 16 credits from among the Required Courses and Electives must be completed at Metropolitan State. See also the [COM policies](#) page for requirements that are common to all programs.

### **Course requirements**

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

##### *Required (16 credits)*

- MIS 100 Fundamentals of Information Technology in Organizations (4 credits)
- MIS 310 Principles of Management Information Systems (4 credits)
- MIS 320 Information Systems Analysis and Design (4 credits)
- MIS 335 Management and Use of Databases (4 credits)

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

Choose two

- ACCT 340 Accounting Information Systems (4 credits)
- MIS 370 Retail Information Systems (4 credits)
- MIS 456 Supply Chain Information Systems (4 credits)
- MIS 459 ERP Systems (4 credits)
- MIS 380 Business Intelligence and Analytics (4 credits)
- MIS 328 Applications Development I (4 credits)
- MIS 329 Applications Development II (4 credits)
- MIS 450 MIS Auditing and Security Controls (4 credits)
- MIS 350I Management Information Systems Individual Internship (1-8 credits)
- MIS 462 Management of Distributed Computing (4 credits)
- MIS 498 Telecommunications Economics and Policy (4 credits)

- MIS 467 Telecommunications and Internet Management (4 credits)
- MIS 463 Strategic Management of Technology and Innovation (4 credits)
- MIS 533 Special Topics: Emerging Technologies (4 credits)

## Marketing BS

Marketing activities play a critical role in the achievement of an organization's missions and objectives. Students in the marketing major will study the demographic, psychographic, social, economic, technological, environmental and cultural factors that influence the demands for consumer and industrial goods and services.

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

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

## Enrolling in this program

### Program eligibility requirements

Prior to declaring this major, students must complete the COM Foundation Courses with a grade of C- or better. The COM Foundation Courses are prerequisites for many upper division College of Management courses. Completing these courses early in your program will help you succeed and have the most valuable experience in other College of Management courses.

## Program requirements

Marketing Major Residency Requirement: At least 16 credits from among the Major Required Courses and Major Electives must be completed at Metropolitan State. See also the [COM policies](#) page for requirements that are common to all programs.

## Course requirements

### Requirements (120 credits)

#### *College of Management Foundation (22 credits)*

- MIS 100 Fundamentals of Information Technology in Organizations (4 credits)
- MATH 115 College Algebra (4 credits)
- STAT 201 Statistics I (4 credits)
- ECON 201 Macroeconomics (3 credits)
- ECON 202 Microeconomics (3 credits)
- ACCT 210 Financial Accounting (4 credits)

#### *College of Management Business Core (20 credits)*

- DSCI 434 Introduction to Operations Management (4 credits)
- FIN 390 Principles of Finance (4 credits)
- MGMT 310 Management Principles and Practices (4 credits)
- MIS 310 Principles of Management Information Systems (4 credits)
- MKTG 300 Marketing Principles (4 credits)

#### *Required (20 credits)*

- MKTG 310 Consumer and Professional Buyer Behavior (4 credits)
- MKTG 343 Integrated Marketing Communications (4 credits)
- MKTG 420 Marketing Research (4 credits)
- MKTG 480 International Marketing (4 credits)
- MKTG 490 Issues in Marketing (4 credits)



### *Electives (4 credits)*

Any MKTG course or

- BLAW 430 Marketing and Advertising Law (4 credits)
- ENTR 495 Developing New Products and Services (2 credits)

### *College of Management Capstone Course (4 credits)*

- MGMT 499 Case Studies in Strategic Management (4 credits)

### **Organizational Administration BAS**

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

Metropolitan State University organizational administration graduates can expect a dynamic and challenging career in ever-changing economic and global conditions. They can expect to be better positioned for employment opportunities and for promotions. They can expect to acquire the organizational, communication and critical thinking skills necessary for anyone accepting management positions in technical and non-technical fields. Graduating students are prepared for positions such as supervisor, department manager and agency director in business, business owner, nonprofit organizations and government. This program can be completed on campus, online, or by combining on campus and online courses. Program requirements are the same, regardless of the delivery mode.

You will also:

- acquire organizational, communication, and critical thinking skills key to

management positions, consistent with the College of Management undergraduate student outcomes,

- prepare for positions in business, nonprofit organizations, and government, including supervisor, department manager, or agency director, and
- build a network with organizational administration professionals and alumni.

### **Enrolling in this program**

#### *Program eligibility requirements*

This BAS is available to students who have completed any AAS program at a Minnesota State college, or specific related AAS programs approved by an official articulation agreement between Metropolitan State and the college offering the AAS degree. Students must earn a grade of S or C- or above and have a 2.5 GPA in their AAS degree in courses to be used to meet prerequisites.

#### *Program requirements*

Organizational Administration Residency Requirements: At least 20 credits from among the Business Core Courses, Major Electives and Capstone must be completed at Metropolitan State. See also the [COM policies](#) page for requirements that are common to all programs.

### **Course requirements**

#### *Requirements (120 credits)*

#### *College of Management Foundation (22 credits)*

- MATH 115 College Algebra (4 credits)
- STAT 201 Statistics I (4 credits)
- ECON 202 Microeconomics (3 credits)
- ECON 201 Macroeconomics (3 credits)
- MIS 100 Fundamentals of Information Technology in Organizations (4 credits)
- ACCT 210 Financial Accounting (4 credits)



### *Business Core (20 credits)*

- MIS 310 Principles of Management Information Systems (4 credits)
- MKTG 300 Marketing Principles (4 credits)
- DSCI 434 Introduction to Operations Management (4 credits)
- FIN 390 Principles of Finance (4 credits)

### *Major Electives (4 UD credits)*

Choose 4 upper division credits (300-500 level) from the following disciplines: Acct, BLaw, DSci, Econ, Entr, Fin, HRM, IBus, Mgmt, MIS, Mktg, RMI, or Phil 320 Business Ethics. Some Major Electives may overlap with your major and GELS and Racial Issues requirements. NOTE: Entr 300 Interdisciplinary Bus Skills & Knowledge is NOT a Business Elective.

### *Capstone*

Choose one

- MGMT 499 Case Studies in Strategic Management (4 credits)
- ENTR 490 Entrepreneurship and Venture Creation (4 credits)

### **Project Management Minor**

Project management is concerned with the overall planning and coordination of a particular project from inception to completion. It is the application of knowledge, skills, tools and techniques to a broad range of activities in order to meet the requirements of the project and ensure completion on time, within budget, and to the required quality standards.

Project management knowledge and practices are best described in terms of five component process groups: Initiating, Planning, Executing, Controlling, and Closing. The goal of project management is to implement projects successfully with systematic integration of

technical, human and financial resources, as well as the knowledge of legal issues and limitations. Project management is now of the fastest growing career fields in business.

### **Enrolling in this program**

#### **Program eligibility requirements**

Students must earn a grade of S or C- or above in courses to be used to meet pre-requisites.

#### **Program requirements**

At least 12 credits from among the Minor Required Courses must be completed at Metropolitan State. See also the [COM policies](#) page for requirements that are common to all programs.

#### **Course requirements**

##### **Prerequisites**

##### *Prerequisites (4 credits)*

- MGMT 310 Management Principles and Practices (4 credits)

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

##### *Required (16 credits)*

- DSCI 444 Project Leadership and Execution (4 credits)
- DSCI 420 Project Management (4 credits)
- DSCI 421 Project Planning and Budgeting (4 credits)
- BLAW 310 Business Law: UCC and Contracts (4 credits)

### **Risk Management and Insurance Minor**

The Risk Management and Insurance minor provides the student an in-depth study of the risk management process and the operational, legal, moral, and social issues surrounding the life, health, property, and casualty insurance industries along with the employee benefits area.

The financial consequences of being exposed to pure risk are explored for individuals and businesses. The tools for handling these exposures are critically analyzed along with the process of implementing financial and other strategies to prepare for possible outcomes. This minor introduces students to the risk management discipline and multiple career paths, including corporate risk manager, benefits manager, insurance agent/broker, underwriter, loss adjuster, consultant, and personal financial planner.

### Enrolling in this program

#### Program eligibility requirements

You must earn a grade of S or C- or above in courses to be used to meet pre-requisites.

ACCT 210 Financial Accounting must be completed before admitted to the minor. Some required and elective courses for the minor may include pre-requisites in addition to or other than ACCT 210.

#### Program requirements

At least 12 credits in the Minor Required Courses and Minor Electives must be completed at Metropolitan State. See also the [COM policies](#) page for requirements that are common to all programs.

#### Course requirements

##### Prerequisites

This minor is designed for College of Management majors and students who have satisfied prerequisites or equivalent.

- ACCT 210 Financial Accounting (4 credits)

### Requirements (16 credits)

#### Required (12 credits)

- RMI 300 Risk Management and Insurance (4 credits)
- RMI 304 Life and Health Insurance (2 credits)
- RMI 306 Property and Casualty Insurance (2 credits)
- BLAW 310 Business Law: UCC and Contracts (4 credits)

#### Electives (4 credits)

- ECON 316 Health Economics (4 credits)
- HRM 544 Employee Benefits Management (4 credits)
- MKTG 435 Sales and Sales Management (4 credits)
- MKTG 456 Professional Negotiations (4 credits)
- PFIN 101 Personal Finance and Investing (3 credits)

### Supply Chain and Operations Management BS

Supply chain management and operations management are concerned with the flow of materials, information, and money between suppliers, producers and servicing organizations, and customers. The procurement of goods and services, management of inventories, transportation to and from production and service facilities, distribution of goods and services, and information systems support are all key issues in supply chain and operations management. Also, organizations are increasingly seeking improvements in operations through many different initiatives, such as quality management, lean systems, and information systems implementation.

Students will acquire knowledge of logistics, transportation, supply chain management, inventory and warehousing, sourcing and purchasing, supply chain systems, and planning and control of activities related to distribution of

goods and raw materials. The courses combine diverse management, finance, and marketing skills and focus on technical and managerial skills required by supply chain and operations professionals. The Supply Chain and Operations Management major prepares students for a wide range of careers in business, government and not-for-profit organizations.

Students can aspire to careers as varied as business analyst, supply chain analyst, materials management analyst, supply chain project manager, logistics planner, transportation planner, retail analyst, retail store manager, production supervisor, sales and operations planner, buyer, purchasing manager, and global trade analyst.

There are many professional organizations to which students can belong to enhance their careers. These organizations provide the ability to learn industry practices and make contact with industry professionals. Some of organizations include [Council of Supply Chain Management Professionals](#) (CSCMP); [American Production and Inventory Control Society](#) (APICS); [Institute for Supply Management](#) (ISM) and [Institute of Supply Chain Management](#) (IoSCM).

### Enrolling in this program

#### Program eligibility requirements

Prior to declaring this major, students must complete the COM Foundation Courses with a grade of C- or better. The COM Foundation Courses are prerequisites for many upper division College of Management courses. Completing these courses early in your program will help you succeed and have the most valuable experience in other College of Management courses.

### Program requirements

At least 20 credits from among the Business Core Courses, Major Required Courses, Major

Electives and Capstone must be completed at Metropolitan State. See also the [COM policies](#) page for requirements that are common to all programs.

### Course requirements

#### Requirements (120 credits)

##### *College of Management Foundation (22 credits)*

- MIS 100 Fundamentals of Information Technology in Organizations (4 credits)
- MATH 115 College Algebra (4 credits)
- STAT 201 Statistics I (4 credits)
- ECON 201 Macroeconomics (3 credits)
- ECON 202 Microeconomics (3 credits)
- ACCT 210 Financial Accounting (4 credits)

##### *College of Management Business Core (20 credits)*

- DSCI 434 Introduction to Operations Management (4 credits)
- FIN 390 Principles of Finance (4 credits)
- MGMT 310 Management Principles and Practices (4 credits)
- MIS 310 Principles of Management Information Systems (4 credits)
- MKTG 300 Marketing Principles (4 credits)

#### *Required*

- DSCI 440 Supply Chain Planning and Control (4 credits)
- MKTG 455 Logistics in Supply Chain (4 credits)
- DSCI 450 Supply Chain and Operations Management Strategy (4 credits)

#### *Electives (14 credits)*

- DSCI 420 Project Management (4 credits)
- IBUS 311 International Business Environment and Operations (4 credits)
- MGMT 340 Managing Quality (4 credits)

- MKTG 449 Fundamentals of Purchasing Management (2 credits)
- MIS 456 Supply Chain Information Systems (4 credits)
- ACCT 320 Strategic Management Accounting (4 credits)

#### *College of Management capstone (4 credits)*

- MGMT 499 Case Studies in Strategic Management (4 credits)

### **Supply Chain and Operations Management Minor**

Supply chain management and operations management are concerned with the flow of materials, information, and money between suppliers, producers and servicing organizations, and customers. The procurement of goods and services, management of inventories, transportation to and from production and service facilities, distribution of goods and services, and information systems support are all key issues in supply chain and operations management. Also, organizations are increasingly seeking improvements in operations through many different initiatives, such as quality management, lean systems, and information systems implementation. Possible career paths include positions in purchasing, transportation management, inventory management, forecasting, production planning and management, service management, distribution, and retail management.

This minor will provide students with the supply chain and operations management core concepts and skills that will add depth and breadth to students majoring in other disciplines. Supply chain and operations management adds an additional skill set and knowledge base for those students with majors in the College of Management. For those with prior experience in the areas of supply chain and operations management, there exists a pathway to the minor based on certifications from professional organizations such as [APICS](#) , [ISM](#),

and [CSCMP](#). This is especially relevant for those choosing Individualized Majors.

#### **Enrolling in this program**

##### *Program eligibility requirements*

Students must earn a grade of S or C- or above in courses to be used to meet pre-requisites.

#### **Program requirements**

Supply Chain and Operations Management Minor Residency Requirement: At least 12 credits from among the Minor Required Courses and Minor Electives must be completed at Metropolitan State. See also the [COM policies](#) page for requirements that are common to all programs.

#### **Course requirements**

##### *Requirements (16-24 credits)*

##### *Business majors requirement*

Students pursuing one of the business majors in the College of Management are required to take the following courses listed below in their business programs. Students with CPIM, CSCP, SCPro or similar professional certifications and/or extensive professional experience in the field may contact the curriculum coordinator to discuss a waiver for DSci 434 Introduction to Operations Management and required prerequisites for the Supply Chain and Operations Management MINOR only.

- MIS 100 Fundamentals of Information Technology in Organizations (4 credits)
- MATH 115 College Algebra (4 credits)
- STAT 201 Statistics I (4 credits)
- MGMT 310 Management Principles and Practices (4 credits)
- DSCI 434 Introduction to Operations Management (4 credits)

### *Required (12 credits)*

- MKTG 455 Logistics in Supply Chain (4 credits)
- DSCI 440 Supply Chain Planning and Control (4 credits)
- DSCI 450 Supply Chain and Operations Management Strategy (4 credits)

### *Electives (4 credits)*

- ACCT 320 Strategic Management Accounting (4 credits)

- DSCI 420 Project Management (4 credits)
- IBUS 311 International Business Environment and Operations (4 credits)
- MGMT 340 Managing Quality (4 credits)
- MIS 456 Supply Chain Information Systems (4 credits)
- MKTG 449 Fundamentals of Purchasing Management (2 credits)

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

### **Dental hygiene BSDH**

This program provides associate degree dental hygienists from accredited institutions an opportunity to complete a Bachelor of Science in Dental Hygiene (BSDH) degree. All Dental Hygiene Department educational programs are based on academic excellence, and the values of community involvement, ethical conduct and social responsibility.

Completion of a baccalaureate degree provides dental hygienists with new and relevant employment opportunities as oral healthcare professionals. An important benefit may be broadening employment prospects in traditional and/or non-traditional work settings. Contemporary non-traditional work settings for dental hygienists may include:

- Educational roles
- Sales
- School-based programs
- Local, state or federal health programs
- Health care related project management
- Marketing
- Research

The dental hygiene baccalaureate completion program is designed to meet the professional and educational goals of dental hygienists.

Offered on-line by dental hygiene educators, students can participate in advancing their education while maintaining employment. The program focuses on:

- Expanding dental hygiene knowledge and skills
- Deepening professional growth in the role as a community minded dental hygienist
- Expanding your opportunities in the workforce
- Preparing students who are interested in pursuing Metropolitan State University's Master of Science in Advanced Dental Therapy graduate degree (MSADT)
  - Baccalaureate degree is required for graduate education
  - MSADT prerequisite course is offered in the BSDH degree completion program

### **Enrolling in this program**

#### **Program eligibility requirements**

For Dual Admission/Enrollment BSDH applicants, they will declare their major after the Dual Admission/Enrollment Intent Form has been signed and submitted on their community college campus and their admission to Metropolitan State has been performed. Upon

admittance to the BSDH Dual Admission/Enrollment Program, the Dental Hygiene Academic Advisor will work with admitted Dual Admission/Enrollment students to ensure their BSDH major is declared.

A clinical component is not essential to BSDH program completion.

### Program requirements

The degree requirements for graduation with a Bachelor of Science in Dental Hygiene include:

- A minimum of 120 semester credits are needed for a Minnesota State granted baccalaureate degree. These credits will consist of:
  - Transferable Associate Degree Dental Hygiene coursework
  - Transferable General Education Liberal Studies (GELS) courses
  - Required Metropolitan State University Dental Hygiene Major and GELS courses
  - Required Metropolitan State University Racial Issues Graduation Requirement coursework
- View University wide graduation requirement information.

### Courses

The majority of courses in the dental hygiene curriculum employ online teaching/learning strategies. Online coursework provides you flexibility and convenience while completing your baccalaureate degree.

An optional one credit course, DENH 440 Restorative Functions Clinic, is required for those interested in pursuing Restorative Functions certification by the Minnesota State Board of Dentistry. It is available for student enrollment the semester immediately following successful completion of DENH 420 Restorative Functions

Theory and Lab. This optional one credit course requires Dental Hygiene Program Clinical Documentation and a written contractual agreement with a dentist for completion of the Minnesota Board of Dentistry Restorative Function Clinical requirements.

### Clinical requirements

These requirements apply only to students enrolled in DENH 440, Restorative Functions Clinic, and/or students implementing a clinical component to DENH 430P, Dental Hygiene Capstone.

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

### Course requirements

#### Requirements (120 credits)

The majority of courses in the dental hygiene curriculum employ online teaching/learning strategies. Online coursework provides you flexibility and convenience while completing your baccalaureate degree.

- DENH 300 Designing and Managing Teams in Health Care (3 credits)
- DENH 310 Current and Relevant Topics for the Dental Hygienist (3 credits)
- DENH 320 Management of Oral Healthcare Delivery (3 credits)
- DENH 330 Dental Hygiene Care for Culturally Diverse and Special Needs Populations (3 credits)
- DENH 410 Evidence-Based Dental Hygiene Practice (3 credits)



- DENH 430 Dental Hygiene Capstone (4 credits)
- STAT 201 Statistics I (4 credits)
- WRIT 331 Writing in Your Major (4 credits)
- PHIL 321 Medical Ethics (4 credits)

#### *Capstone prerequisites*

Choose one. The chosen course must be completed prior to enrollment in the Dental Hygiene Capstone course.

- DENH 420 Restorative Functions Theory and Lab (3 credits)
- DENH 340 Educational Concepts in Dental Hygiene (3 credits)

#### *Optional Restorative Functions certification*

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

- DENH 440 Restorative Functions Clinic (1 credits)

### **Health System Studies BS**

This program provides individuals holding a health related associate degree the opportunity to complete a baccalaureate degree, Bachelor of Science in Health Systems (BSHS).

The growing and complex healthcare environment creates exciting opportunities within the health care industry. Our innovative baccalaureate degree completion program prepares individuals for positions of increasing responsibility and greater opportunities in clinical practice, management and leadership, community health, program development, education, and product sales. Several current trends support the need for baccalaureate preparation by those working in health related fields including:

- Health care reforms and increasing access to care
- Complex delivery and payment systems
- Technological advances in health care
- Emerging discoveries and evidence-based best practices
- A well informed and health conscious public
- Changing demographic including an aging population with more complex health needs
- Increased diversity of our communities

This multi-disciplinary program helps students build careers in health promotion and disease prevention within complex health systems located within diverse communities. Building on foundations of the liberal arts, behavioral and life sciences, students in this program learn to effectively lead people and projects.

#### *Program Overview*

This Health Systems educational program is based on academic excellence, and the values of community involvement, service, and health equity. Completion of a baccalaureate degree provides new and relevant knowledge and skills to healthcare professionals. An important benefit may be broadening employment prospects in traditional and/or non-traditional work settings. Contemporary non-traditional work settings and roles may include:

- Product development or sales
- School or community-based health programs
- Local, state or federal health programs
- Health care related project management
- Health care management or leadership roles
- Health care insurers or payers
- Educational roles
- Research

The health systems baccalaureate completion program is designed to meet the professional and educational goals of individuals involved in



some aspect of the health care field. Students determine the pace of their education, allowing flexibility in advancing the education while maintaining employment. The curriculum, in establishing content domain areas, provides opportunities for students to individualize the degree program. Students work with their academic advisor to select courses appropriate to meet the focus area requirements.

The program focuses on:

- Expanding project management knowledge and skills
- Deepening professional growth in the role as a community minded health professional
- Preparing students to work within diverse communities and teams
- Expanding team collaboration and communication skills
- Preparing for greater leadership opportunities.

### Enrolling in this program

#### Program eligibility requirements

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

- Approved admission to Metropolitan State University
- An official transcript from an indicating completion of an associate degree in a health related field from a regionally accredited institution
- A minimum cumulative grade point average (GPA) of 2.5. The GPA used for admission assessment is the cumulative GPA calculated from all coursework and evaluation of all transcripts.
- Complete an official degree plan with an academic advisor.

Students complete the Undergraduate Program Declaration Form at this time.

### Program requirements

The degree requirements for graduation with a Bachelor of Science in Health Systems include:

- A minimum of 120 semester credits are needed for a Minnesota State granted baccalaureate degree. These credits will consist of:
- Transferable Associate Degree coursework
- Transferable General Education Liberal Studies (GELS) courses
- Required Metropolitan State University Health Science Major and GELS courses
- Required Metropolitan State University Racial Issues Graduation Requirement coursework
- For more information, view the University wide graduation requirement information.

### Courses

The coursework within the Bachelor of Science in Health Systems may be organized in many different ways with several offered in different formats such as on line or with a mix of online and in class meetings which provides flexibility and convenience while completing your baccalaureate degree.

### Health Related Degree Programs

This degree program builds upon an associate degree in a health related field. There are many program which offer degrees applicable for admission to this program including associate degrees in the follow fields:

- Radiologic Technology
- Respiratory Therapy
- Emergency Medical Technician or Paramedic
- Medical Assistant
- Medical Sonography
- Pharmacy Technician

- Orthotics Technician
- Prosthetic Technician
- Occupational Therapy Assistant
- Physical Therapist Assistant
- Phlebotomy Technician
- Laboratory Technician
- Nutrition Science
- Exercise Science
- Medical Billing and Coding
- Health Information Management Technician
- Medical Equipment Technician

If you are interested in this program and have completed an associate degree in a health related field that is not noted above, please contact the Health Sciences Academic Advisor, David Jones, via David.Jones2@metrostate.edu or call 651-793-1375.

### Course requirements

#### Prerequisites

#### Pre-major requirements

In preparation for the health system core program, courses in the following content areas are required: general chemistry or general biology, minimum of 4 credits; human anatomy and physiology, minimum of 5 credits; introductory psychology, introductory sociology, statistics

### Requirements (120 credits)

#### Requirements

In addition to the courses shown, Health Science Capstone is also required.

- WRIT 331 Writing in Your Major (4 credits)
- HSCI 309 Global Health Issues (3 credits)
- PHIL 321 Medical Ethics (4 credits)
- PSYC 346 Health Psychology (4 credits)
- MGMT 310 Management Principles and Practices (4 credits)

### Other required courses (currently under development)

HSCI 301, Understanding the U.S. Health System

HSA 369 Program Evaluation

HSCI 4xx, Health Science Capstone

### Other requirements

Students must also select approved courses within the following focus areas: Evidence-based practice (1 course) Communication, Collaboration with diverse groups (2 courses) Health Topics (1 course) Leading People, Organizations, Projects (1 course)

### Nursing MANE BSN

The Minnesota Alliance for Nursing Education (MANE) is an alliance of Minnesota nursing programs, using a common baccalaureate curriculum. The alliance is compiled of seven community colleges and Metropolitan State University; it is dedicated to increasing the educational capacity for attainment of a baccalaureate degree in nursing.

This program is intended for individuals wishing to attain a Bachelor of Science degree in nursing who are not currently registered nurses.

The MANE BSN program plan is a four-year, eight semester (not including summers), 120 credit concept-based baccalaureate curriculum. It is based on a set of core competencies that are intended to prepare graduates to provide care to individuals, families and communities in health promotion, acute or chronic illness, and at the end of life. Students are admitted to a cohort each fall at Metropolitan State.

### Program accreditation

The baccalaureate degree in nursing at Metropolitan State University is accredited by

the Commission on Collegiate Nursing Education. The BSN program is endorsed by the American Holistic Nursing Credentialing Corporation. Graduates waive the post-graduate practice and continuing education hours necessary to be eligible to take the holistic nursing certification exam. Graduates of the Bachelor of Science in nursing program are eligible for registration as a Public Health Nurse in the state of Minnesota after becoming licensed as a registered nurse in the state.

### Enrolling in this program

#### Program eligibility requirements

To be eligible for acceptance to the MANE BSN major, students must complete/submit the following:

1. General admission to Metropolitan State University, which requires submission of official transcripts from all postsecondary institutions attended;
2. Completion of the four prerequisites ("first semester curriculum" listed below) with a 2.75 minimum GPA;
3. Submission of the [MANE application](#) before February 1;
4. "second semester classes" (listed below) must be completed prior to program start;
5. [TEAS test](#), which must also be completed by the application deadline. The minimum TEAS score for consideration is 58.7% (Proficient). The best score achieved (at or above 58.7%) may be used for application. TEAS score will be verified with ATI if taken at a MANE college or university. If TEAS was taken at a non-MANE college or university the applicant must request an official TEAS transcript be sent to the program(s) where submitting an application. More information about [TEAS Exam](#)
6. Licensed Practical Nurses must maintain an unencumbered practical nursing

license from any state in the U.S. throughout the program.

Admission is limited and competitive; it is advised that all applicants also consider a parallel plan.

Students must have a minimum GPA of 2.75 in both the first and second semester prerequisite courses listed in the MANE Program course sequence ([link](#)) to maintain eligibility for admission. Official transcripts will be used to calculate the GPA, and the most recent grades will be used. Each individual course must have at least a C grade.

### 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 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. The Nursing/Dental Hygiene Programs do 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 or Dental Hygiene Programs.

### Student licensure

Graduates are eligible to take the NCLEX-RN® licensure examination and are eligible for registration as a Public Health Nurse in the state

of Minnesota after becoming licensed as a registered nurse in the state.

### Course requirements

#### Prerequisites

#### *Pre-application Requirements*

- WRIT 131 Writing I (3 credits)
- PSYC 100 General Psychology (4 credits)

#### Requirements (64 credits)

#### *General Education requirements (55 credits, including semester one courses)*

Additional requirements: Two General Education electives and one General Education Sociology or Anthropology course.

- COMM 231 Introduction to Interpersonal Communication (3 credits)
- HBIO 201 Human Anatomy and Physiology I (4 credits)
- HBIO 202 Human Anatomy and Physiology II (4 credits)
- HBIO 205 Basic Microbiology (4 credits)
- PHIL 321 Medical Ethics (4 credits)
- PSYC 311 Life Span Developmental Psychology (4 credits)
- STAT 201 Statistics I (4 credits)
- WRIT 331 Writing in Your Major (4 credits)

#### *Required (65 credits)*

- NURS 364 Nursing Leadership I (3 credits)
- NURS 406 Nursing Care of the Family (4 credits)
- NURS 416 Epidemiology in Nursing (3 credits)
- NURS 446 Nursing Informatics (2 credits)
- NURS 459 Population Based Care (7 credits)
- NURS 270 Health Promotion and the Role of the Professional Nurse (9 credits)
- NURS 275 Nutrition and the Role of the Professional Nurse (2 credits)

- NURS 280 Chronic and Palliative Care (7 credits)
- NURS 485 Global Health Perspectives for Nursing (3 credits)
- NURS 282 Pharmacology and the Role of the Nurse (3 credits)
- NURS 285 Applied Pathophysiology for Nursing I (2 credits)
- NURS 361 Acute and Complex Care (7 credits)
- NURS 362 Applied Pathophysiology for Nursing II (2 credits)
- NURS 464 Nursing Leadership II (4 credits)
- NURS 490 Integrative Seminar and Practicum (7 credits)

### Nursing RN BSN

This program is for registered nurses with an associate degree or a diploma in nursing who wish to complete a Bachelor of Science in Nursing.

The sequence of nursing courses is part-time, five semesters (including summers) and follows a cohort model. Classes generally meet one day per week on the same day every semester. One clinical course (NURS 456P, Community Health Practicum), usually in the fourth semester, may meet more than once per week and may be held on a day other than the normally assigned cohort day.

Once prerequisites are completed, students join a cohort. A cohort starts every semester on either Metropolitan State University's Saint Paul campus or on selected community college campuses.

The RN-BSN program admits registered nurses only and students are expected to maintain an active, unencumbered license to practice professional nursing in the state of Minnesota throughout the program.

## Program accreditation

The baccalaureate degree in nursing 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 BSN program is endorsed by the American Holistic Nursing Credentialing Corporation. Graduates waive the post-graduate practice and continuing education hours necessary to be eligible to take the holistic nursing certification exam. Graduates qualify for Public Health Nursing Registration in the State of Minnesota.

## Enrolling in this program

### Program eligibility requirements

To be eligible for acceptance to the RN-BSN major, the following must be completed:

- Approved admission to Metropolitan State University
- Evidence of current unencumbered registered nurse licensure in at least one state with eligibility for licensure in Minnesota
- An official transcript indicating completion of an associate degree or diploma in nursing from an accredited institution
- A minimum cumulative grade point average (GPA) of 2.5 and a grade of at least a C in all previous nursing courses.
- The GPA used for admission assessment is the cumulative GPA calculated from all coursework and evaluation of all transcripts.
- Completion of all prerequisite courses

## 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 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. The Nursing/Dental Hygiene Programs do 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 or Dental Hygiene Programs.

### Student licensure

Graduates of the Bachelor of Science in nursing program are eligible for registration as a Public Health Nurse in the state of Minnesota after becoming licensed as a registered nurse in the state.

## Course requirements

### Prerequisites

### Pre-major requirements

In preparation for the nursing core program, four prerequisite courses must be completed (up to 16 semester credits). Applicants must have a cumulative 3.0 GPA and a minimum grade of "C" in pre-nursing courses. Students are required to obtain letter grades in all pre-nursing courses. Appropriate transfer courses from an accredited institution may be approved to meet these requirements. Students with a previous baccalaureate degree from an accredited institution or equivalent non U.S. institution need Statistics I and Medical Ethics. Students must meet course prerequisites and/or placement criteria for pre-nursing courses.

- STAT 201 Statistics I (4 credits)

- WRIT 331 Writing in Your Major (4 credits)
- PHIL 321 Medical Ethics (4 credits)

#### Requirements (32 credits)

##### *New cohorts starting Fall 2016 (32 total credits)*

- NURS 446 Nursing Informatics (2 credits)
- NURS 335 Introduction to Evidence-Based Practice (3 credits)
- NURS 301 Theoretical Foundations for Nursing Practice (3 credits)
- NURS 302 Introduction to Baccalaureate Nursing (1 credits)

- HSCI 309 Global Health Issues (3 credits)
- NURS 407 Family Health Nursing (4 credits)
- NURS 456 Community Health Nursing (4 credits)
- NURS 456P Community Health Nursing Practicum (2 credits)
- NURS 465 Leadership and Management in Nursing (4 credits)
- NURS 420 Lifespan Transitions: Aging and Health (4 credits)
- NURS 307 Integrative Nursing Care (2 credits)

## College of Sciences

### **Applied Mathematics BS**

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

The Mathematics Department offers a solid, flexible and innovative program in applied mathematics. Through the opening of bridges to other disciplines and a focus on topics and problems cutting across various subject fields, the mathematics major integrates both depth and breadth, providing the student with tools for success in the workforce and a solid basis for further studies in mathematics.

#### **Enrolling in this program**

##### **Program eligibility requirements**

Students expressing interest in the Applied Mathematics BS when they apply for admission to the university will be assigned a faculty

advisor in the Department of Mathematics & Statistics and will be given pre-major status.

Students interested in pursuing the Applied Mathematics BS must be formally admitted into this program before Fall 2019. Students should take the following steps:

(1) Complete the following Pre-Major Requirements:

- Take the following prerequisite courses: STAT 201 Statistics I, MATH 210 Calculus I, and MATH 211 Calculus II.
- Earn grades of C- or higher and a cumulative GPA of 2.5 or higher in the above prerequisite courses.

(2) Declare intent to pursue the Applied Mathematics, B.S. by submitting the online College of Sciences declaration form (see "declare your major" link below) **before Fall 2019.**

#### **Course requirements**

##### **Prerequisites**

- MATH 210 Calculus I (4 credits)
- MATH 211 Calculus II (4 credits)
- STAT 201 Statistics I (4 credits)



## Requirements (48 credits)

### Foundation (21 credits)

- ICS 140 Computational Thinking with Programming (4 credits)
- PHYS 211 Calculus Based Physics I (5 credits)
- MATH 301 Introduction to Analysis (4 credits)
- MATH 310 Calculus III: Multivariable Calculus (4 credits)
- MATH 320 Probability (4 credits)

### Core (24 credits)

- MATH 315 Linear Algebra and Applications (4 credits)
- MATH 340 Mathematical Modeling (4 credits)
- MATH 350 Ordinary Differential Equations (4 credits)
- MATH 450 Operations Research (4 credits)
- MATH 471 Abstract Algebra (4 credits)
- MATH 499 Mathematics Senior Seminar (4 credits)

### Electives (4 credits)

Other upper division mathematics courses may apply with consent of advisor.

- MATH 375 Complex Variables (4 credits)
- MATH 405 Partial Differential Equations (4 credits)
- MATH 420 Numerical Analysis (4 credits)
- STAT 301 Analysis of Variance and Multivariate Analysis (4 credits)
- STAT 311 Regression Analysis (4 credits)
- STAT 321 Biostatistics (4 credits)
- STAT 331 Nonparametric Statistical Methods (4 credits)
- STAT 341 Analysis of Categorical Data (4 credits)
- STAT 353 Environmental Statistics (4 credits)

## Applied Mathematics Minor

Mathematics plays an important role in the modern world: logical reasoning is crucial in everyday life, calculus-based mathematics lays the foundation for natural sciences and engineering, and probability and statistics provide insightful understanding of data and trend. Metropolitan State's Applied Math minor offers opportunities for students to gain the ability to utilize mathematics at a high level. Students are required to complete the calculus sequence and two elective courses from a broad range of course offerings in mathematics and statistics.

The Mathematics Department offers a solid, flexible and innovative curriculum in applied mathematics. Through the opening of bridges to other disciplines and a focus on topics and problems cutting across various subject fields, the mathematics minor integrates both depth and breadth, providing the student with tools for success in the workforce and in their respective fields of study.

Study within the field of applied math develops skills such as:

- Use of calculus-based mathematics
- Use of computing technology in applied math
- Advanced mathematical modeling
- Analysis of data and trend
- Logical thinking

### Enrolling in this program

#### Program eligibility requirements

Students interested in pursuing the Applied Mathematics Minor must be formally admitted into this program **before Fall 2019**. To be admitted, students must submit the online College of Sciences declaration form (see "declare a minor" link below).



## Course requirements

### Requirements (19-20 credits)

At least 4 of the 20 credits for the Applied Mathematics Minor must be completed at Metropolitan State University.

### Core (12 credits)

- MATH 210 Calculus I (4 credits)
- MATH 211 Calculus II (4 credits)
- MATH 310 Calculus III: Multivariable Calculus (4 credits)

### Electives (8 credits)

- MATH 215 Discrete Mathematics (4 credits)
- MATH 301 Introduction to Analysis (4 credits)
- MATH 315 Linear Algebra and Applications (4 credits)
- MATH 320 Probability (4 credits)
- MATH 340 Mathematical Modeling (4 credits)
- MATH 350 Ordinary Differential Equations (4 credits)
- MATH 370 Modern Geometry (4 credits)
- MATH 375 Complex Variables (4 credits)
- MATH 405 Partial Differential Equations (4 credits)
- MATH 420 Numerical Analysis (4 credits)
- MATH 450 Operations Research (4 credits)
- MATH 471 Abstract Algebra (4 credits)
- STAT 301 Analysis of Variance and Multivariate Analysis (4 credits)
- STAT 311 Regression Analysis (4 credits)
- STAT 321 Biostatistics (4 credits)
- STAT 331 Nonparametric Statistical Methods (4 credits)
- STAT 341 Analysis of Categorical Data (4 credits)
- STAT 353 Environmental Statistics (4 credits)

## Applied Statistics Minor

Since our world is becoming more quantitative and data-focused, job opportunities in statistics are plentiful and projected to increase worldwide. The applied statistics minor will provide students with knowledge and skills needed for a future career involving data evaluation and data analysis. The applied statistics minor offers students a program of study in core areas of statistics with an emphasis on applications. This minor is designed to complement other majors where additional statistical knowledge is beneficial.

Graduates will be able to apply statistical methods to design of experiments, data management, and data analysis.

### Enrolling in this program

#### Program eligibility requirements

Students interested in pursuing the Applied Statistics Minor must be formally admitted into this program. To be admitted, students must submit the online College of Sciences declaration form. ("declare a minor" link below)

### Program requirements

#### Course requirements

#### Requirements (21 credits)

At least 13 credits of the Applied Statistics Minor have to be completed at Metropolitan State University

### Core (14 credits)

At least a C- is required for all courses.

- STAT 201 Statistics I (4 credits)
- STAT 252 Statistics Programming (2 credits)
- STAT 301 Analysis of Variance and Multivariate Analysis (4 credits)
- STAT 311 Regression Analysis (4 credits)

### *Electives (minimum 7 credits)*

Students may take a maximum of 4 credits of non-STAT elective coursework.

- CFS 380 Digital Evidence Analysis (4 credits)
- DSCI 434 Introduction to Operations Management (4 credits)
- ECON 497 Economic Research and Forecasting (4 credits)
- ICS 311 Database Management Systems (4 credits)
- MATH 320 Probability (4 credits)
- MIS 335 Management and Use of Databases (4 credits)
- MIS 380 Business Intelligence and Analytics (4 credits)
- MKTG 420 Marketing Research (4 credits)
- STAT 321 Biostatistics (4 credits)
- STAT 331 Nonparametric Statistical Methods (4 credits)
- STAT 341 Analysis of Categorical Data (4 credits)
- STAT 353 Environmental Statistics (4 credits)

### **Biochemistry BS**

Biochemistry encompasses both biology and chemistry. Biochemists focus on the molecular aspects of living organisms, particularly the structures, functions, and interactions of biological macromolecules (proteins, nucleic acids, lipids, and carbohydrates). The biochemistry major provides strong foundation in experimental design, literature research, critical thinking, and analytical reasoning skills. Students will learn the tools and concepts necessary to prepare them for graduate study in biochemistry, industry employment, and professional programs in the healthcare field.

### **Enrolling in this program**

#### **Program eligibility requirements**

Students expressing interest in the Biochemistry BS major when they apply for admission to the university will be assigned an academic advisor in the Natural Sciences Department and will be given pre-major status.

To be eligible for acceptance to the Biochemistry BS major, students must submit a College of Sciences Undergraduate Program Declaration Form when the following is completed:

- Prerequisite and Pre-major Foundation Courses of BIOL 111, CHEM 111, CHEM 112

All prerequisite and required courses must be completed with grades of C- or above. Transfer coursework equivalency is determined by the Natural Sciences Department.

#### **Program requirements**

In addition to the overall graduation requirements, the B.S. Biochemistry major requires each student complete 66 credits in the major, including 25 upper division major credits. All prerequisite and required courses must be completed with grades of C- or above. Transfer coursework equivalency is determined by the Natural Sciences Department. Each foundation science course must include at least one credit of professionally supervised laboratory experience with standard undergraduate laboratory equipment and materials. Lower-division (100- and 200-level) courses cannot be used to fulfill core or elective requirements of the major.

#### **Course requirements**

##### **Prerequisite**

One of the following courses or math assessment placement score above college algebra is required. This prerequisite does not

count towards total credits for this major but fulfills math GELS requirements.

Choose one

- MATH 115 College Algebra (4 credits)
- MATH 120 Precalculus (4 credits)

Requirements (120 credits)

*Pre-major Foundation (12 credits)*

- CHEM 111 General Chemistry I (4 credits)
- CHEM 112 General Chemistry II (4 credits)
- BIOL 111 General Biology I (4 credits)

*Core Requirements (46 credits)*

*Lower-Division Core*

- CHEM 231 Organic Chemistry I (4 credits)
- CHEM 231L Organic Chemistry I Lab (1 credits)
- PHYS 211 Calculus Based Physics I (5 credits)
- PHYS 212 Calculus Based Physics II (5 credits)
- STAT 201 Statistics I (4 credits)

*Calculus Requirement (4 or 8 credits)*

MATH 208 or both MATH 210 and MATH 211

- MATH 208 Applied Calculus (4 credits)
- MATH 210 Calculus I (4 credits)
- MATH 211 Calculus II (4 credits)

*Upper-Division Core*

- BIOL 304 Molecular Biology (5 credits)
- CHEM 332 Organic Chemistry II (4 credits)
- CHEM 332L Organic Chemistry II Lab (1 credits)
- CHEM 325 Biochemistry I: Biomolecule Structure and Function (3 credits)

- CHEM 327 Biochemistry Laboratory (2 credits)
- CHEM 341 Quantitative Analysis (5 credits)
- CHEM 429 Biochemistry II: Bioenergetics, Metabolism, and Macromolecule Biosynthesis (3 credits)

*Electives (8 credits)*

CHEM 469 may be repeated 3 semesters.

- CHEM 351 Physical Chemistry I (5 credits)
- CHEM 407 Biochemistry of Neurological Disorders (3 credits)
- CHEM 421 Medicinal Chemistry (3 credits)
- CHEM 433 Advanced Organic Chemistry (3 credits)
- CHEM 435 Advanced Organic Chemistry Lab (2 credits)
- CHEM 441 Instrumental Analysis (5 credits)
- CHEM 469 Seminars in Chemistry (1 credits)
- CHEM 488 Directed Research in Biochemistry (1-5 credits)
- BIOL 302 Cell Biology and Histology (5 credits)
- BIOL 330 Biology of Microorganisms (5 credits)

## **Biology BA**

Biology is the study of life, from the simplest cells to the most complex ecosystems. When you study biology you develop an understanding of your own life and an appreciation for your connection to the natural world. The biology major provides students with scientific knowledge, laboratory skills, research experience, and intellectual training in analytical and quantitative reasoning.

A biology degree helps open the door to a wide range of fields including health care, food science, public health, biotechnology,

conservation and natural resource management Biology graduates may choose to continue on to professional and graduate programs in health care, research and education.

The Bachelor of Arts in Biology offers students a comprehensive introduction to the biological sciences followed by advanced study in at least one area of individual interest. The program emphasizes the development of transferable liberal arts skills and includes the flexibility for students to pursue their own academic interests as part of their degree program.

### Enrolling in this program

#### Program eligibility requirements

Students expressing interest in the Biology BA major when they apply for admission to the university will be assigned an academic advisor in the Natural Sciences Department and will be given pre-major status.

To be eligible for acceptance to the Biology BA major, students must submit a College of Sciences Undergraduate Program Declaration Form when the following is completed:

- Prerequisite and Pre-major Foundation courses of BIOL 111, BIOL 112, CHEM 111, CHEM 112

All prerequisite and required courses must be completed with grades of C- or above. Transfer coursework equivalency is determined by the Natural Sciences Department.

### Program requirements

Each pre-major foundation science course must include at least one semester credit of professionally supervised on-ground laboratory experience with standard undergraduate laboratory equipment and materials. Lower-division (100- and 200-level) courses cannot be used to fulfill upper division core or elective requirements in the major.

### Course requirements

#### Prerequisites

One of the following math courses or math assessment placement score above college algebra is required but does not count towards total credits for this major.

Choose one

- MATH 115 College Algebra (4 credits)
- MATH 120 Precalculus (4 credits)

#### Requirements (120 credits)

##### *Pre-major Foundation (16 credits)*

- BIOL 111 General Biology I (4 credits)
- BIOL 112 General Biology II (4 credits)
- CHEM 111 General Chemistry I (4 credits)
- CHEM 112 General Chemistry II (4 credits)

#### Core Requirements

##### *Lower-Division Core (12 credits)*

##### *Genetics*

Choose one

- BIOL 211 Principles of Genetics (4 credits)
- BIOL 301 Genetics (5 credits)

##### *Calculus or Statistics Requirement*

Choose one

- MATH 208 Applied Calculus (4 credits)
- STAT 201 Statistics I (4 credits)

##### *Lower-division Physics requirement*

One lower-division physics course or set of courses: either PHYS 110 Introduction to Physics or both PHYS 211 and PHYS 212 Calculus Based Physics I and II.

- PHYS 110 Introduction to Physics (4 credits)
- PHYS 211 Calculus Based Physics I (5 credits)
- PHYS 212 Calculus Based Physics II (5 credits)

#### *Upper Division Core Requirement (15 credits)*

Select one course with lab in each of the three core categories

#### *Cell and Molecular (5 credits)*

Choose one

- BIOL 302 Cell Biology and Histology (5 credits)
- BIOL 304 Molecular Biology (5 credits)
- CHEM 301 Biochemistry (5 credits)

#### *Ecology and Evolutionary (5 credits)*

Choose one

- BIOL 310 Ecology (5 credits)
- BIOL 312 Evolution (5 credits)
- BIOL 316 Behavioral Ecology (5 credits)
- ESCI 315 Limnology (5 credits)

#### *Physiology and Organismal (5 credits)*

Choose one

- BIOL 311 Plant Physiology (5 credits)
- BIOL 322 Comparative Animal Physiology (5 credits)
- BIOL 324 Invertebrate Biology (5 credits)
- BIOL 330 Biology of Microorganisms (5 credits)

#### *Capstone and electives (14 credits)*

An additional 14 credits of upper-division Biology courses chosen from core courses above, the elective courses below, and other approved 300 or 400 level Biology courses (see advisor for

details). Subject to advisor approval, up to 4 credits of HBIO201/HBIO205 or another 200 level biology course may be counted toward this requirement. Each student must take at least 3 credits of 400 or 500 level coursework at Metropolitan State University.

- BIOL 320 Ecosystem and Global Ecology (5 credits)
- BIOL 350I Biology Internship (1-9 credits)
- BIOL 406 Biology of Cancer (3 credits)
- BIOL 415 Pollution Ecology (3 credits)
- BIOL 416 Invasion Biology (3 credits)
- BIOL 418 GIS for Natural Sciences (3 credits)
- BIOL 422 Neurophysiology (3 credits)
- BIOL 426 Comparative Biomechanics (3 credits)
- BIOL 469 Seminars in Biology (1 credits)
- BIOL 471 Science Journal Discussion (1-2 credits)
- BIOL 479 Advanced Topics in Biology (1-5 credits)
- BIOL 489 Senior Research in Biology (1-4 credits)
- BIOL 490H Honors Research Project (1-4 credits)
- BIOL 511H Honors Freshwater Ecology and Quality (3 credits)
- BIOL 512H Honors Insect Ecology and Management (3 credits)
- BIOL 513H Honors Wetland Ecology (3 credits)
- BIOL 514H Honors Forest Ecology (3 credits)
- CHEM 421 Medicinal Chemistry (3 credits)

### **Biology BS**

Biology is the study of life, from the simplest cells to the most complex ecosystems. When you study biology you develop an understanding of your own life and an appreciation for your connection to the natural world. A biology degree helps open the door to a broad range of fields including health care, food science, public

health, biotechnology, conservation and natural resource management.

Biology graduates may choose to continue on to professional and graduate programs in health care, research and education. The biology major provides students with scientific knowledge, laboratory skills, research experience and intellectual training in analytical and quantitative reasoning.

The Bachelor of Science in Biology offers students a comprehensive introduction to the biological sciences with a strong foundation in mathematics and the physical sciences, followed by advanced study in at least one area of student interest.

### Enrolling in this program

#### Program eligibility requirements

Students expressing interest in the Biology BS major when they apply for admission to the university will be assigned an academic advisor in the Natural Sciences Department and will be given pre-major status.

To be eligible for acceptance to the Biology BS major, students must submit a College of Sciences Undergraduate Program Declaration Form when the following is completed:

- Prerequisite and Pre-major Foundation courses of BIOL 111, BIOL 112, CHEM 111, CHEM 112

All prerequisite and required courses must be completed with grades of C- or above. Transfer coursework equivalency is determined by the Natural Sciences Department.

### Program requirements

Each foundation science course must include at least one semester credit of professionally supervised on-ground laboratory experience with standard undergraduate laboratory

equipment and materials. Lower-division (100- and 200-level) courses cannot be used to fulfill upper division core or elective requirements in the major.

### Course requirements

#### Prerequisites

One of the following math courses or math assessment placement score above college algebra is required but does not count towards total credits for this major.

Choose one

- MATH 115 College Algebra (4 credits)
- MATH 120 Precalculus (4 credits)

#### Requirements (120 Credits)

##### *Pre-major Foundation (16 credits)*

- BIOL 111 General Biology I (4 credits)
- BIOL 112 General Biology II (4 credits)
- CHEM 111 General Chemistry I (4 credits)
- CHEM 112 General Chemistry II (4 credits)

#### Core Requirements

##### *Lower-Division Core*

- CHEM 231 Organic Chemistry I (4 credits)
- CHEM 231L Organic Chemistry I Lab (1 credits)
- PHYS 211 Calculus Based Physics I (5 credits)

#### Genetics

Choose one

- BIOL 211 Principles of Genetics (4 credits)
- BIOL 301 Genetics (5 credits)



### *Calculus requirement (4-8 credits)*

Either one calculus course or set of courses:  
MATH 208 or both MATH 210 and MATH 211

- MATH 208 Applied Calculus (4 credits)
- MATH 210 Calculus I (4 credits)
- MATH 211 Calculus II (4 credits)

### *Physics or Organic Chemistry requirement (5 credits)*

PHYS 212 or both CHEM 332 and CHEM 332L

- PHYS 212 Calculus Based Physics II (5 credits)
- CHEM 332 Organic Chemistry II (4 credits)
- CHEM 332L Organic Chemistry II Lab (1 credits)

### *Upper-Division Core (15 credits)*

#### *Cell and Molecular (5 credits)*

Select one course with lab in each of the three core categories

- BIOL 302 Cell Biology and Histology (5 credits)
- BIOL 304 Molecular Biology (5 credits)
- BIOL 307 Biochemistry (5 credits)
- CHEM 301 Biochemistry (5 credits)

#### *Ecology and Evolutionary (5 credits)*

Choose one

- BIOL 310 Ecology (5 credits)
- BIOL 312 Evolution (5 credits)
- BIOL 316 Behavioral Ecology (5 credits)
- ESCI 315 Limnology (5 credits)

#### *Physiology and Organismal (5 credits)*

Choose one

- BIOL 311 Plant Physiology (5 credits)

- BIOL 322 Comparative Animal Physiology (5 credits)
- BIOL 324 Invertebrate Biology (5 credits)
- BIOL 330 Biology of Microorganisms (5 credits)

### *Capstone and electives (14 credits)*

An additional 14 credits of upper-division Biology courses chosen from core courses above and the list of elective courses below, and other approved 300 or 400 level Biology courses (see advisor for details). Subject to advisor approval, up to 4 credits of HBIO201/HBIO205 or another 200 level biology course may be counted toward this requirement.

- BIOL 320 Ecosystem and Global Ecology (5 credits)
- BIOL 350I Biology Internship (1-9 credits)

### *400 and 500-Level Elective Options*

A minimum of three credits is required in this upper division elective category.

- BIOL 406 Biology of Cancer (3 credits)
- BIOL 415 Pollution Ecology (3 credits)
- BIOL 416 Invasion Biology (3 credits)
- BIOL 418 GIS for Natural Sciences (3 credits)
- BIOL 422 Neurophysiology (3 credits)
- BIOL 426 Comparative Biomechanics (3 credits)
- BIOL 469 Seminars in Biology (1 credits)
- BIOL 471 Science Journal Discussion (1-2 credits)
- BIOL 479 Advanced Topics in Biology (1-5 credits)
- BIOL 489 Senior Research in Biology (1-4 credits)
- BIOL 490H Honors Research Project (1-4 credits)
- BIOL 511H Honors Freshwater Ecology and Quality (3 credits)
- BIOL 512H Honors Insect Ecology and Management (3 credits)



- BIOL 513H Honors Wetland Ecology (3 credits)
- BIOL 514H Honors Forest Ecology (3 credits)
- CHEM 421 Medicinal Chemistry (3 credits)

### **Biology Minor**

The biology minor offers students a strong foundation in modern biological science to complement their major. The minor includes coursework in biology, chemistry and mathematics, with one semester of advanced study in an area of student interest.

### **Enrolling in this program**

#### **Program eligibility requirements**

To be eligible for acceptance to the Biology minor, students must submit a College of Sciences Undergraduate Program Declaration Form when the following is completed:

- Prerequisite math course and Foundation courses of BIOL 111, BIOL 112, CHEM 111, CHEM 112

All prerequisite and required courses must be completed with grades of C- or above. Transfer coursework equivalency is determined by the Natural Sciences Department.

### **Program requirements**

Each foundation science course must include at least one semester credit of professionally supervised on-ground laboratory experience with standard undergraduate laboratory equipment and materials. Lower-division (100- and 200-level) courses cannot be used to fulfill upper division core or elective requirements in the minor.

Each student must complete 25 credits in the major including at least 5 upper division credits and at least 10 credits from Metropolitan State

University. All prerequisite and required courses must be completed with grades of C- or above.

### **Course requirements**

#### **Prerequisites**

Choose one

- MATH 115 College Algebra (4 credits)
- MATH 120 Precalculus (4 credits)

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

Minor requires five courses (4 credits each) plus one upper-division biology elective course (5 credits)

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

- BIOL 111 General Biology I (4 credits)
- BIOL 112 General Biology II (4 credits)
- BIOL 211 Principles of Genetics (4 credits)
- CHEM 111 General Chemistry I (4 credits)
- CHEM 112 General Chemistry II (4 credits)

#### **Elective Upper Division Courses (5 credits)**

At least 5 credits of 300-level or higher course work in biology, as needed to reach the total of 25 credits

### **Chemistry BS**

Chemistry is the study of the energetics, composition, properties, structure and reactions of matter. A student earning a B.S. Chemistry degree will learn to think creatively, to analyze data, to utilize instrumentation, and to understand human interaction with the material world from multiple perspectives. The chemistry major provides students with a broad introduction to the discipline of chemistry combined with detailed exploration of at least one area of interest.

The chemistry major prepares students to apply scientific methodology to solve chemical problems, to relate chemistry to their daily life and environment, to think critically and quantitatively, and to understand the experimental methods, techniques and instrumentation used in chemistry.

Earning a B.S. degree in chemistry can be a natural pathway to a wide variety of career choices. Some of these career options are lab intensive positions such as research, analytical and product chemists. Others options that are outside of the typical lab oriented positions would be careers in sales, marketing and management. The B.S. chemistry degree can also be a stepping stone towards careers that require more advanced degrees such as teaching chemistry at a university level, medicine, law, pharmacy or dentistry.

### Enrolling in this program

#### Program eligibility requirements

Students expressing interest in the Chemistry BS major when they apply for admission to the university will be assigned an academic advisor in the Natural Sciences Department and will be given pre-major status

To be eligible for acceptance to the Chemistry BS major, students must submit a College of Sciences Undergraduate Program Declaration Form when the following is completed:

- Prerequisites and Pre-major Foundation courses of CHEM 111, CHEM 112

All prerequisite and required courses must be completed with grades of C- or above. Transfer coursework equivalency is determined by the Natural Sciences Department.

### Program requirements

All courses listed in the primary and secondary set of required courses must include at least one

credit of professionally supervised laboratory experience with standard undergraduate laboratory equipment and materials. Lower-division (100- and 200-level) courses cannot be used to fulfill elective requirements of the major.

### Course requirements

#### Prerequisites

One of the following courses or math assessment placement score above college algebra is required. This prerequisite does not count towards total credits for this major but fulfills math GELS requirements.

Choose one

- MATH 115 College Algebra (4 credits)
- MATH 120 Precalculus (4 credits)

#### Requirements (120 Credits)

##### *Pre-major Foundation (8 credits)*

- CHEM 111 General Chemistry I (4 credits)
- CHEM 112 General Chemistry II (4 credits)

##### *Core Requirements (38 credits)*

- MATH 210 Calculus I (4 credits)
- MATH 211 Calculus II (4 credits)
- CHEM 231 Organic Chemistry I (4 credits)
- CHEM 231L Organic Chemistry I Lab (1 credits)
- PHYS 211 Calculus Based Physics I (5 credits)
- PHYS 212 Calculus Based Physics II (5 credits)

##### *Upper division core requirements*

- CHEM 332 Organic Chemistry II (4 credits)
- CHEM 332L Organic Chemistry II Lab (1 credits)

- CHEM 341 Quantitative Analysis (5 credits)
- CHEM 351 Physical Chemistry I (5 credits)

#### *Electives (18 credits)*

A total of 18 credits fulfills the elective requirement and consists of three category areas. A minimum of six credits must be specified as lab credits. Five credits must be chosen from Category 1 courses, five credits must be chosen from Category 2 courses, and the remaining six credits may come from Category 1, Category 2, or Category 3 courses.

#### *Category one: Biochemistry, Medicinal and Organic Chemistry (5 credits)*

- CHEM 325 Biochemistry I: Biomolecule Structure and Function (3 credits)
- CHEM 327 Biochemistry Laboratory (2 credits)
- CHEM 421 Medicinal Chemistry (3 credits)
- CHEM 429 Biochemistry II: Bioenergetics, Metabolism, and Macromolecule Biosynthesis (3 credits)
- CHEM 433 Advanced Organic Chemistry (3 credits)
- CHEM 435 Advanced Organic Chemistry Lab (2 credits)

#### *Category two: Analytical, Environmental and Inorganic Chemistry (5 credits)*

- CHEM 311 Environmental Chemistry (3 credits)
- CHEM 311L Environmental Chemistry Lab (2 credits)
- CHEM 355 Physical Chemistry II (3 credits)
- CHEM 357 Physical Chemistry II Lab (2 credits)
- CHEM 361 Inorganic Chemistry Lecture and Lab (5 credits)
- CHEM 441 Instrumental Analysis (5 credits)

#### *Category three: Other course offerings (6 credits)*

Select from the following courses and any course not otherwise taken to fulfill the other two categories to fulfill the remaining elective requirement. Note: Research (CHEM 489) and internship (CHEM 350I) combined cannot exceed five credits towards the elective requirement.

- CHEM 350I Chemistry Internship (1-9 credits)
- CHEM 469 Seminars in Chemistry (1 credits)
- CHEM 479 Special Topics in Chemistry (1-5 credits)
- CHEM 479L Special Topics in Chemistry Laboratory (1-4 credits)
- CHEM 489 Directed Research in Chemistry (1-5 credits)

#### **Chemistry Minor**

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

#### **Enrolling in this program**

##### *Program eligibility requirements*

To be eligible for acceptance to the Chemistry minor, students must submit a College of Sciences Undergraduate Program Declaration Form once they have successfully completed 15 credits of the required courses. All prerequisite and required courses must be completed with grades of C- or above. Transfer coursework

equivalency is determined by the Natural Sciences Department.

### Program requirements

Each foundation science course must include at least one semester credit of professionally supervised on-ground laboratory experience with standard undergraduate laboratory equipment and materials. Lower-division (100- and 200-level) courses cannot be used to fulfill upper division core or elective requirements in the minor.

### Course requirements

#### Prerequisites

Choose one

- MATH 115 College Algebra (4 credits)
- MATH 120 Precalculus (4 credits)

### Requirements (23 credits)

Each student must complete 23 credits in the minor including at least 9 upper division credits and at least 10 credits at Metropolitan State. 200-level courses are not upper division. All prerequisite and required courses must be completed with grades of C- or above.

### Foundation (18 credits)

- CHEM 111 General Chemistry I (4 credits)
- CHEM 112 General Chemistry II (4 credits)
- CHEM 231 Organic Chemistry I (4 credits)
- CHEM 231L Organic Chemistry I Lab (1 credits)
- CHEM 341 Quantitative Analysis (5 credits)

### Electives (5 credits)

At least one course from the following list, or other advanced chemistry courses by advisor permission, including at least one credit of lab, as needed to reach a total of 23 credits.

- CHEM 311 Environmental Chemistry (3 credits)
- CHEM 311L Environmental Chemistry Lab (2 credits)
- CHEM 325 Biochemistry I: Biomolecule Structure and Function (3 credits)
- CHEM 327 Biochemistry Laboratory (2 credits)
- CHEM 332 Organic Chemistry II (4 credits)
- CHEM 332L Organic Chemistry II Lab (1 credits)
- CHEM 351 Physical Chemistry I (5 credits)
- CHEM 361 Inorganic Chemistry Lecture and Lab (5 credits)
- CHEM 421 Medicinal Chemistry (3 credits)
- CHEM 429 Biochemistry II: Bioenergetics, Metabolism, and Macromolecule Biosynthesis (3 credits)
- CHEM 469 Seminars in Chemistry (1 credits)
- CHEM 479 Special Topics in Chemistry (1-5 credits)
- CHEM 479L Special Topics in Chemistry Laboratory (1-4 credits)
- CHEM 489 Directed Research in Chemistry (1-5 credits)

### Computer Application Development BAS

Metropolitan State's Computer Application Development (CApp) major provides a foundation of the conceptual and practical knowledge in the various aspects of application design and implementation. Course work to develop analytical and problem-solving skills is complemented by an experiential component.

The CApp major enables students to become developers who can deploy appropriate technology to solve problems in businesses and organizations. Individuals with strong backgrounds of technical and analytical skills, effective communication abilities, and project development knowledge are in demand as the information needs of the world continue to grow.

CApp majors can go on to pursue careers as web developers, database application developers, enterprise application developers, and general application programmers.

### Enrolling in this program

#### Program eligibility requirements

Students expressing interest in the Computer Application Development BAS when they apply for admission to the university will be assigned an academic advisor in the College of Sciences and will be given pre-major status.

To be eligible for acceptance to the Computer Application Development major, students must submit a College of Sciences Undergraduate Program Declaration Form when the following is completed:

- Minimum cumulative GPA of 2.5 in ICS 141 and MATH 215 or transfer equivalents.
- Demonstrated competency in Java either through prerequisite coursework (e.g., ICS 141) or by passing a Java competency exam.
- Complete the General Education Writing Requirement (GELS Goal I, Part I).
- Completion of prerequisite courses (see below) with a grade of C- or better.

Students who do not meet the requirements above or are on academic probation will not be accepted to the major. Students not accepted to the major will not be allowed to take advanced courses in the discipline.

### Program requirements

Students learn to program in ICS 140 Computational Thinking with Programming and ICS 141 Programming with Objects using Python and Java programming languages, and learn client-side web development skills in ICS 225 Web Design and Implementation. Mathematics courses should be taken concurrently with lower-level computer science courses. Students should note individual course prerequisites and enroll in the proper sequence of courses. All prerequisite courses should be completed before upper division (300-level) classes are taken in the major.

Transfer credit for prerequisite courses is common, as is demonstrating competency through previous work experience.

Programming skills erode when left unused for long periods of time. As a consequence, programming classes taken more than five years ago may not be applied to meet the requirements for this major. Since programming ability is crucial for success as an application developer, the ICS Department invites students without recent transcribed credits in programming courses for one-on-one sessions with their advisor to discuss their programming background.

Students may take waiver exams for introductory courses to help determine their appropriate placement in the introductory programming sequence.

Students must do a residency consisting of six-credits of ICS 350I Information and Computer Sciences Individualized Internship. These 6 credits must span either two or three semesters. Fusion IT Residencies are one option to meet the internship requirements for the CApp major.

### Lower-Division/Upper-Division Elective Courses

A student must take a minimum of 20 credits of major electives as part of the CApp major, of which at least 12 must be at the upper division. All 200, 300, and 400-level ICS courses that are not required for the major may be taken as electives (assuming the student has completed the necessary prerequisites), with the following exceptions: ICS 381, ICS 390, CFS 499, ICS 499.

A minimum of 20 semester credits of major requirements must be completed at Metropolitan State. At least 24 credits of coursework must be completed at the upper division.

A class used to meet program requirements cannot be used as an elective.

Courses required for your specific program are listed in course requirements section of this page. They include prerequisite, foundation, core and elective courses. Contact your advisor with questions concerning your degree plan.

### Course requirements

Prerequisites (16 credits)

*College Math introduction (4 credits)*

Choose one

- MATH 115 College Algebra (4 credits)
- MATH 120 Precalculus (4 credits)
- ICS 140 Computational Thinking with Programming (4 credits)
- ICS 141 Programming with Objects (4 credits)
- ICS 225 Web Design and Implementation (4 credits)
- MATH 215 Discrete Mathematics (4 credits)

Requirements (120 credits)

*Core (14 credits)*

- ICS 251 IT Work Skills (2 credits)
- ICS 311 Database Management Systems (4 credits)

*Client Server Computing*

Choose one

- ICS 325 Internet Application Development (4 credits)
- ICS 425 Client/Server Architectures (4 credits)
- ICS 370 Software Design Models (4 credits)

*Residency (6 credits)*

Students must do a residency consisting of six-credits of ICS 350I Information and Computer Sciences Individualized Internship. These 6 credits must span either two or three semesters.

*Electives (20 credits)*

A student must take a minimum of 20 credits of major electives as part of the CApp major, of which at least 12 must be at the upper division. All 200, 300, and 400-level ICS courses that are not required for the major may be taken as electives (assuming the student has completed the necessary prerequisites), with the following exceptions: ICS 381, ICS 390, CFS 499, ICS 499.

### Computer Forensics BAS

The Bachelor of Applied Science in Computer Forensics is a four-year, 120 credit program offered through the Computer Science and Cybersecurity department. This program prepares students with knowledge in computer and digital incident investigation, eDiscovery, network and mobile forensics, legal and ethical

issues in computing, and computer and privacy laws.

Graduates will work in the computer technology and related fields in supporting companies and organizations to protect their interests or in helping law firms and legal organizations to deal with civil litigations and internal disputes/arbitrations. Whenever needed, graduates can also assist law enforcement to fight against cyber terrorism and crimes.

### Enrolling in this program

#### Program eligibility requirements

Students expressing interest in the Computer Forensics BAS when they apply for admission to the university will be assigned an academic advisor in the College of Sciences and will be given pre-major status.

To be eligible for acceptance to the Computer Forensics major, students must submit a College of Sciences Undergraduate Program Declaration Form when the following is completed:

- Minimum cumulative GPA of 2.5 for CFS 262, CFS 264 and CFS 280 or transfer equivalents
- Complete the General Education Writing Requirement (GELS Goal I, Part I),
- Foundation courses (see below) with a grade of C- or better

Students who do not meet the requirements above or are on academic probation will not be accepted to the major. Students not accepted to the major will not be allowed to take advanced courses in the discipline.

#### Program requirements

Students are encouraged to complete the major foundation courses as part of an Associate of Science (AS) or an Associate of Applied Science (AAS) degree program in a field such as System Administration, Networking Administration,

Database Administration, or Computer Forensics at a community or technical college. Alternatively, they could start the program as freshmen at Metropolitan State University and take these classes with a view to major in Computer Forensics.

No student may be enrolled in an ICS or a CFS upper division course without completing all courses with a grade of C- or better.

Courses required for your specific program are listed in the course requirements section of this page. They include prerequisite, core, and elective courses. Contact your advisor with questions concerning your degree plan.

### Course requirements

#### Prerequisites (26 credits)

- CFS 262 Computer and Operating Systems Fundamentals I (4 credits)
- CFS 264 Computer and Operating Systems Fundamentals II (4 credits)
- CFS 280 Introduction to Computer Forensics (4 credits)
- CJS 101 Introduction to Criminal Justice (3 credits)

#### Computing Fundamentals

Choose one

- ICS 140 Computational Thinking with Programming (4 credits)
- CFS 160 Computer Forensics Fundamentals (4 credits)

#### Law

Choose one

- CJS 210 Constitutional Law (3 credits)
- LAWE 220 Legal Studies in Law Enforcement (4 credits)



### *Calculus or Statistics Requirement*

Choose one

- STAT 201 Statistics I (4 credits)
- MATH 208 Applied Calculus (4 credits)
- MATH 210 Calculus I (4 credits)

### *Requirements (120 credits)*

Core (24 credits)

- CFS 380 Digital Evidence Analysis (4 credits)
- CFS 484 Computer Laws (4 credits)
- CFS 499 Computer Forensics Internship/Capstone (4 credits)
- ICS 382 Computer Security (4 credits)

### *Core (8 credits)*

Choose two

- CFS 345 Electronic Discovery I (4 credits)
- CFS 445 Electronic Discovery II (4 credits)
- CFS 485 Mobile Device Security and Forensics (4 credits)
- ICS 482 Vulnerability Assessment and Penetration Testing (4 credits)

### *Electives (10 credits or minor)*

Complete either: (1) at least 10 credits of major electives (Select three or more of the following upper division CFS and ICS courses. Courses used to meet program requirements above cannot also be used as an elective.), or (2) an approved minor (an approved “minor” can be a second major.)

- BLAW 310 Business Law: UCC and Contracts (4 credits)
- BLAW 320 Legal Environment of Organizations (4 credits)
- CJS 310 Introduction to Security Management (4 credits)

- CJS 320 Criminology and Public Policy (4 credits)
- CJS 367 Exploring Forensic Science (4 credits)
- CJS 375 Ethics and Professionalism in Criminal Justice (4 credits)
- CJS 387 White Collar Crime (4 credits)
- CJS 388 Crime Analysis (4 credits)
- LAWE 210 Procedural Studies in Law Enforcement (2 credits)
- LAWE 210L Procedural Studies in Law Enforcement Lab (1 credits)
- LAWE 339 Violent Crime Investigation (4 credits)
- PHIL 320 Business Ethics (4 credits)
- PHIL 325 Criminal Justice Ethics (4 credits)
- PHIL 327 Ethics in the Information Age (4 credits)
- POL 301 Citizenship in a Global Context (4 credits)
- POL 331 Law and the Legal Process (4 credits)
- POL 333 Constitutional Law: Civil Rights and Civil Liberties (4 credits)

### **Computer Forensics Minor**

This minor program is a 24-credit program that prepares students with knowledge in computer forensics, digital incident investigation, cyberspace ethics, and computer laws.

### **Enrolling in this program**

#### *Program eligibility requirements*

After you are admitted to the university as an undergraduate student, you also need to be accepted to a specific major/program. To be eligible for acceptance to the Computer Forensics minor, students must submit a College of Sciences Undergraduate Program Declaration Form when the following is completed:

- 30 college credits with a GPA of 2.5 or better

## Program requirements

There are four core courses with one from either ICS 140 or CFS 160, one from either CFS 262 or CFS 264, and CFS 280 and CFS 484. The two elective courses can be one from an upper division CFS courses and one from upper division CJS courses.

## Course requirements

### Requirements (22-24 credits)

#### Course Overlapping

Students are allowed to have up to 8 credits overlapped with their current or previously completed majors or minors. If students have more than 8 credits overlapped, they are required to take additional coordinator-approved courses to cover the difference.

#### Computing Fundamentals

Choose one

- CFS 160 Computer Forensics Fundamentals (4 credits)
- ICS 140 Computational Thinking with Programming (4 credits)

#### Core

Choose one

- CFS 262 Computer and Operating Systems Fundamentals I (4 credits)
- CFS 264 Computer and Operating Systems Fundamentals II (4 credits)

#### Core

- CFS 280 Introduction to Computer Forensics (4 credits)
- CFS 484 Computer Laws (4 credits)

#### Electives: Group one

Choose one

- BLAW 320 Legal Environment of Organizations (4 credits)
- CJS 210 Constitutional Law (3 credits)
- POL 331 Law and the Legal Process (4 credits)

#### Electives: Group two

Choose one (LAW 210 and LAW 210L need to be taken together)

- CJS 367 Exploring Forensic Science (4 credits)
- CJS 387 White Collar Crime (4 credits)
- CFS 380 Digital Evidence Analysis (4 credits)
- LAWE 210 Procedural Studies in Law Enforcement (2 credits)
- LAWE 210L Procedural Studies in Law Enforcement Lab (1 credits)

## Computer Forensics Post-baccalaureate UCERT

The computer forensics certificate is a 24 credit program that is designed for students who have already earned a bachelor's degree and would like to re-shape their skills and knowledge in the field of computer forensics that prepares students with knowledge in computer forensics, digital incident investigation, cyberspace ethics, and computer laws.

### Enrolling in this program

#### Program eligibility requirements

Applicants must have a bachelor's degree earned from a regionally accredited college/university with a GPA of 2.5 or better or with the ICS department consent. Students without a bachelor's degree are not eligible for pursuing this certificate.

### Program requirements

There are four core courses with one from either ICS 140 or CFS 160, one from either CFS 262 or CFS 264, and CFS 280 and CFS 484. The two

elective courses can be one from an upper division CFS courses and one from upper division CJS courses.

### Course requirements

Requirements (22-24 credits)

#### Course Overlapping

Students are allowed to have up to 8 credits overlapped with their current or previously completed majors or minors. If students have more than 8 credits overlapped, they are required to take additional coordinator-approved courses to cover the difference.

#### Core

Choose one

- CFS 160 Computer Forensics Fundamentals (4 credits)
- ICS 140 Computational Thinking with Programming (4 credits)

#### Core

Choose one

- CFS 262 Computer and Operating Systems Fundamentals I (4 credits)
- CFS 264 Computer and Operating Systems Fundamentals II (4 credits)

#### Core

- CFS 280 Introduction to Computer Forensics (4 credits)
- CFS 484 Computer Laws (4 credits)

#### Electives: Group one

Choose one

- BLAW 320 Legal Environment of Organizations (4 credits)
- CJS 210 Constitutional Law (3 credits)

- POL 331 Law and the Legal Process (4 credits)

#### Electives: Group two

Choose one. Note: LAW210/LAW210L need to be taken together.

- CFS 380 Digital Evidence Analysis (4 credits)
- CJS 367 Exploring Forensic Science (4 credits)
- CJS 387 White Collar Crime (4 credits)
- LAWE 210 Procedural Studies in Law Enforcement (2 credits)
- LAWE 210L Procedural Studies in Law Enforcement Lab (1 credits)

### Computer Information Technology BS

Metropolitan State's Computer Information Technology (CIT) major prepares students to be information technology professionals. This major provides a foundation of both theoretical and practical knowledge in the many aspects of information sciences and technology.

Course work to develop analytical and problem-solving skills is complemented by hands-on courses in Metropolitan State's computer labs. A minimum of 20 semester credits of major requirements must be completed at Metropolitan State.

The CIT major enables students to become developers, designers, or information technology specialists who can deploy appropriate technology to solve problems in businesses and organizations.

Individuals with strong backgrounds of technical and analytical skills, effective communication abilities, and project development knowledge are in demand as the information needs of the world continue to grow. CIT majors can go on to pursue careers as Web analysts, systems analysts, computer support analysts, database

designers and analysts, technical managers, and application programmers.

This program also provides preparation for graduate studies in information technology, information systems, and business.

### Enrolling in this program

#### Program eligibility requirements

Students expressing interest in the Computer Information Technology BS when they apply for admission to the university will be assigned an academic advisor in the College of Sciences and will be given pre-major status.

To be eligible for acceptance to the Computer Information Technology major, students must submit a College of Sciences Undergraduate Program Declaration Form when the following is completed:

- Have minimum cumulative GPA of 2.5 for ICS 141 and MATH 215 or equivalents
- Complete the General Education Writing Requirement (GELS Goal I, Part I)
- Complete all prerequisite courses with a grade of C- or better.
- Demonstrate competency in the Java programming language either by coursework (e.g., ICS 141) or passing a Java competency exam.

Students who do not meet the requirements above or are on academic probation will not be accepted to the major. Students not accepted to the major will not be allowed to take advanced courses in the discipline.

### Course requirements

#### Prerequisites (16 credits)

Choose one

- MATH 115 College Algebra (4 credits)
- MATH 120 Precalculus (4 credits)

- ICS 140 Computational Thinking with Programming (4 credits)
- ICS 141 Programming with Objects (4 credits)
- ICS 225 Web Design and Implementation (4 credits)
- MATH 215 Discrete Mathematics (4 credits)

#### Requirements (120 credits)

##### Core (32 credits)

- STAT 201 Statistics I (4 credits)
- CFS 262 Computer and Operating Systems Fundamentals I (4 credits)
- CFS 264 Computer and Operating Systems Fundamentals II (4 credits)
- ICS 311 Database Management Systems (4 credits)

##### Client/Server Computing

Choose one of the two courses below

- ICS 325 Internet Application Development (4 credits)
- ICS 425 Client/Server Architectures (4 credits)
- ICS 370 Software Design Models (4 credits)
- ICS 382 Computer Security (4 credits)
- ICS 499 Software Engineering and Capstone Project (4 credits)

##### Electives (8 credits)

Eight credits of elective coursework are required, selected from CFS 280, CFS 380, ICS 232, ICS 240, CFS 485 or any of the upper division ICS courses. The contents of ICS 490 Special Topics in Information and Computer Sciences and of ICS 492 Seminar of Emerging Technologies vary from semester to semester, and may be taken more than once (with different topics) for elective credit. No student may be enrolled in an ICS or CFS course unless they have

completed all course prerequisites with a grade of C- or better.

- CFS 280 Introduction to Computer Forensics (4 credits)
- CFS 380 Digital Evidence Analysis (4 credits)
- CFS 485 Mobile Device Security and Forensics (4 credits)
- ICS 232 Computer Organization and Architecture (4 credits)
- ICS 240 Introduction to Data Structures (4 credits)
- ICS 490 Special Topics in Information and Computer Sciences (1-4 credits)
- ICS 492 Seminar on Emerging Technologies (1-2 credits)

### **Computer Science BS**

The computer science major is a solid, flexible program, focused on establishing a firm foundation in computing principles, the development of effective problem-solving and mathematical skills, and the systematic application of theory to the design and development of software. This program also provides preparation for graduate school in computer science. A minimum of 16 semester credits of major requirements must be completed at Metropolitan State.

Computer science is the study of systematic approaches for the design and development of application systems that support the functioning of core industries and services and the theory that underpins these techniques. The theoretical issues range from algorithms and data structures that can be readily applied to develop programs to far more abstract questions such as what is computable and the fundamental questions regarding computing efficiency. The field also studies the software and hardware approaches for the design of computer systems.

The BS program in Computer Science is so designed that at the time of graduation, all students will have the following skills:

- A good foundation in the field through a set of core courses in the discipline, including programming and data structures, hardware and software architecture, software system design, and algorithms.
- A good footing in essential mathematical tools such as discrete mathematics and calculus.
- The ability to work in group projects and communicate well via written and oral presentations.
- Knowledge of the ethical and societal issues in computing.
- A strong knowledge of an object-oriented language and a working knowledge of at least one other language. With the knowledge and skills gained in this program, within a few years after graduation,
- Most students would have the flexibility, versatility, and problem solving skills that can be applied to any problem domain, so they will be productively employed in the computing field in roles such as Computer Programmer, Software Developer, Software Engineer, and Software Systems Analyst.
- All students will have become responsible citizens with a strong a sense of societal and ethical responsibility in their professional endeavors.

### **Prospects**

According to the US Department of Labor, the field is expected to experience exceptional growth, with rates that are projected to exceed all other occupational categories. Most graduates of the program are successfully employed in the industry and some have gone on to master's and PhD programs at well-known graduate schools in the country.

The following excerpts are taken from the Occupational Outlook Handbook, 2010-20 Edition of the Bureau of Labor Statistics.

*“Information. Employment in the information sector is expected to increase by 4 percent, adding 118,100 jobs by 2018. The sector contains fast-growing computer-related industries. The data-processing, hosting, and related services industry, which is expected to grow by 53 percent, includes establishments that provide Web and application hosting and streaming services. Internet publishing and broadcasting is expected to grow rapidly as it gains market share from newspapers and other more traditional media. Software publishing is projected to grow by 30 percent as organizations of all types continue to adopt the newest software products.” “Two of the fastest growing detailed occupations are in the computer specialist occupational group. Network systems and data communications analysts are projected to be the second-fastest-growing occupation in the economy. Demand for these workers will increase as organizations continue to upgrade their information technology capacity and incorporate the newest technologies. The growing reliance on wireless networks will result in a need for more network systems and data communications analysts as well. Computer applications software engineers also are expected to grow rapidly from 2008 to 2018. Expanding Internet technologies have spurred demand for these workers, who can develop Internet, intranet, and Web applications.”*

### Program Educational Objectives

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

- Have the flexibility, versatility and problem solving skills that can be applied to any problem domain, so they will be productively employed in the computing field in roles such as Computer Programmer, Software Developer, Software Engineer, and Software Systems Analyst;
- Be successfully employed and accepted into well-established graduate schools; -

Have strong writing and presentation skills; and

- Have a sense of societal and ethical responsibility in their professional endeavors.

### Enrolling in this program

#### Program eligibility requirements

Students expressing interest in the Computer Science BS when they apply for admission to the university will be assigned an academic advisor in the College of Sciences and will be given pre-major status.

To be eligible for acceptance to the Computer Science major, students must submit a College of Sciences Undergraduate Program Declaration Form when the following is completed:

- Have minimum cumulative GPA of 2.5 for ICS 141, ICS 240 and MATH 215 or transfer equivalents;
- Complete the General Education Writing Requirement (GELS Goal I, Part I)
- Demonstrated competency in the Java programming language either through completion of coursework (e.g., ICS 141 or ICS 240) or passing a Java competency exam.

Students who do not meet the above requirements or are on academic probation will not be accepted to the major. Students not accepted to the major will not be allowed to take advanced courses in the discipline.

### Program requirements

Competence in standard programming practices is essential to an in-depth study of the science of computing. Although many of the activities of computer professions are not programming-related, the language of computing is founded on programming. In addition, computer science has its roots in the discipline of mathematics.



At a minimum, computer science students must have an understanding of discrete mathematics and calculus in order to explore the theoretical foundations of computing. Mathematics and programming prerequisites should be completed early in the major.

Programming skills erode when left unused for long periods of time. As a consequence, programming classes taken more than five years ago will not be applied to meet the requirements for this major.

Since programming ability is crucial for success in computer science, the CSC Department invites students without recent transcribed credits in programming courses for one-on-one sessions with their advisor to discuss their programming background.

Students may take waiver exams for introductory courses to help determine their appropriate placement in the introductory programming sequence.

- Students get introduced to programming in ICS 140 Computational Thinking with Programming in the Python programming language.
- in the programming sequence are ICS 141 Programming with Objects and ICS 240 Elementary Data Structures, both using the Java programming language. Mathematics courses should be taken concurrently with these courses.

Students should note individual course prerequisites and enroll in the proper sequence of courses. The prerequisite courses should be completed before upper-division (300-level) classes are taken in the major. Transfer credit for the major prerequisite courses is common as is demonstrating competency through passing departmental waiver exams.

These courses are designed to deepen student understanding of the discipline of computer science. The study of computer hardware,

operating systems and software design processes provides the understanding of the operation of the computer necessary for the development of robust, efficient systems. The capstone and software design classes provide students with the project management, teamwork, presentation and business writing experiences that employers have identified as keys to professional success.

In addition, students address ethical issues and professional responsibilities in the capstone course. The upper-division courses (300- or 400-level) should be completed in the middle of the degree, except for ICS 499 Software Engineering and Capstone Project, which is taken in one of the last two semesters (preferably the final semester). To graduate, students must complete at least 32 credits of upper division coursework in the major.

### Elective or Minor Requirements

The remaining requirements for the major may be fulfilled in one of two ways:

- Do a minor (or previous bachelor's degree) in field approved by the advisor, or
- Complete 8 credits of elective coursework as described below.

Students are encouraged to consult their advisors early in the program to make a decision on the above choices.

Recommended fields for a minor include Applied Mathematics, Biology, Chemistry, Computer Forensics, Physics, Project Management, and Technical Communication. Students with a previous Bachelor's degree should talk to their advisor about whether that degree can be used in lieu of a minor.

Elective courses allow concentrated work in an area of choice. Choices include practical and



theoretical advanced computing topics, computer security, internships, and advanced mathematics. Students are encouraged to choose a set of elective courses that form a cohesive package.

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

- At least 4 credits from one upper-division ICS course other than ICS 350I (internship) or ICS 370
- At least 4 credits from an upper-division MATH course or an upper-division ICS course other than ICS 370

The contents of ICS 490 Special Topics in Information and Computer Sciences and of ICS 492 Seminar of Emerging Technologies vary from semester to semester, and may be taken more than once (with different topics for elective credit. Any specific offering of ICS 490 will state whether it may be applied as an elective.

No student may be enrolled in an ICS or CFS course unless they have completed all course prerequisites with a grade of C- or better.

### Course requirements

#### Prerequisites

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

- MATH 120 Precalculus (4 credits)

### Calculus Requirement

Choose one of the two courses below

- MATH 208 Applied Calculus (4 credits)
- MATH 210 Calculus I (4 credits)
- ICS 140 Computational Thinking with Programming (4 credits)
- ICS 141 Programming with Objects (4 credits)
- ICS 232 Computer Organization and Architecture (4 credits)
- ICS 240 Introduction to Data Structures (4 credits)
- MATH 215 Discrete Mathematics (4 credits)

### Requirements (120 credits)

#### Required (32 credits)

These courses are designed to deepen student understanding of the discipline of computer science. The study of computer hardware, operating systems and software design processes provides the understanding of the operation of the computer necessary for the development of robust, efficient systems. The capstone and software design classes provide students with the project management, teamwork, presentation and business writing experiences that employers have identified as keys to professional success. In addition, students address ethical issues and professional responsibilities in the capstone course. The upper-division courses (300- or 400-level) should be completed in the middle of the degree, except for ICS 499 Software Engineering and Capstone Project, which is taken in one of the last two semesters (preferably the last semester). To graduate, students must complete at least 32 credits of upper division coursework in the major.

- ICS 311 Database Management Systems (4 credits)

- ICS 340 Algorithms and Data Structures (4 credits)
- ICS 365 Organization of Programming Languages (4 credits)
- ICS 372 Object-Oriented Design and Implementation (4 credits)
- ICS 440 Parallel and Distributed Algorithms (4 credits)
- ICS 460 Networks and Security (4 credits)
- ICS 462 Operating Systems (4 credits)
- ICS 499 Software Engineering and Capstone Project (4 credits)

### *Electives (8 credits) or approved Minor*

Eight credits of upper-division elective are required or, a minor in a field approved by the academic advisor. NOTE: ICS 300 or 400 level course not in the required course list can be an elective (ICS 490, Special Topics, may be taken twice to count for both electives), except for ICS 370 or ICS 381. At most 4 credits of elective may also come from an internship (ICS 350i), or upper division mathematics or statistics courses.

### **Cybersecurity Post-baccalaureate UCERT**

Cybersecurity is defined as the activity or process, ability or capability, or state whereby information and communications systems and their contents are protected from and/or defended against damage, unauthorized use or modification, or exploitation. Metropolitan State's Cybersecurity Certificate is a 24-semester credit program intended for students who have already graduated with an earned bachelor's degree and would like to reshape their skills and knowledge in the field of cybersecurity. Students without a bachelor's degree in any field are not eligible for pursuing this certificate.

The certificate consists of course work designed to develop analytical and problem-solving skills and provide students with both the theoretical and technical backgrounds along with the necessary practical experiences to secure challenging jobs in the field of cybersecurity. The major goal of the cybersecurity certificate is to

prepare students with the necessary skills to enter into the cybersecurity workforce by demonstrating an in-depth understanding of contemporary technological and societal issues related to cybersecurity and to be able to contribute to the community at large in a responsible and ethical manner.

Potential cybersecurity careers include Chief Information Security Officer (CISO), Security Auditor/Manager, Security Administrator, Security Analyst/Architect/Engineer, Penetration Tester, Vulnerability Assessor, Incident Responder, and Secure Software Developer.

Metropolitan State University is designated as a National Center of Academic Excellence in Cyber Defense (CAE-CD) by the National Security Agency (NSA) and the Department of Homeland Security (DHS). CAE-CD institutions receive formal recognition from the U.S. Government as well as opportunities for prestige and publicity for their role in securing our Nation's information systems.

### **Enrolling in this program**

#### *Program eligibility requirements*

To be eligible for acceptance to the Cybersecurity Certificate program, students must submit a College of Sciences Undergraduate Program Declaration Form when the following is completed:

- Bachelor's degree in any discipline from a regionally accredited college/university with a GPA of 2.5 or better or with the Computer Science and Cybersecurity department consent

### **Course requirements**

#### *Requirements (24 credits)*

#### *Core (16 credits)*

This program requires a core of 16 credits and 8 cybersecurity-related elective credits. Transfer

credits will be evaluated on a case by case basis.  
Note ICS 383 or 460 is required

- ICS 382 Computer Security (4 credits)
- ICS 482 Vulnerability Assessment and Penetration Testing (4 credits)
- ICS 484 Cyber Operations (4 credits)

Choose one

- ICS 383 Networking Protocols and Analysis (4 credits)
- ICS 460 Networks and Security (4 credits)

#### *Electives (8 credits)*

ICS 490 only counts as an elective with the permission of the cybersecurity coordinator or CSC department chair

- CFS 380 Digital Evidence Analysis (4 credits)
- CFS 484 Computer Laws (4 credits)
- CFS 485 Mobile Device Security and Forensics (4 credits)
- ICS 325 Internet Application Development (4 credits)
- ICS 483 Cryptography for Cybersecurity Practitioners (4 credits)
- ICS 490 Special Topics in Information and Computer Sciences (1-4 credits)
- MIS 450 MIS Auditing and Security Controls (4 credits)
- MIS 412 Administration of the Management Information Systems Function (4 credits)

### **Cybersecurity Minor**

Cybersecurity is defined as the activity or process, ability or capability, or state whereby information and communications systems and their contents are protected from and/or defended against damage, unauthorized use or modification, or exploitation.

Metropolitan State's Cybersecurity Minor is a 24 semester credit program primarily intended for students majoring in Computer Science (CS), Computer Information Technology (CIT), Computer Application Development (CApp), or Computer Forensics (CFS). The minor consists of course work designed to develop analytical and problem-solving skills and provide students with both the theoretical and technical backgrounds along with the necessary practical experiences to secure challenging jobs in the field of cybersecurity.

The major goal of the minor is to prepare students with the necessary skills to enter into the cybersecurity workforce by demonstrating an in-depth understanding of contemporary technological and societal issues related to cybersecurity and to be able to contribute to the community at large in a responsible and ethical manner.

Potential cybersecurity careers include Chief Information Security Officer (CISO), Security Auditor/Manager, Security Administrator, Security Analyst/Architect/Engineer, Penetration Tester, Vulnerability Assessor, Incident Responder, and Secure Software Developer. Metropolitan State University is designated as a National Center of Academic Excellence in Cyber Defense (CAE-CD) by the National Security Agency (NSA) and the Department of Homeland Security (DHS).

CAE-CD institutions receive formal recognition from the U.S. Government as well as opportunities for prestige and publicity for their role in securing our Nation's information systems.

#### **Enrolling in this program**

##### **Program eligibility requirements**

At least 30 college credits with an average GPA 2.5 or better. In addition, student must successfully complete the necessary course

prerequisites or equivalents for all coursework in the minor.

### Program requirements

At least 30 college credits with an average GPA 2.5 or better.

In addition, student must successfully complete the necessary course prerequisites or equivalents for all coursework in the minor.

### Course requirements

#### Requirements (24 credits)

This program requires a core of 16 credits and 8 cybersecurity-related elective credits. Transfer credits will be evaluated on a case by case basis. ICS 383 or 460 is required.

#### Core (16 credits)

- ICS 382 Computer Security (4 credits)
- ICS 482 Vulnerability Assessment and Penetration Testing (4 credits)
- ICS 484 Cyber Operations (4 credits)

Choose one

- ICS 383 Networking Protocols and Analysis (4 credits)
- ICS 460 Networks and Security (4 credits)

#### Electives (8 credits)

Program courses taken to fulfill major requirements may also be used to fulfill requirements for the cybersecurity minor. ICS 490 only counts as an elective with the permission of the cybersecurity coordinator or CSC department chair. ICS 485 Malware Reverse Engineering is also an elective course under development.

- CFS 380 Digital Evidence Analysis (4 credits)
- CFS 484 Computer Laws (4 credits)

- CFS 485 Mobile Device Security and Forensics (4 credits)
- ICS 325 Internet Application Development (4 credits)
- ICS 483 Cryptography for Cybersecurity Practitioners (4 credits)
- ICS 490 Special Topics in Information and Computer Sciences (1-4 credits)
- MIS 412 Administration of the Management Information Systems Function (4 credits)
- MIS 450 MIS Auditing and Security Controls (4 credits)

### Data Science BS

The Data Science Bachelor of Science degree offers students skills and knowledge in advanced analytics, data mining, business analytics, and statistics for generating meaningful insights and developing data-centric strategies essential for industry. The Data Science Major is a multi-disciplinary program integrating coursework in four areas: statistics, mathematics, computer science, and management. Students graduating with the Data Science BS should be prepared to interact with data at all stages of an investigation and will possess the oral and written communication skills to work effectively within a team environment.

### Enrolling in this program

#### Program eligibility requirements

Students expressing interest in the Data Science BS when they apply for admission to the university will be assigned a faculty advisor in the Department of Mathematics & Statistics and will be given pre-major status.

The Data Science BS is a new program, officially starting in **Spring 2019**. Students interested in pursuing this program should take the following steps:

1. Complete the following **Pre-Major Requirements**:

- Take STAT 201 Statistics I, ICS 140 Introduction to Computational Thinking with Programming, and MATH 115 College Algebra.
- Attain grades of C- or higher and a cumulative GPA of 2.5 or higher in the above courses.

2. Contact the Chair of the Mathematics & Statistics Department at [math@metrostate.edu](mailto:math@metrostate.edu). The Chair will verify completion of the pre-major requirements, answer any and all questions, and offer guidance regarding course registration.

3. Declare intent to pursue the Data Science BS by submitting the online College of Sciences declaration form **starting Spring 2019**. (see "declare your major" link below)

### Course requirements

#### Prerequisites (12 credits)

Students must complete the following courses with grades C- or higher and with a cumulative GPA of 2.50 or higher in order to be admitted into the program.

- MATH 115 College Algebra (4 credits)
- ICS 140 Computational Thinking with Programming (4 credits)
- STAT 201 Statistics I (4 credits)

#### Requirements (120 credits)

#### Required Courses (48 credits)

- DATA 211 Data Science and Visualization (4 credits)
- MATH 215 Discrete Mathematics (4 credits)
- STAT 301 Analysis of Variance and Multivariate Analysis (4 credits)
- STAT 311 Regression Analysis (4 credits)
- ICS 141 Programming with Objects (4 credits)
- ICS 240 Introduction to Data Structures (4 credits)

- ICS 311 Database Management Systems (4 credits)
- ICS 352 Machine Learning (4 credits)
- ICS 412 Computational Data Mining (4 credits)
- MIS 380 Business Intelligence and Analytics (4 credits)
- MIS 480 Predictive Analytics (4 credits)

#### Electives (4 credits)

Students must complete one of the following courses.

- STAT 331 Nonparametric Statistical Methods (4 credits)
- STAT 341 Analysis of Categorical Data (4 credits)
- ICS 340 Algorithms and Data Structures (4 credits)
- ICS 411 Big Data Storage and Processing (4 credits)
- ICS 455 Social Network Analysis (4 credits)
- MIS 310 Principles of Management Information Systems (4 credits)
- MIS 320 Information Systems Analysis and Design (4 credits)
- MIS 335 Management and Use of Databases (4 credits)

#### Senior Capstone or Statistical Consulting (4 credits)

Students must complete one of the following courses or DATA 499 Senior Capstone Design which is under curriculum development.

- STAT 480 Statistical Consulting (4 credits)

*The Data Science BS also includes the following courses which are currently under development:*

DATA 401 Statistical Machine Learning (4 credits, required)

STAT 411 Time Series Analysis and Forecasting (4 credits, elective)

DATA 499 Senior Capstone Design (4 credits, alternative option to STAT 480)

### **Environmental Science BS**

Environmental Science is the study of the biological, chemical, physical and social science principles that govern the structure and functioning of the natural world. Through the study of environmental science the student develops an understanding of their own life and an appreciation for their multifaceted role in the natural world.

The Environmental Science major begins with a solid foundation of mathematics, physics, biological and social science, upon which the study of environmental science is built. The major provides students with scientific knowledge, laboratory skills, research experience, and intellectual training in analytical and quantitative reasoning. The program emphasizes the development of transferable liberal arts skills and includes the flexibility for students to pursue their own academic interests in the field as part of their degree program.

A degree in environmental science helps open the door to a wide range of fields including applied science, pollution management, conservation biology, public health and natural resource management. Environmental science graduates may choose to continue on to professional and graduate programs in research, management and education.

### **Enrolling in this program**

#### **Program eligibility requirements**

Students expressing interest in the Environmental Science BS major when they apply for admission to the university will be assigned an academic advisor in the Natural

Sciences Department and will be given pre-major status

To be eligible for acceptance to the Environmental Science major, students must submit a College of Sciences Undergraduate Program Declaration Form. Students are admitted to the program upon successful completion of the prerequisite and following pre-major foundation courses:

- BIOL 111, BIOL 112, CHEM 111, CHEM 112.

All prerequisite and required courses must be completed with grades of C- or above. Transfer coursework equivalency is determined by the Natural Sciences Department.

### **Program requirements**

Each pre-major foundation science course must include at least one semester credit of professionally supervised on-ground laboratory experience with standard undergraduate laboratory equipment and materials. Lower-division (100- and 200-level) courses cannot be used to fulfill upper division core or elective requirements in the major.

### **Course requirements**

#### **Prerequisites**

One of the following courses or math assessment placement score above college algebra is required. This prerequisite does not count towards total credits for this major but fulfills math GELS requirements.

Choose one

- MATH 115 College Algebra (4 credits)
- MATH 120 Precalculus (4 credits)



## Requirements (120 credits)

### *Pre-Major Foundation (16 credits)*

- BIOL 111 General Biology I (4 credits)
- BIOL 112 General Biology II (4 credits)
- CHEM 111 General Chemistry I (4 credits)
- CHEM 112 General Chemistry II (4 credits)

### *Core Requirements*

- ECON 202 Microeconomics (3 credits)

Choose one of the two courses below

- GEOL 110 Introduction to Earth Sciences (4 credits)
- GEOL 118 Environmental Geology (4 credits)

Choose one

- MATH 208 Applied Calculus (4 credits)
- STAT 201 Statistics I (4 credits)

### *Physics requirement (4 or 10 credits)*

One course or set of courses. Either PHYS 110 or, PHYS 211 and PHYS 212.

- PHYS 110 Introduction to Physics (4 credits)
- PHYS 211 Calculus Based Physics I (5 credits)
- PHYS 212 Calculus Based Physics II (5 credits)

### *Upper-division Core Courses (18-19 credits)*

Select one course or set of courses in each of the three core categories

#### *Biological Science (5 credits)*

- BIOL 310 Ecology (5 credits)
- BIOL 312 Evolution (5 credits)

- BIOL 316 Behavioral Ecology (5 credits)

#### *Physical Science (5 credits)*

One course or set of courses; either CHEM 311 AND CHEM 311L or GEOL 314

- CHEM 311 Environmental Chemistry (3 credits)
- CHEM 311L Environmental Chemistry Lab (2 credits)
- GEOL 314 Earth Surface Environments (5 credits)

#### *Economics and Political Science (4 credits)*

One upper division course.

- ECON 311 Economics of the Environment (4 credits)

#### *Integrated and Environmental Science (4-5 credits)*

One upper division course or set of courses (as indicated) in each category.

- ESCI 305 Earth's Climate, Past and Future (4 credits)
- ESCI 315 Limnology (5 credits)
- ESCI 320 Ecosystem and Global Ecology (5 credits)
- BIOL 315 Limnology (5 credits)
- BIOL 320 Ecosystem and Global Ecology (5 credits)

#### *Capstone and Elective (10 or 11 credits)*

Upper division courses chosen from the Core courses listed above and the additional courses listed below. Must include at least one 400-level course.

- BIOL 415 Pollution Ecology (3 credits)
- BIOL 416 Invasion Biology (3 credits)
- BIOL 418 GIS for Natural Sciences (3 credits)



- BIOL 511H Honors Freshwater Ecology and Quality (3 credits)
- BIOL 512H Honors Insect Ecology and Management (3 credits)
- BIOL 513H Honors Wetland Ecology (3 credits)
- BIOL 514H Honors Forest Ecology (3 credits)
- ESCI 350I Environmental Science Individualized Internship (1-4 credits)
- ESCI 469 Seminars in Environmental Science (1 credits)
- ESCI 479 Advanced Topics in Environmental Science (1-5 credits)
- ESCI 489 Senior Research in Environmental Science (1-5 credits)
- GEOL 340 Water Resources (3 credits)
- STAT 353 Environmental Statistics (4 credits)

### Industrial & Applied Mathematics BS

The Industrial & Applied Mathematics Bachelor of Science degree is an innovative and flexible program, offering students the quantitative and computational knowledge, and communication skills, essential for careers in industry and further study of applied mathematics. The major builds upon and integrates coursework in mathematics, statistics, and computing, with a strong emphasis in modeling, data analysis, and oral and written technical communication. Two elective courses allow students to customize the program depending on their educational and career-related objectives. Students graduating with an Industrial & Applied Mathematics degree should be prepared to enter the Greater Twin Cities workforce with quantitative and computational problem-solving skills pertinent to financial, insurance, biomedical, and retail industries.

#### Enrolling in this program

##### Program eligibility requirements

Students expressing interest in the Industrial & Applied Mathematics BS when they apply for

admission to the university will be assigned a faculty advisor in the Department of Mathematics & Statistics and will be given pre-major status.

The Industrial & Applied Mathematics BS is a new program, officially **starting in Fall 2019**. Students interested in pursuing this program should take the following steps:

1. Complete the following **Pre-Major Requirements**:
  - Take the following prerequisite courses: STAT 201 Statistics I, ICS 140 Introduction to Computational Thinking with Programming, MATH 210 Calculus I, and MATH 215 Discrete Mathematics.
  - Earn grades of C- or higher and a cumulative GPA of 2.5 or higher in the above prerequisite courses.
2. Contact the Chair of the Mathematics & Statistics Department at [math@metrostate.edu](mailto:math@metrostate.edu). The Chair will verify completion of the pre-major requirements, answer any and all questions, and offer guidance regarding course registration.
3. Declare intent to pursue the Industrial & Applied Mathematics, B.S. by submitting the online College of Sciences declaration form (see "declare your major" below) **starting Fall 2019**.

#### Course requirements

##### Prerequisites (16 credits)

Students must complete the following courses with grades C- or higher and with a cumulative GPA of 2.50 or higher in order to be admitted into the program.

- ICS 140 Computational Thinking with Programming (4 credits)
- STAT 201 Statistics I (4 credits)
- MATH 210 Calculus I (4 credits)
- MATH 215 Discrete Mathematics (4 credits)

#### Requirements (120 Credits)

##### *Required Courses (38 credits)*

- ICS 141 Programming with Objects (4 credits)
- STAT 252 Statistics Programming (2 credits)
- STAT 311 Regression Analysis (4 credits)
- MATH 211 Calculus II (4 credits)
- MATH 310 Calculus III: Multivariable Calculus (4 credits)
- MATH 315 Linear Algebra and Applications (4 credits)
- MATH 320 Probability (4 credits)
- MATH 420 Numerical Analysis (4 credits)

##### *Electives (8--9 credits)*

Students must complete two of the following courses. At least one must have a MATH or STAT designation.

- STAT 301 Analysis of Variance and Multivariate Analysis (4 credits)
- STAT 321 Biostatistics (4 credits)
- STAT 331 Nonparametric Statistical Methods (4 credits)
- STAT 341 Analysis of Categorical Data (4 credits)
- MATH 301 Introduction to Analysis (4 credits)
- MATH 350 Ordinary Differential Equations (4 credits)
- MATH 375 Complex Variables (4 credits)
- MATH 450 Operations Research (4 credits)
- MATH 471 Abstract Algebra (4 credits)
- PHYS 211 Calculus Based Physics I (5 credits)

- PHYS 212 Calculus Based Physics II (5 credits)
- PHYS 351 Thermodynamics (5 credits)
- PHYS 355 Modern Physics (3 credits)
- PHYS 357 Modern Physics Lab (2 credits)
- ICS 311 Database Management Systems (4 credits)
- ICS 340 Algorithms and Data Structures (4 credits)
- ICS 365 Organization of Programming Languages (4 credits)
- ICS 372 Object-Oriented Design and Implementation (4 credits)
- ICS 411 Big Data Storage and Processing (4 credits)
- ICS 440 Parallel and Distributed Algorithms (4 credits)
- ICS 460 Networks and Security (4 credits)
- ICS 462 Operating Systems (4 credits)
- FIN 390 Principles of Finance (4 credits)
- MIS 380 Business Intelligence and Analytics (4 credits)
- MIS 480 Predictive Analytics (4 credits)

##### *Integrative Experience (4 credits)*

Students must complete one of the following options.

- STAT 480 Statistical Consulting (4 credits)
- STAT 350I Statistics Internship (1-5 credits)
- MATH 350I Mathematics Individualized Internship (1-5 credits)
- MATH 499 Mathematics Senior Seminar (4 credits)
- The Industrial & Applied Mathematics BS also includes the following courses which are currently under development.
- MATH 230 Introduction to Mathematical Modeling (2 credits, required)
- MATH 330 Optimization (2 credits, required)
- MATH 355 Introduction to Stochastic Processes (2 credits, required)
- MATH 430 Advanced Mathematical Modeling (2 credits, required)

- STAT 411 Time Series Analysis and Forecasting (4 credits, elective)

### **Industrial & Applied Mathematics Minor**

The Industrial and Applied Mathematics Minor is a flexible program designed to enhance the quantitative capacities of students pursuing degrees in diverse fields. The minor integrates coursework in mathematics and statistics, including mathematical modeling and statistical programming. Two elective courses allow students to customize the program depending on their educational and career-related objectives.

### **Enrolling in this program**

#### **Program eligibility requirements**

The Industrial & Applied Mathematics Minor is a new program, officially starting in **Fall 2019**. Students interested in pursuing this program can complete the College of Sciences online declaration form **starting Fall 2019** (see "declare a minor" link below).

### **Program requirements**

Students must complete a minimum of 8 credit hours of their minor courses at Metropolitan State University. The minor is not open to students pursuing the the Industrial and Applied Mathematics B.S.

### **Course requirements**

#### **Required Courses (16 credits)**

- STAT 201 Statistics I (4 credits)
- STAT 252 Statistics Programming (2 credits)
- MATH 210 Calculus I (4 credits)
- MATH 211 Calculus II (4 credits)

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

Students must complete two of the following courses.

- MATH 215 Discrete Mathematics (4 credits)
- MATH 310 Calculus III: Multivariable Calculus (4 credits)
- MATH 315 Linear Algebra and Applications (4 credits)
- MATH 320 Probability (4 credits)
- STAT 301 Analysis of Variance and Multivariate Analysis (4 credits)
- STAT 311 Regression Analysis (4 credits)
- STAT 321 Biostatistics (4 credits)
- STAT 331 Nonparametric Statistical Methods (4 credits)
- STAT 341 Analysis of Categorical Data (4 credits)

The Industrial & Applied Mathematics Minor also includes the following course which is currently under development.

MATH 230 Introduction to Mathematical Modeling (2 credits, required)

### **Life Sciences Teaching BS**

NOTE: As of summer 2018 the Natural Sciences Department has temporarily suspended admission into this major. Current students will not be impacted by this suspension and able to progress within their major.

The life sciences teaching major provides students with the science content coursework necessary for obtaining the Minnesota Science Teaching License with Life Science Specialty. This license provides certification to teach life science classes in grades 9-12 and science classes in grades 5-8 including earth science and physical science. Students seeking licensure must complete the Life Sciences Education program (see Student licensure related information) which includes the Life Sciences Teaching Major and additional requirements and coursework through the university's School of Urban Education.

The Life Sciences Teaching major provides a broad foundation in biology, chemistry, physics,

earth science and mathematics followed by advanced study in biology.

### Program accreditation

This program is accredited by the Minnesota Professional Education and Licensing Standards Board (PELSB) to meet the content standards associated with teaching licensure in this subject area.

### Enrolling in this program

#### Program eligibility requirements

As of summer 2018 this program has temporarily suspended admission into its major. Students expressing interest in the Life Sciences BS major are encouraged to check back or contact the Natural Sciences Department in the College of Sciences.

To be eligible for acceptance to the Life Sciences Teaching major, students must submit a College of Sciences Undergraduate Program Declaration Form when the following is completed:

- Prerequisite and Pre-major Foundation Courses of BIOL 111, BIOL 112, CHEM 111, CHEM 112

All prerequisite and required courses must be completed with grades of C- or above.

### Program requirements

Each student must complete at least 46 credits in the major including at least 18 upper division credits and at least 23 credits from Metropolitan State University.

Transfer coursework equivalency is determined by the Natural Science Department. Each foundation science course must include at least one semester credit of professionally supervised on-ground laboratory experience with standard undergraduate laboratory equipment and materials. Lower-division (100- and 200-level)

courses are not accepted as equivalent to upper-division courses and cannot be used to fulfill upper-division core requirements in the major.

### Student licensure

Teaching Licensure Grades 5-12 Completing the Life Sciences Teaching major designed to meet state content standards for teachers is only part of the preparation for teaching this subject area effectively to middle school or high school youth. To earn a Tier 3 Life Science (grades 9-12) and General Science (grades 5-8) license to teach in Minnesota, among other requirements you must also meet state pedagogy standards by completing additional coursework in urban secondary education and student teaching at either the undergraduate or graduate level through the University's Urban Teacher Program in the School of Urban Education. Please note that the School of Urban Education has the responsibility for recommending students for licensure once they have met all state licensure requirements. For information about Urban Teacher Program admission requirements as well as urban secondary education coursework and student teaching required for licensure, please visit the Secondary Education Licensure page or contact the School of Urban Education at [urban.education@metrostate.edu](mailto:urban.education@metrostate.edu).

### Course requirements

#### Prerequisites

#### *Prerequisites*

Choose one

- MATH 115 College Algebra (4 credits)
- MATH 120 Precalculus (4 credits)

#### Requirements (120 credits)

#### *Pre-major Foundation (16 credits)*

All prerequisite and required courses must be completed with grades of C- or above. Transfer

coursework equivalency is determined by the Natural Sciences Department

- BIOL 111 General Biology I (4 credits)
- BIOL 112 General Biology II (4 credits)
- CHEM 111 General Chemistry I (4 credits)
- CHEM 112 General Chemistry II (4 credits)

#### *Core Requirements (22-32 credits)*

- GEOL 110 Introduction to Earth Sciences (4 credits)

#### *Genetics*

Choose one

- BIOL 211 Principles of Genetics (4 credits)
- BIOL 301 Genetics (5 credits)

#### *Physics Core (4-10 credits)*

One course or set of courses: Either PHYS 110 Introduction to Physics or both PHYS 211 and PHYS 212 Calculus Based Physics I and II.

- PHYS 110 Introduction to Physics (4 credits)
- PHYS 211 Calculus Based Physics I (5 credits)
- PHYS 212 Calculus Based Physics II (5 credits)

#### *Ecology Core (5 credits)*

Choose one

- BIOL 310 Ecology (5 credits)
- BIOL 312 Evolution (5 credits)
- ESCI 315 Limnology (5 credits)

#### *Genetics and Cell Biology Core (5 credits)*

- BIOL 302 Cell Biology and Histology (5 credits)
- BIOL 304 Molecular Biology (5 credits)

#### *Life Sciences Teaching Methods Courses (8 credits)*

These courses are required for the major and should be taken during the two semesters prior to student teaching. The courses also require that the student be admitted to the university's Urban Teacher Program; they have several prerequisites taught through that program.

- SCED 445 The Practice of Science (4 credits)
- SCED 450 Science Methods for Urban Grades 5-12 Classrooms and Lab (4 credits)

#### **Mathematics Teaching BS**

NOTE: As of summer 2018 the Mathematics and Statistics Department has temporarily suspended admission into this major. Current students will not be impacted by this suspension and able to progress within their major

Students who have a passion for mathematics and want to teach middle and high school students how to solve real-world problems through mathematical reasoning should consider the mathematics teaching major.

Mathematics teaching candidates gain a solid foundation in the areas of statistics, calculus, analysis, geometry, modeling and abstract algebra. Several teaching methods courses give prospective teachers the tools to transmit that knowledge and serve the diverse needs of a classroom in an urban setting.

## Program accreditation

This program is accredited by the Minnesota Professional Education and Licensing Standards Board (PELSB) to meet the content standards associated with teaching licensure in this subject area.

## Enrolling in this program

### Program eligibility requirements

As of summer 2018 this program has temporarily suspended admission into its major. Students expressing interest in the Mathematics Teaching BS major are encouraged to check back or contact the Mathematics and Statistics Department in the College of Sciences.

To be eligible for acceptance to the Mathematics Teaching major (Grades 5-12), students must pass and have a cumulative GPA of 2.5 in MATH 210, MATH 211, and STAT 201. When this requirement has been satisfied, students must submit a College of Sciences Undergraduate Program Declaration Form for Mathematics Teaching Major.

## Program requirements

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

### Student licensure

Completing the Mathematics Teaching major designed to meet state content standards for teachers is only part of the preparation for teaching this subject area effectively to middle school or high school youth. To earn a Tier 3 Mathematics license (grades 5-12) to teach in Minnesota, among other requirements you must also meet state pedagogy standards by completing additional coursework in urban secondary education and student teaching at either the undergraduate or graduate level

through the University's Urban Teacher Program in the School of Urban Education. Please note that the School of Urban Education has the responsibility for recommending students for licensure once they have met all state licensure requirements. For information about Urban Teacher Program admission requirements as well as urban secondary education coursework and student teaching required for licensure, please visit the Secondary Education Licensure page or contact the School of Urban Education at [urban.education@metrostate.edu](mailto:urban.education@metrostate.edu).

## Course requirements

### Prerequisites

In order to declare an Applied Mathematics major, students must pass and have a cumulative GPA of 2.5 in MATH 210, MATH 211, and STAT 201.

- STAT 201 Statistics I (4 credits)
- MATH 210 Calculus I (4 credits)
- MATH 211 Calculus II (4 credits)

### Requirements (120 credits)

#### Core (28 credits)

- MATH 215 Discrete Mathematics (4 credits)
- MATH 301 Introduction to Analysis (4 credits)
- MATH 310 Calculus III: Multivariable Calculus (4 credits)
- MATH 315 Linear Algebra and Applications (4 credits)
- MATH 340 Mathematical Modeling (4 credits)
- MATH 370 Modern Geometry (4 credits)
- MATH 471 Abstract Algebra (4 credits)

### Mathematics Education Methods Courses (8 credits)

MAED 440 and MAED 450 require that the student be admitted to the university's Urban



Teacher Program; they have several prerequisites taught through the program.

- MAED 440 Teaching Mathematics to Urban Learners in Grades K-8 (4 credits)
- MAED 450 Teaching Mathematics to Urban Learners in Grades 7-12 (4 credits)

### Physics Minor

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

#### Enrolling in this program

##### Program eligibility requirements

To be eligible for acceptance to the Physics minor, students must submit a College of Sciences Undergraduate Program Declaration Form once they have successfully completed the Prerequisite and Foundation courses. All prerequisite and required courses must be completed with grades of C- or above. Transfer coursework equivalency is determined by the Natural Sciences Department.

#### Program requirements

Each foundation science course must include at least one semester credit of professionally supervised on-ground laboratory experience with standard undergraduate laboratory equipment and materials. Lower-division (100- and 200-level) courses cannot be used to fulfill upper division core or elective requirements in the minor.

Each student must complete 20 credits in the minor including at least 5 upper division credits and at least 10 credits completed at Metropolitan State University. All prerequisite and required courses must be completed with grades of C- or above.

#### Course requirements

##### Prerequisites

Choose one of the two courses below

- MATH 115 College Algebra (4 credits)
- MATH 120 Precalculus (4 credits)
- MATH 210 Calculus I (4 credits)
- MATH 211 Calculus II (4 credits)

##### Requirements (20 credits)

##### Foundation (10 credits)

- PHYS 211 Calculus Based Physics I (5 credits)
- PHYS 212 Calculus Based Physics II (5 credits)

##### Electives (10 credits)

At least two courses from the following list, or other advanced courses by advisor permission, including at least five credits of Physics and combining to reach the number of credits required for the minor (10 credits Metropolitan State, 5 credits upper division, 20 credits )

- PHYS 351 Thermodynamics (5 credits)
- PHYS 355 Modern Physics (3 credits)
- PHYS 357 Modern Physics Lab (2 credits)
- PHYS 469 Seminars in Physics (1 credits)
- PHYS 479 Special Topics in Physics (1-5 credits)
- PHYS 489 Directed Research in Physics (1-5 credits)
- MATH 340 Mathematical Modeling (4 credits)
- MATH 350 Ordinary Differential Equations (4 credits)



- MATH 420 Numerical Analysis (4 credits)

## **School of Urban Education**

### **English as a Second Language Minor**

The English as Second Language (ESL) minor is designed for students interested in the knowledge, skills, methods, and strategies for working with urban English Language Learners in K-12 schools. With completing a few more courses and practicum experience, students will meet the requirements to add a K-12 ESL teaching license to the initial teaching license being completed as part of your major and Bachelors degree. This minor can also be a program of interest for those who work with English learners outside of the school setting.

#### **Program accreditation**

This program is accredited by the Minnesota Professional Education and Licensing Standards Board (PELSB) to meet the standards for being licensed to teach ESL to students in K-12 classrooms.

#### **Enrolling in this program**

##### **Program eligibility requirements**

GPA of 2.5 or higher.

Students seeking additional K12 licensure must already be admitted to the Urban Teacher Program seeking a Minnesota teaching license in another field.

Students seeking additional licensure must also be able to demonstrate proficiency in both English and another language to meet licensing standard 3.A: "An English as a second language teacher demonstrates a high level of proficiency in English commensurate with the role of an instructional model and develops an awareness of the process of formal language learning by learning a second language through two years of

second language instruction in a high school setting or one year of second language instruction in a postsecondary setting, or the equivalent."

#### **Program requirements**

Field experiences (5-15 hours) are required for most courses, and practicum courses (EDU 456, 457, 458) 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 also be seeking initial licensure in Early Childhood, Elementary or a Secondary Education subject area. Passing the MTLE content test for ESL licensure is also required.

#### **Course requirements**

**Requirements (27 credits)**

*Prerequisites (6 credits)*

Completing the two following courses with a grade of C or higher is required for permission to take 400-level EDU courses required for this program.

- EDU 200 Introduction to Urban Education and Reflective Teaching (3 credits)
- EDU 203 Multicultural Education (3 credits)

#### **Required (19 credits)**

Completing the following courses is required for the minor, but these courses alone will not result in an additional K-12 ESL license. Additional

courses required for the additional licensure are listed in the next section.

- LING 316 The Nature of Language (4 credits)
- EDU 435 Teaching and Assessing English Language Learners (3 credits)
- EDU 451 Immigrants and Refugees in Urban Schools (3 credits)
- EDU 452 Theories and Methods of Language Learning (3 credits)
- EDU 453 Assessment and Curriculum for English Learners in Urban Schools (4 credits)
- EDU 454 The Urban ESL Professional (1 credits)

### *K-12 English as a Second Language Licensure (9 credits)*

For students who are in the process of completing their bachelor's degree and initial licensure in either Early Childhood Education (Birth-Grade 3, Elementary Education, or a Secondary (Grades 5-12) Education content area (i.e., English, Life Science, Mathematics, or Social Studies), the following courses are also required to add the K-12 English as a Second Language license to your teaching credentials.

- EDU 400 Literacy Education in Urban Schools (3 credits)
- EDU 483 Foundations of Teaching Reading in Urban Grades K-6 (3 credits)
- EDU 456 Elementary ESL Practicum (1 credits)
- EDU 457 Middle School ESL Practicum (1 credits)
- EDU 458 High School ESL Practicum (1 credits)

### **Urban Early Childhood Education BS for Birth-Grade 3 Licensure**

Gain a Minnesota Teaching License in Early Childhood Education (birth-grade 3). Share your passion for learning with young students. You will accomplish these goals with a degree in

Urban Early Childhood Education. Empower yourself with the content knowledge, teaching skills, urban field experiences, and professional poise you need to give urban students a high-quality education.

The Urban Early Childhood Education major in the School of Urban Education (UED) is designed to meet the needs of urban early learning settings for teachers who can promote young children's development from birth to age 8 and improve their educational achievement up to grade 3 with positive impact lasting a lifetime. 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.

You will also:

- Learn with the most diverse student and faculty population of any teacher preparation program in Minnesota.
- Get a high quality education at the most affordable cost of any university in Minnesota.
- Learn in friendly classes that allow you to know instructors and fellow students well.
- Create a flexible schedule with courses that meet once per week, often in the evening.
- Participate in direct field experience in urban classrooms and courses focusing on urban education.

### **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

To be eligible for acceptance to the Urban Early Childhood Education major and birth- grade 3 licensure program, students must submit a School of Urban Education (eForm) and apply for admission to the Urban Teacher Program.

To be admitted in the Urban Teacher Program, students need to meet the requirements and criteria stated in the [Urban Education undergraduate admissions requirements](#)

#### Program requirements

In addition to completing required coursework, the following are among the requirements for program completion and birth-grade 3 licensure:

- Completion of at least 120 hours of practicum experiences urban Infant-Toddler, Pre-K-Kindergarten, and Primary Grades 1-3 classrooms are required prior to student teaching.
- Completion of 15 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 for information related to teaching licensure in Minnesota through the Professional Education Standards and Licensing Board (PELSB). Licensure Exam Pass Rates Results are for all School of Urban Education students who have

taken the exam. Source: Minnesota State Board of Trustees Accountability Dashboard: 2016 - 52 taking exam, pass rate of 54%, 2015 - 32 taking exam, pass rate of 63%, 2014 - 41 taking exam, pass rate 56%, 2013 - 29 taking exam, pass rate 62%.

### Course requirements

#### Prerequisites

#### *Courses required for admission to the Urban Teacher Program*

These courses are open to all students and are among the requirements for admission to the Urban Teacher Program. In addition to the below list an Urban Teacher Program-approved ethnic studies course (contact the School for a list) and the University General Education Requirements (All 10 Goal Areas completed, 40 cr).

- EDU 200 Introduction to Urban Education and Reflective Teaching (3 credits)
- EDU 203 Multicultural Education (3 credits)
- PSYC 308 Child Psychology (4 credits)
- PSYC 417 Language and Communication Development in Early Childhood Education (4 credits)

#### Requirements (64 credits)

Core one: Foundation Courses (15 cr, Prerequisites: All required for Urban Teacher Program admission)

Core one courses include 25 hours of documented urban field experiences

- EDU 321 Urban Infant-Toddler Curriculum and Practicum (4 credits)
- EDU 331 Physical Development, Health, Nutrition, Effects of Drugs in Birth-Grade 6 (3 credits)
- EDU 341 The Child and the Family in an Urban Setting (2 credits)
- EDU 361 The Arts in Early Childhood and Elementary Education (3 credits)

- EDU 383 Information Technology for K-12 Education (2 credits)

*Core two: Professional Education Courses (14-15 credits)*

Core two courses include 25 hours of documented urban field experiences

- PSYC 357 Observing and Assessing Young Children: Birth Through Age Five (3 credits)
- PSYC 359 Positive Behavior Guidance (3 credits)
- EDU 323 Urban Pre-K and Kindergarten Curriculum and Practicum (4 credits)
- EDU 311 Urban Teaching Practicum and Seminar (0-1 credits)
- EDU 325 Emergent Literacy in Urban Early Childhood Education (2 credits)
- EDU 333 Assessment of Learning in Urban Grades K-6 (3 credits)

Core three: Professional Education Courses (13 cr, Prerequisites: All core one and two requirements)

Core three courses include 30 hours of documented urban field experiences

- EDU 330 Teaching Children's Literature in Urban Grades K-6 (3 credits)
- EDU 481 Urban Grades 1-6 Curriculum and Practicum (4 credits)
- EDU 483 Foundations of Teaching Reading in Urban Grades K-6 (3 credits)
- EDU 484 Teaching and Assessing Children with Disabilities Birth-Grade 6 (3 credits)

Professional Context and Methods Courses (13-15 cr, Prerequisites: All core one, two, and three requirements)

Core four courses include 40 hours of documented urban field experiences

- EDU 486 Teaching Math and Science In Urban Grades 1-3 (4 credits)
- EDU 487 Methods of Teaching Reading in Urban Grades K-6 (3 credits)
- EDU 450 Advanced Urban Teaching Practicum and Seminar (0-1 credits)
- LAED 440 Methods of Teaching Language Arts in Urban Grades K-6 (3 credits)

Choose one

- EDU 430 Historical and Cultural Foundations of Urban Education (3 credits)
- PSYC 356 Early Childhood Development within a Social/Cultural and Historical Context (3 credits)

*Student Teaching (9 credits, Prerequisites: All core one, two, three, and four requirements)*

Two of the following three student teaching courses are required for licensure, for a total of 9 credits and a total of 15 weeks: EDU 485 Student Teaching in Urban Pre-K and Kindergarten Classroom (3 or 6 cr) AND EITHER EDU 475 Student Teaching in the Urban Infant-Toddler Classroom (3 cr) OR EDU 490 Student Teaching in Urban Primary Grades 1-3 Classroom (3 or 6 cr)

- EDU 485 Student Teaching in the Urban PreK-Kindergarten Classroom (2-9 credits)

Choose one

- EDU 475 Student Teaching in the Urban Infant-Toddler Classroom (2-9 credits)
- EDU 490 Student Teaching in the Urban Primary Grades 1-3 (2-9 credits)

## Urban Elementary Education BS for K-Grade 6 Licensure

Gain a Minnesota Teaching License in the Elementary Education (K–6). Share your passion for learning with young students. You will accomplish these goals with a degree in Urban Elementary Education. Empower yourself with the content knowledge, teaching skills, urban field experiences, and professional poise you need to give urban students a high-quality education.

The Urban Elementary Education major in the School of Urban Education (UED) is designed to meet the needs of urban early learning settings for teachers who can promote young children's development from birth to age 8 and improve their educational achievement up to grade 3 with positive impact lasting a lifetime. 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.

You will also:

- Learn with the most diverse student and faculty population of any teacher preparation program in Minnesota.
- Get a high quality education at the most affordable cost of any university in Minnesota.
- Learn in friendly classes that allow you to know instructors and fellow students well.
- Create a flexible schedule with courses that meet once per week, often in the evening.

- Participate in direct field experience in urban classrooms and courses focusing on urban education.

### 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

To be eligible for acceptance to the Urban Elementary Education major and K–6 licensure program, students must submit a School of Urban Education (eForm) and apply for admission to the Urban Teacher Program.

To be admitted in the Urban Teacher Program, students need to meet the requirements and criteria stated in the [Undergraduate Admission Requirements](#) in the Urban Teacher Program.

### Program requirements

In addition to completing required coursework, the following are among the requirements for program completion and K–6 licensure:

- Completion of at least 120 hours in urban PreK-Kindergarten 40 hours, Primary Grades 1-3 40 hours, and Intermediate Grades 4-6 classrooms 40 hours are required prior to student teaching.
- 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 for information related to teaching licensure in Minnesota through the Professional Education Standards and Licensing Board (PELSB). Licensure Exam Pass Rates Results are for all School of Urban Education students who have taken the exam. Source: Minnesota State Board of Trustees Accountability Dashboard: 2016 - 52 taking exam, pass rate of 54%, 015 - 32 taking exam, pass rate of 63%, 2014 - 41 taking exam, pass rate 56%, 2013 - 29 taking exam, pass rate 6%.

## Course requirements

Requirements (71-73 credits)

### *Required admission courses*

These courses are open to all students and are among the requirements for admission to the Urban Teacher Program. In addition to the below list a Urban Teacher Program-approved ethnic studies course (contact the School for a list) and the University General Education Requirements (All 10 Goal Areas completed, 40 cr).

- EDU 200 Introduction to Urban Education and Reflective Teaching (3 credits)
- EDU 203 Multicultural Education (3 credits)
- PSYC 308 Child Psychology (4 credits)

## *Math*

Choose one

- MATH 110 Math for Liberal Arts (4 credits)
- MATH 115 College Algebra (4 credits)
- STAT 201 Statistics I (4 credits)

## *Science*

Courses can include any science courses used to meet GELS Goal Area 3 Natural Sciences and

Goal Area 10 People and the Environment. Must be from any two sciences such as Astronomy, Biology, Chemistry, Earth Science, Environmental Science, Geology, Natural Science or Physics.

- SCED 440 Science Curriculum and Differentiated Instruction in Urban Grades K-6 (4 credits)

## *Social Studies*

Courses can be used to meet GELS Goal Areas GELS Goal Area 5 History/Social Science; Goal Area 6 Humanities and Fine Arts; Goal Area 7 Human Diversity; Goal Area 8 Global Perspective; Goal Area 9 Ethical and Civic Responsibility; and/or Goal Area 10 People and the Environment). These are suggested courses.

- GEOG 201 Introduction to Geography (3 credits)
- POL 101 Introduction to American Government and Politics (4 credits)
- HIST 101 The American Past: To 1865 (3 credits)
- HIST 102 The American Past: From 1865 (3 credits)
- HIST 103 World History I: Patterns of Civilization to 1500 (3 credits)
- HIST 104 World History II: The Modern World, 1500 to the Present (3 credits)

Core one: Foundation Courses (10 cr, Prerequisites: All required for Urban Teacher Program admission)

Core one courses include 25 hours of documented urban field experiences

- EDU 331 Physical Development, Health, Nutrition, Effects of Drugs in Birth-Grade 6 (3 credits)
- EDU 341 The Child and the Family in an Urban Setting (2 credits)
- EDU 361 The Arts in Early Childhood and Elementary Education (3 credits)



- EDU 383 Information Technology for K-12 Education (2 credits)

*Core two: Professional Education Courses (13-14 cr, Prerequisites: All core one requirements)*

Core two courses include 25 hours of documented urban field experiences

- EDU 323 Urban Pre-K and Kindergarten Curriculum and Practicum (4 credits)
- EDU 311 Urban Teaching Practicum and Seminar (0-1 credits)
- EDU 330 Teaching Children's Literature in Urban Grades K-6 (3 credits)
- EDU 333 Assessment of Learning in Urban Grades K-6 (3 credits)
- EDU 345 Integrated Classroom Management Methods in Urban Grades K-6 (3 credits)

Core three: Professional Education Courses (14 cr, Prerequisites: All core one and two requirements)

Core three courses include 25 hours of documented urban field experiences

- MAED 106 Math for Elementary Teachers (4 credits)
- EDU 435 Teaching and Assessing English Language Learners (3 credits)
- EDU 481 Urban Grades 1-6 Curriculum and Practicum (4 credits)
- EDU 483 Foundations of Teaching Reading in Urban Grades K-6 (3 credits)

Core four: Professional Methods Courses (23-24 cr, Prerequisites: All core one, two, and three requirements)

Reading, Language Arts, and Social Studies Cluster (12-13 cr):

This Cluster includes 25 hours of documented urban field experiences

- EDU 487 Methods of Teaching Reading in Urban Grades K-6 (3 credits)
- EDU 450 Advanced Urban Teaching Practicum and Seminar (0-1 credits)
- LAED 440 Methods of Teaching Language Arts in Urban Grades K-6 (3 credits)
- SSSED 440 Social Studies Curriculum and Differentiated Methods in Urban Grades K-6 (3 credits)
- EDU 430 Historical and Cultural Foundations of Urban Education (3 credits)

*Math, Science, and the Exceptional Learner Cluster (11 cr):*

This Cluster includes 25 hours of documented urban field experiences

- MAED 440 Teaching Mathematics to Urban Learners in Grades K-8 (4 credits)
- SCED 440 Science Curriculum and Differentiated Instruction in Urban Grades K-6 (4 credits)
- EDU 484 Teaching and Assessing Children with Disabilities Birth-Grade 6 (3 credits)

*Student Teaching (8 cr, Prerequisites: All core one, two, three and four requirements)*

This experience is required for licensure not the major or degree. Teacher Candidates must notify the Field Experience Director two semesters prior to doing their student teaching. They must also submit a student teaching application by September 1 for spring placements and February 1st for fall placements.

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

*Pre-Primary Endorsement Licensure Option (8 cr)*

To add a license endorsement to teach preschool children, also complete. In addition to the below



list complete 40 hour practicum in an urban Pre-K classroom

- PSYC 357 Observing and Assessing Young Children: Birth Through Age Five (3 credits)
- PSYC 359 Positive Behavior Guidance (3 credits)
- EDU 325 Emergent Literacy in Urban Early Childhood Education (2 credits)

### Urban Secondary Education Licensure

Gain a Minnesota teaching license for grades 5-12 in one of four major content areas. Share your passion for learning and make a difference in the lives of urban youth. Empower yourself with the content knowledge, multicultural teaching skills, urban field experiences, and professionalism you need to give urban secondary students a high-quality, equitable education. The Urban Secondary Education licensure program within the School of Urban Education (UED) is designed to meet the needs of urban middle and high schools for teachers who can improve students' educational achievement. The 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.

The UED partners with departments in the College of Liberal Arts and College of Sciences that provide the content area knowledge for

teaching in a particular subject area and house the departments that offer the following four majors:

- [English for Teaching \(BS\)](#) Learn the content to teach writing, reading, literature, speech communication, and media literacy to students in grades 5-12.
- [Life Sciences Teaching \(BS\)](#) Learn the content to teach life sciences to students in grades 9-12 and general science to students in grades 5-8.
- [Mathematics Teaching \(BS\)](#) Learn the content to teach mathematics to students in grades 5-12.
- [Social Studies for Teaching \(BS\)](#) Learn the content to teach history and social sciences to students in grades 5-12.

### Graduate level options

Students with previous bachelor's degrees seeking secondary education licensure may complete this program at the graduate level towards a master's degree. See M.S. Urban Education pages, linked below, for information about the graduate pathway to secondary education licensure in particular content areas.

- [Secondary Education Teacher Preparation concentration for Life Sciences Teaching](#)
- [Secondary Education Teacher Preparation concentration for Social Studies Teaching](#)
- [Secondary Education Teacher Preparation concentration for Mathematics Teaching](#)
- [Secondary Education Teacher Preparation concentration for English Teaching](#)

### 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

In addition to declaring and being admitted into a major program (i.e., English for Teaching, Life Sciences Teaching, Mathematics Teaching, Social Studies for Teaching), students need to apply for admission to the Urban Teacher Program to earn grades 5-12 licensure in a particular subject area (i.e., Communication Arts and Literature, Life/General Science, Mathematics or Social Studies).

See [admission requirements and criteria](#) for the Urban Teacher Program in the School of Urban Education.

#### Program requirements

In addition to completing required coursework and additional requirements for a bachelor's degree, the following are among the requirements for program completion and Tier 3 licensure in Minnesota:

- 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 content and pedagogy exams and performance assessments.
- Background check and licensure application with fee.

#### Student licensure

See School of Urban Education page for information related to teaching licensure in

Minnesota through the Professional Education Standards and Licensing Board (PELSB). Licensure Exam Pass Rates Results are for all School of Urban Education students who have taken the exam. Source: Minnesota State Board of Trustees Accountability Dashboard: 2016 - 52 taking exam, pass rate of 54%, 2015 - 32 taking exam, pass rate of 63%, 2014 - 41 taking exam, pass rate 56%, 2013 - 29 taking exam, pass rate 62%.

#### Course requirements

32-40 credits in addition to the major requirements for the BS English for Teaching, BS Life Sciences Teaching, BS Mathematics Teaching, or BS Social Studies for Teaching

#### Prerequisites

##### *Pre-Professional Education (6 credits)*

These courses are open to all students and, among other requirements, are needed for admission to the School of Urban Education. To be admitted in the Urban Teacher Program, students need to have a declared content major (i.e., English for Teaching, Life Sciences Teaching, Mathematics Teaching, or Social Studies for Teaching) and meet the requirements and criteria stated in the Guide to Admission in the Urban Teacher Program. Contact the School for more information about program Admission requirements. In addition to the two courses listed below, completion of an approved 4 credit Ethnic Studies (ETHS) course is also required.

- EDU 200 Introduction to Urban Education and Reflective Teaching (3 credits)
- EDU 203 Multicultural Education (3 credits)

## Requirements

### *Professional Education (24 credits)*

These courses are open to students who are admitted to the School. Students must complete field experiences in an urban middle school and an urban high school while completing the following Professional Education courses, but prior to doing their student teaching.

- EDU 300 Assessment of Learning and Teaching in Urban Grades 5-12 (3 credits)
- EDU 306 Urban Middle School and High School Methods (4 credits)
- EDU 311 Urban Teaching Practicum and Seminar (0-1 credits)
- EDU 310 Teaching and Assessing Students with Disabilities in Urban 5-12 Classrooms (3 credits)
- EDU 383 Information Technology for K-12 Education (2 credits)
- EDU 400 Literacy Education in Urban Schools (3 credits)
- EDU 415 Managing Learning in Diverse Urban 5-12 Classrooms (3 credits)
- EDU 430 Historical and Cultural Foundations of Urban Education (3 credits)
- EDU 435 Teaching and Assessing English Language Learners (3 credits)
- EDU 450 Advanced Urban Teaching Practicum and Seminar (0-1 credits)

### Content Methods Courses for Different Licensure Content Areas

#### Communication Arts and Literature licensure (grades 5-12)

For students pursuing Communication Arts and Literature licensure (grades 5-12), both of the following content methods courses are required.

- 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)

#### *Life Sciences (grades 9-12) with General Science licensure (grades 5-8)*

For students pursuing Life Sciences (grades 9-12) with General Science licensure (grades 5-8), both of the following content methods courses are required.

- SCED 445 The Practice of Science (4 credits)
- SCED 450 Science Methods for Urban Grades 5-12 Classrooms and Lab (4 credits)

#### *Mathematics licensure (grades 5-12)*

For students pursuing Mathematics licensure (grades 5-12), both of the following content methods courses are required.

- MAED 440 Teaching Mathematics to Urban Learners in Grades K-8 (4 credits)
- MAED 450 Teaching Mathematics to Urban Learners in Grades 7-12 (4 credits)

#### *Social Studies licensure (grades 5-12)*

For students pursuing Social Studies licensure (grades 5-12), the following content methods course is required.

- SSSED 450 Teaching Social Studies in Urban Grades 5-12 (4 credits)

#### *Student Teaching (8 credits, 12 weeks full-time)*

Choose one. This experience is required for licensure not the major or degree. Teacher Candidates must notify the Field Experience Director two semesters prior to doing their student teaching. They must also submit a student teaching application by September 20 for spring placements and February 20 for fall

placements. One of the following student teaching courses is required.

- EDU 460 Student Teaching in the Urban Middle School (grades 5-8) (8 credits)
- EDU 470 Student Teaching in the Urban High School (grades 9-12) (8 credits)

### **Courses Offered (alphabetically by subject)**

#### **ACCT**

##### **ACCT 210 - Financial Accounting (4 credits)**

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

##### **ACCT 310 - Financial Reporting (4 credits)**

This first course in a two-course financial reporting sequence provides for the preparation and understanding of financial information. Topics include: financial accounting theory and practice; official pronouncements of generally accepted accounting principles (GAAP) and conceptual statements; financial statement preparation and analysis; revenue and expense recognition; accounting for assets and current liabilities; noncurrent liabilities and stockholder equity; and financial statement disclosures. **Prerequisites:** MATH 115 and ACCT 210

##### **ACCT 311 - Intermediate Accounting I (4 credits)**

This course is the first in a two course sequence (Intermediate Accounting I and Intermediate Accounting II) that provides for the preparation

and understanding of financial information. Topics include accounting theory and practice, the conceptual framework of United States (U.S.) generally accepted accounting principles (GAAP), recognition of economic transactions, the preparation and analysis of financial statements and the related disclosures. Intermediate Accounting I focuses on the role of accounting as an information system and the measurement, recognition, presentation, and disclosure of economic transactions focusing on the following: basic financial statements, time value of money, cash and receivables, inventories, property, plant, and equipment, depreciation and impairment, and current liabilities and contingencies. **Prerequisites:** MATH 115 and ACCT 210

##### **ACCT 312 - Intermediate Accounting II (4 credits)**

This course is the second in a two course sequence (Intermediate Accounting I and Intermediate Accounting II) that provides for the preparation and understanding of financial information. Topics include accounting theory and practice, the conceptual framework of United States (U.S.) generally accepted accounting principles (GAAP), recognition of economic transactions, the preparation of financial statements and the related disclosures. Intermediate Accounting II focuses on intangible assets, long-term liabilities, stockholders’ equity, dilutive securities and earnings per share (EPS), investments, revenue recognition, income taxes, pensions and postretirement benefits, leases, accounting changes and error analysis, the statement of cash flows, and full disclosure in financial reporting. **Prerequisites:** ACCT 311

#### ACCT 320 - Strategic Management Accounting (4 credits)

This course provides an introduction to the role of financial and nonfinancial information for planning and control decisions, emphasizing the strategic role of the management accountant in the organization. It emphasizes strategy and the application of concepts and practices of management accounting on economic and noneconomic decisions. Topics include: cost behavior and estimation; cost analysis for planning and control decisions including value chain analysis, target costing, quality costs, customer value measurement systems, and benchmarking; cross-functional teams; activity-based management; and capital budgeting. **Prerequisites:** ECON 202 and ACCT 210 and MATH 115

#### ACCT 340 - Accounting Information Systems (4 credits)

This course provides a conceptual framework to stress the responsibility of accountant, auditor and manager for the design, operation and control of the accounting information system and the needs of information users within an organization. Traditional accounting transaction cycles are organized around events-based information technology. Students learn how the accounting information system records, classifies and aggregates economic events. **Prerequisites:** ACCT 310 and MIS 310 and ACCT 320 or ACCT 311 and ACCT 320 and MIS 310

#### ACCT 510 - Advanced Accounting (4 credits)

The second course in the two-course financial reporting sequence, this course emphasizes accounting theory and practice including special disclosure and reporting problems; international accounting and foreign currency translation; not-for-profit accounting, governmental accounting; business combinations; and consolidated financial statement preparation and analysis. **Prerequisites:** ACCT 312 and ACCT 311 or ACCT 310

#### ACCT 512 - Auditing (4 credits)

The audit of corporate financial statements by the independent registered accountant using

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

#### ACCT 515 - Financial Statement Analysis (4 credits)

This course provides an in-depth study of the concepts and applications of financial statement analysis including the supply of and demand for accounting information in financial markets and the uses of accounting information in performance evaluation, investment and credit decisions. **Prerequisites:** ECON 202 and ACCT 310 or ECON 202 and ACCT 311

#### ACCT 520 - Advanced Strategic Management Accounting (4 credits)

This course continues the emphasis on the role of financial and nonfinancial information for strategic planning and control decisions from the Strategic Management Accounting course. It focuses on the strategic components of cost/price, quality, time, flexibility and innovation in the learning organization. Coverage of strategic cost management, cost of capacity, kaizen, time-based competition, agility, competitive intelligence, pricing, distribution channels, environmental accounting, cost accumulation systems and comprehensive performance indicators is included. **Prerequisites:** ACCT 320

#### ACCT 530 - Business Taxation (4 credits)

This course focuses on identifying issues that affect the taxation of businesses. Ten Chapters are covered: foundation of taxation, including types of taxes, structure of the income tax, taxpayers, and general concepts of income and deduction; business income and expenses; taxation of property transactions; and overview of corporations, S corporations, partnerships, and entity choice. Planning options are emphasized. **Prerequisites:** ACCT 310 or ACCT 312 and ACCT 311

## **ANTH**

### **ANTH 101 - Human Origins (3 credits)**

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

### **ANTH 301 - Approaches to Cultural Anthropology (4 credits)**

This course introduces the study of humanity from a comparative and cross-cultural perspective. Students learn what anthropologists do, how they do it, and why. Exposure to the range of human possibilities, differences, and similarities will highlight the processes of enculturation in all societies. The course explores topics such as kinship, economics, religion, social control, globalization, culture change, and contemporary cultural issues affecting all humans. **Prerequisites:** WRIT 131

### **ANTH 302 - Gender and Culture (4 credits)**

What is gender? How can we understand differences in gender and sexuality? Through the perspective of cultural anthropology, students examine how gender is perceived and realized in a range of human societies. Discussions on the biological/cultural determinants of gender are considered. Ethnographic materials explore how gender varies cross culturally and historically and is related to social power. Students engage with contemporary debates surrounding such themes as marriage, family, human rights, and sexuality. **Prerequisites:** WRIT 131

### **ANTH 310 - Anthropology of Masculinity (4 credits)**

Anthropology of Masculinity explores masculinities from a cross-cultural perspective. While many cultures once believed there is only one “natural” way to be a man, they are now confronted with a variety of masculinities. This

course explores the modern quandary, “What does it mean to be a man in the modern age?” from an anthropological perspective. Themes include sexuality, work, dominance, fatherhood, marriage, violence, feminism, popular culture, initiation rituals, and the male body. **Prerequisites:** WRIT 131

### **ANTH 328 - Anthropology of Immigrants and Refugees (4 credits)**

The dramatic population movements globally and into the U.S. over recent decades of people fleeing violence or seeking viable livelihoods leads to many complex questions concerning migration. This course explores contemporary migration through an anthropological perspective into the lived experiences of refugees and immigrants who come to the U.S., and gives particular attention to immigrant groups residing locally. Students will gain empirical and theoretical bases of social science research to place migration experiences in sociocultural, economic and political context and to critically assess assumptions about refugees and migrants found in discourses on immigration. **Prerequisites:** WRIT 131

## **ARTS**

### **ARTS 106 - Introduction to Drawing (4 credits)**

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

### **ARTS 115 - Introduction to Photography (4 credits)**

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

### **ARTS 203 - Introduction to Digital Arts (4 credits)**

This course explores computer based image-making and printing technologies. Through the investigation of various printing materials,



students will have the opportunity to produce two and three-dimensional projects using contemporary methods. Students will gain hands-on experience with digital drawing tools, photographic and graphic designs using image based software while learning about the formal elements and principles of design. Art theory and practice will be presented in conversation with lectures and peer review. Professional artists and designers using these processes in their work will be highlighted in the course.

#### **ARTS 300 - Museums and Galleries (4 credits)**

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

#### **ARTS 301 - Current Topics: Variable Subtitles (2 credits)**

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

#### **ARTS 302 - Exhibition Practices (2 credits)**

This internship is designed to give students an opportunity to learn about the basic functions and day to day operations of an educational art gallery. Students will assist in the installation and dismantling of various exhibitions, featuring numerous forms of art. In doing so, students will gather practical knowledge about handling and lighting artwork, creating didactics, generating and distributing publicity, working with artists and creating corresponding programming. This knowledge should qualify a student to apply for entry level positions at other exhibition facilities,

create groundwork for additional coursework in Museum Studies, and/or prepare students to mount exhibitions of their own in a professional manner. Variable meeting times. Contact instructor for details prior to registering. S/N grading only.

#### **ARTS 303 - Relief Printmaking (3 credits)**

This class focuses on the practical approaches of relief printmaking, through an exploration of the linocut and woodcut processes. Class discussions and projects include use of tools and materials, artists and movements of the past and contemporary trends in printmaking. Reductive, single and multiple-block relief techniques will be introduced.

#### **ARTS 304 - Topics in Fibers (4 credits)**

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

#### **ARTS 306 - Intermediate Drawing (4 credits)**

In this class students further develop their hand-eye coordination skills, polish their techniques, deepen their understanding of artists or movements of the past and examine contemporary trends in drawing and painting. Emphasis is placed on drawing as a medium of self-expression. **Prerequisites:** ARTS 106

#### **ARTS 307 - Painting (4 credits)**

This course explores principles and practices related to color, shading, volume, perspective and composition. Class discussion and projects include color theory, application techniques, artists and movements of the past and contemporary trends in painting. Students complete original paintings using acrylics. **Prerequisites:** ARTS 106

#### **ARTS 311 - Watercolors (4 credits)**

This course explores the fundamental principles and techniques associated with the medium of



watercolor paints. The coursework includes color theory, application techniques, and traditional/contemporary trends in painting. Once rudimentary skills are established through representational compositions, students will have the opportunity to investigate the expressive nature of watercolors through abstract imagery. Two field trips are scheduled outdoors. **Prerequisites:** ARTS 106

**ARTS 316 - Intermediate Photography (4 credits)**  
Intermediate photographic techniques and approaches to image making using digital cameras, editing, software, printers, and lighting equipment. Class projects and discussions include image manipulation, composition, lighting, and film/analog photography, as well as artist movements of the past and contemporary trends in photography. Students explore photography as a creative form. **Prerequisites:** ARTS 115

**ARTS 320 - Topics in Clay: Variable Subtitles (3 credits)**  
Topics in Clay is a course that explores the artistic possibilities of working with ceramics. Functional and sculptural approaches are addressed. These twelve-week, three credit courses are taught at Northern Clay Center in Minneapolis. Topics will change from semester to semester. If more than one topics course is taken in fulfillment of the major, they must be different course titles. Topics may include, but are not limited to: Wheel Throwing, Hand Building, Surface/Imagery Technique and Firing Methods.

**ARTS 350I - Arts 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. Faculty members serve as liaisons and evaluator between the internship sites and the university, providing information to students and potential supervisors and supervising the learning experience. Internships normally earn between one and four credits, required 40 work hours per credit, and may be served through a standard hours/work schedule or with flexible work hours

scheduling, depending on the nature of the internship and site preferences.

**ARTS 360I - Studio Arts Student Designed Independent Study (2-4 credits)**  
Student-designed independent studies give Metropolitan State students the opportunity to plan their own study. This type of learning strategy can be useful because it allows students to focus on particular media or techniques; to pursue a unique project that requires specialized study; refine skills and ideas that may not be covered in existing curriculum. Note: This course may be taken a number of times up to a total of 16 credits under the supervision of any CAS/CWA studio arts faculty member. Students should contact the instructor to make arrangements prior to registration.

**ARTS 400 - Capstone Seminar (4 credits)**  
In this course students learn about the documents, practices and resources necessary to pursue a career in the visual arts. Some pragmatic assignments will demonstrate the artist's talents and accomplishments (such as resumes, statements and portfolios). Other logistical exercises will explore the expectations for the field (like exhibition protocols, employment opportunities, grant proposals, residencies and applications for graduate school). This course is required for all Studio Arts majors and should be executed in the student's final year of study. **Prerequisites:** ARTS 115 and ARTS 106 or ARTS 300 and ARTS 203 and ARTS 307

## **BIOL**

**BIOL 101 - Introduction to the Life Sciences (4 credits)**  
This course is an introduction to the study of living things. Topics covered include: cell biology, evolution, use of the microscope, and the diversity of life. Lab included. Intended for students preparing for BIOL 111 General Biology and students seeking a general education science course with lab. First day attendance required except by instructor permission. **Prerequisites:** MATH 098 or MATH 102

#### BIOL 105 - Human Biology (4 credits)

This course is an introduction to the genetics, anatomy, physiology, and evolution of the human body in both health and disease. Lab included. Intended for general education students, students preparing for BIOL 111 General Biology and students needing a one-semester introduction to human biology. **Prerequisites:** MATH 098 or MATH 102

#### BIOL 106 - Biology of Women (4 credits)

This course is an introduction to the health and biology of women, focusing on the major health and disease concerns for women (heart disease, stroke, cancer, osteoporosis, menstruation, pregnancy, infertility) and the biological systems involved (cardiovascular, neurological, skeletal, endocrine, and reproductive etc.). No dissection is required. Lab included. Intended for general education students and students needing a one-semester introduction to human biology or the biology of women. **Prerequisites:** MATH 098 or MATH 102

#### BIOL 107 - Biology, Race, and Racism (4 credits)

This course introduces students to scientific practices and to biological concepts (including genetics, physiology, and evolution) through the perspective of past and current research related to race. The biological basis for human differences will be clarified and distinguished from racialized traits. Environmental effects on human biology and health will be addressed within the context of racial disparities. The influence of cultural assumptions on scientific research and the misuse of science to support racist claims (e.g., the eugenics movement, The Bell Curve) will be evaluated. Course includes significant online content and lab. Intended for students preparing for BIOL 111 General Biology and students seeking a general education science course with lab. **Prerequisites:** MATH 098 or MATH 102

#### BIOL 108 - Introduction to Brain (3 credits)

This course surveys the general principles of the organization, structure, and function of the nervous system. In short, it serves to give you insights into the basics of how your brain works. Topics include neuroanatomy, action potentials,

synaptic transmission, development of the nervous system, sensory transduction, sensory and motor systems, and learning. Students will gain an understanding of how cells signal to one another within the nervous system. They will understand the basic role each brain region plays in behavior. Students will examine how the structure of our nervous system results in the ability of illusions to trick our sensory system into perceiving something else. Students will also learn about different ways to study the brain. This course introduces students to the interdisciplinary nature of neuroscience by exposing them to psychology, biology, and even some chemistry concepts. **Prerequisites:** MATH 098 or MATH 102

#### BIOL 111 - General Biology I (4 credits)

The first semester of the comprehensive first year course in biology. Covers the biochemistry and inner workings of cells, energy metabolism, genetics, cellular physiology, population genetics and evolutionary pattern and process. Laboratory topics include use of the microscope, biochemistry, cell structure and function, genetics, and evolution. Intended for students who are pursuing, or considering, the major in biology or life sciences teaching. **Prerequisites:** MATH 115 or MATH 120

#### BIOL 112 - General Biology II (4 credits)

The second semester of the comprehensive first year course in biology. Covers the evolution and diversity of life, plant biology, animal biology and ecology. Lab activities include use of the microscope, examination of organisms, and experiments in plant physiology and ecology; may include animal dissection. Intended for biology and life sciences teaching majors. **Prerequisites:** MATH 115 and BIOL 111 or MATH 120 and BIOL 111

#### BIOL 211 - Principles of Genetics (4 credits)

This course provides a thorough major's level introduction to genetics and heredity. It will cover the fundamentals of genetic information, its transmission from parents to offspring [heredity], its phenotypic and molecular expression in cells and organisms, replication and repair of genetic material within a cell, and

its population impacts. Also included are the modern techniques of genetics including: gene mapping, cloning, genome manipulation and mutation. Knowledge of species' genomes, their genes, their inheritance, and how genes impact individuals and/or populations has rapidly become an integral part of almost every aspect of biology. From public health to ecology - genetics touches all. **Prerequisites:** MATH 115 and BIOL 111 or BIOL 111 and MATH 120

#### **BIOL 302 - Cell Biology and Histology (5 credits)**

This course covers life in terms of molecules, cells, tissues, and organs, integrating these levels of complexity and focusing on the underlying molecular and cellular mechanisms of biological function. Topics include membrane structure and function, trafficking of molecules, the endomembrane system signal transduction pathways, extracellular matrix, and the cell cytoskeleton. Laboratory includes descriptive histology of animal tissues. Intended for biology and life sciences teaching majors. **Prerequisites:** CHEM 111 and CHEM 112 and BIOL 111 and BIOL 112 and MATH 115 or MATH 120 and BIOL 112 and BIOL 111 and CHEM 112 and CHEM 111

#### **BIOL 304 - Molecular Biology (5 credits)**

This course covers molecular biology, the study of genetic expression at the molecular level-including transcription, translation, and DNA replication emphasizing structure and function, and focusing on how molecular lab techniques elucidate the genetic mechanisms of the cell. Lab includes recombinant DNA, gel electrophoresis, PCR and sterile technique. Intended for biology majors. **Prerequisites:** MATH 115 and BIOL 111 and CHEM 111 and CHEM 112 and BIOL 112 or BIOL 111 and BIOL 112 and CHEM 111 and CHEM 112 and MATH 120

#### **BIOL 307 - Biochemistry (5 credits)**

This course covers the structure of biologically important compounds (proteins, carbohydrates, lipids, and enzymes) and their transformations during metabolism. Topics include: enzyme kinetics, chemical reactions (acid/base, reduction/oxidation, hydrolysis, etc.), protein synthesis and regulation, use and interpretation of biochemical information, and problem-solving

in biochemistry. Lab includes biochemical methods and techniques and develops skills with laboratory instruments, data collection, and scientific writing. Intended for biology majors and chemistry minors. **Prerequisites:** CHEM 111 and CHEM 112 and MATH 115 and CHEM 231 and BIOL 111 or MATH 120 and CHEM 231 and BIOL 111 and CHEM 111

#### **BIOL 310 - Ecology (5 credits)**

This course covers the science of ecology, focusing on population and community ecology, the investigation of patterns in the distribution and abundance of organisms and the processes responsible. The content and methods of modern ecological research are emphasized. Students read ecological research papers and do field investigations, experiments and computer modeling. Most of the weekly labs take place outdoors. Intended for biology and life sciences teaching majors. **Prerequisites:** BIOL 111 and CHEM 111 and BIOL 112 and CHEM 112 and MATH 208 or CHEM 112 and BIOL 112 and CHEM 111 and BIOL 111 and MATH 210 or BIOL 111 and CHEM 111 and BIOL 112 and CHEM 112 and MATH 115 and STAT 201

#### **BIOL 312 - Evolution (5 credits)**

This course covers the science of evolutionary biology, including population genetics, microevolution, speciation, phylogenetics and macroevolution. The content and methods of modern research in evolutionary biology are emphasized; student read primary source scientific literature. Lab activities include field investigations, lab experiments, and computer modeling. Intended for biology and life sciences teaching majors. **Prerequisites:** CHEM 112 and BIOL 111 and MATH 208 and BIOL 112 and CHEM 111 or STAT 201 and MATH 115 and BIOL 112 and CHEM 111 and CHEM 112 and BIOL 111

#### **BIOL 315 - Limnology (5 credits)**

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

outdoors. Intended for biology and life sciences teaching majors and other qualified students. **Prerequisites:** STAT 201 and BIOL 111 and BIOL 112 and CHEM 111 and MATH 115 or BIOL 111 and BIOL 112 and CHEM 111 and CHEM 112 and MATH 210 or CHEM 111 and CHEM 112 and MATH 208 and BIOL 111 and BIOL 112

#### **BIOL 320 - Ecosystem and Global Ecology (5 credits)**

This course covers ecosystem theory, nutrient cycling, energy flow, and related global environmental topics including acid rain, greenhouse effect, climate change and mercury pollution. The content and methods of modern ecosystems research are emphasized. Lab activities may include field investigations, lab experiments, and computer modeling. Intended for biology and life sciences teaching majors and other qualified students. **Prerequisites:** MATH 115 and STAT 201 and BIOL 111 and CHEM 111 and CHEM 112 and BIOL 112 or MATH 208 and BIOL 111 and BIOL 112 and CHEM 111 and CHEM 112 or MATH 210 and BIOL 111 and BIOL 112 and CHEM 111 and CHEM 112

#### **BIOL 322 - Comparative Animal Physiology (5 credits)**

This course covers the functions of each of the organ systems of the animal body focusing on the physiological problems experienced by animals and the solutions that have evolved in various animal groups. The course includes an integrated laboratory in which students conduct physiological experiments. Intended for biology majors. **Prerequisites:** MATH 115 or MATH 120

#### **BIOL 324 - Invertebrate Biology (5 credits)**

The biology of invertebrate animals, particularly insects and other terrestrial arthropods: their macroevolutionary history, taxonomy, morphology, physiology, behavior, and ecology. Topics may include their identification and roles as pollinators, herbivores, predators and disease vectors in natural, agricultural, and urban ecosystems. The course includes an integrated laboratory with field and laboratory activity. Course intended for biology majors. **Prerequisites:** MATH 115 and BIOL 111 and BIOL 112 and CHEM 111 and CHEM 112 or

BIOL 111 and BIOL 112 and CHEM 111 and CHEM 112 and MATH 120

#### **BIOL 330 - Biology of Microorganisms (5 credits)**

This course covers the taxonomy, structure, function and ecology of microbes including bacteria, viruses, fungi and protista. Additional topics include microbial pathogenesis, the response of the mammalian immune system to microbial infection, microbial metabolic diversity and microbial biotechnology. Labs include use of microscope, survey of types of microbes, isolation of microbes from the environment, identification of microbes, staining of bacteria, action of antibiotics and disinfectants, counting of bacteria in food and water and use of microbes in food and beverage production. Intended for biology majors and minors. **Prerequisites:** BIOL 111 and BIOL 112 and CHEM 112 and CHEM 111 and MATH 115 or MATH 120 and BIOL 111 and CHEM 111 and CHEM 112 and BIOL 112

#### **BIOL 350I - Biology Internship (1-9 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.

#### **BIOL 360I - Biology Student-Designed Independent Study (SDIS) (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 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 406 - Biology of Cancer (3 credits)**

Covers the genetic, physiological, and molecular principles underlying the causes and treatments of cancer. Course focuses on the regulatory pathways and their genetic flaws that govern cell proliferation, angiogenesis, malignancy and metastasis. Intended for biology majors in their senior year. **Prerequisites:** MATH 115 or MATH 120

#### **BIOL 422 - Neurophysiology (3 credits)**

This course will provide a deeper understanding of the physiological properties of the nervous system. We will address the mechanisms underlying electrical activity in neurons, as well as examine the physiology of synapses; the transduction and integration of sensory information; the function of nerve circuits; the trophic and plastic properties of neurons; and the relationship between neuronal activity and behavior. During the semester a few labs will be offered which will apply electrophysiological methods to examine neuronal activity and will include experimental design as well as analysis and presentation of collected data. Throughout the course, we will focus on past and current neurophysiology research and how it contributes to the field of neuroscience. This course is intended as an upper division elective in the Biology Major **Prerequisites:** BIOL 111 and BIOL 112

#### **BIOL 479 - Advanced Topics in Biology (1-5 credits)**

This course covers advanced biological topics that vary from semester to semester. Because the content of each section of this course is different, students may take this course more than once for credit. Intended for biology majors in their junior and senior years. **Prerequisites:** MATH 115 or MATH 120

#### **BIOL 489 - Senior Research in Biology (1-4 credits)**

This course provides students with independent laboratory, field or computer biology research under the supervision of a resident biology faculty member. Students must complete a research proposal and it must be approved by the instructor prior to course registration. Prior successful completion of an upper division course with the instructor is generally required. **Prerequisites:** MATH 115 or MATH 120

#### **BIOL 511H - Honors Freshwater Ecology and Quality (3 credits)**

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

#### **BLAW**

#### **BLAW 310 - Business Law: UCC and Contracts (4 credits)**

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



#### **BLAW 320 - Legal Environment of Organizations (4 credits)**

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

#### **BLAW 430 - Marketing and Advertising Law (4 credits)**

This course addresses the laws that regularly affect day-to-day marketing and advertising practices. Topics include the cases, statutes and regulatory agencies that create liability for advertising copy and layout, and those dealing with acquiring and protecting trade names, trademarks, service marks, trade secrets, copyrights and patents, and the laws which define and create liability for unfair competitive practices. **Prerequisites:** MKTG 300

#### **CFS**

#### **CFS 160 - Computer Forensics Fundamentals (4 credits)**

Computer forensics involves the activities in collecting, processing, preserving, analyzing and presenting computer-related evidence in court for criminal prosecutions or civil litigations. In this course, students will be exposed to those computer forensic activities through lectures, case studies, hands-on labs, and individual and group projects. Students will study the fundamental concepts and learn essential artifacts of computer operation, internet control, digital evidence collection, and computer crime investigation, and be able to recognize as well as understand how a computer related crime or incident is prosecuted or litigated in order to have a comprehensive view of the field of Computer Forensics. This course is designed for the first year of the students

majoring in Computer Forensics or the students who are interested in knowing what Computer Forensics is about.

#### **CFS 262 - Computer and Operating Systems Fundamentals I (4 credits)**

This course covers the fundamental concepts of a single user operating system. The topics discussed in the course are the basic concepts of computer organization and architecture, memory management, process handling, disk and file management and control, and peripherals operation. Students also have the opportunities to learn the techniques and procedures of system installation, configuration, administration, and trouble shooting. The operating systems illustrated in the course are MS Windows and/or Mac OS X. **Prerequisites:** ICS 140

#### **CFS 264 - Computer and Operating Systems Fundamentals II (4 credits)**

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

#### **CFS 280 - Introduction to Computer Forensics (4 credits)**

In this course, students learn the fundamental principles and concepts in computer forensics. The topics include the classification of the digital evidence, the procedure of discovering and preserving evidence, types of computer and Internet crimes, and analysis of computer crime statistics and demographics. Students also learn how to search and retrieve information to find the evidence using some common tools. Related legal procedures, regulations, and laws are also discussed briefly. **Prerequisites:** CFS 262 and CFS 264

#### CFS 345 - Electronic Discovery I (4 credits)

In this course students learn the fundamental principles and concepts of electronic discovery including the collection, preservation, filtering, processing, review, and production of electronically stored information such as email messages, word processing documents, spreadsheets, and other computer files. Students also learn the relationship between digital evidence analysis and electronic discovery and its role in civil litigation, government regulatory proceedings, and internal corporate investigations. Unique issues involving electronic discovery that arise in international contexts are also addressed. **Prerequisites:** CFS 280

#### CFS 380 - Digital Evidence Analysis (4 credits)

In this course, students continue not only to learn how to identify and collect digital evidence through forensics search tools, but also to study the emerging data mining techniques. The topics include how to design a plan for a computer crime investigation; how to select a computer software tool to perform the investigation; how to articulate the laws applying to the appropriation of computers for forensics analysis; how to verify the integrity of the evidence being obtained; how to prepare the evidence collected for the use in the court; and how to present the evidence as an expert eyewitness in court. Some hypothetical and real cases are also discussed in class. **Prerequisites:** CFS 280

#### CFS 445 - Electronic Discovery II (4 credits)

In this course students learn advanced topics and concepts of electronic discovery, such as the Electronic Discovery Reference Model, Information Governance, Technology Assisted Review, Predictive Coding, electronic discovery of cloud data, electronic discovery of social media data, electronic discovery of mobile device data and instant messages, as well as the use of software technology in electronic discovery. The course will also compare and contrast international electronic discovery issues in a global context, including common law countries and codified civil law countries. **Prerequisites:** CFS 345

#### CFS 484 - Computer Laws (4 credits)

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

#### CFS 485 - Mobile Device Security and Forensics (4 credits)

This course takes a hands-on approach to provide students with foundational concepts and practical skills in Mobile Device Forensics, which can be leveraged to perform forensically sound investigations against crimes involving the most complex mobile devices currently available in the market. Using modern tools and techniques, students will learn how to conduct a structured investigation process to determine the nature of the crime and to produce results that are useful in criminal proceedings. The course will provide walkthrough on various phases of the mobile forensics process for both Android and iOS based devices including forensically extracting, collecting, and analyzing, data and producing and disseminating reports. The course modules and labs will involve certain specialized hardware and software to perform data acquisition (including deleted data), and the analysis of extracted information. **Prerequisites:** CFS 280 or ICS 382

#### CFS 499 - Computer Forensics Internship/Capstone (4 credits)

This course is designed to provide students an opportunity to practice what they have learned from the computer forensics program through a group project. The topic of the project must be approved by either the instructor or the director of the program. Each project must have a written report and an oral presentation. This course is recommended to be taken in the last semester of the program study. **Prerequisites:** ICS 382 and POL 331 and CFS 380



## CHEM

### CHEM 105 - Survey of General, Organic, and Biochemistry (4 credits)

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

### CHEM 105L - Survey of General, Organic, and Biochemistry (0 credit)

A one-term course designed for non-majors providing an overview of general, organic, and biochemistry with an emphasis on applications of chemistry of the human body. Topics include solutions and body fluids; acid-base chemistry; atomic/molecular structure and bonding; gases; structure, properties, and reactivity of organic molecules and functional groups; overview of the structure and function of biological molecules including carbohydrates, proteins, lipids and nucleic acids; overview of metabolic processes related to carbohydrate and fat metabolism; enzymes. Lecture 3 credits; lab 1 credit. **Prerequisites:** MATH 098 or MATH 102

### CHEM 107 - Chemistry, Society and the Environment (4 credits)

Principles of chemistry as they apply to important environmental and societal issues. Topics will be drawn from: energy sources, alternative fuels, radioactivity, global warming, ozone, pollution, acid rain, plastics and polymers, drug development, nutrition and genetic engineering. Includes lab. Intended for students preparing for CHEM 111 General Chemistry as well as students seeking a general education science course with lab. **Prerequisites:** MATH 098 or MATH 102

### CHEM 108 - The Science of Cooking (3 credits)

Students will study biological and chemical concepts relating to food and cooking. Students will learn about structure and bonding of food constituents, cell theory, signaling, and biological structure. The course will also explore the history of food, ailments, or cures associated with food. Students will be able to examine foods in different cultures and apply their knowledge from the course to understand the importance of these foods. **Prerequisites:** MATH 098 or MATH 102

### CHEM 111 - General Chemistry I (4 credits)

The first semester of the comprehensive first year course in chemistry. Covers measurement, stoichiometry, solution chemistry, atomic structure, bonding, molecular structure, molecular visualization, and problem solving. Lab includes basic laboratory techniques, instrumentation, methodology, chemical analysis, and laboratory notebook procedures. The labs are also designed to engage students in critical thinking and concept building and are directly coordinated with the lecture part of the course. Intended for students who are pursuing, or considering, the biology or life sciences teaching major and/or chemistry minor, and qualified students seeking a general education science course with lab. **Prerequisites:** MATH 115 or MATH 120

### CHEM 112 - General Chemistry II (4 credits)

The second semester of the comprehensive algebra-based first year course in chemistry. Covers acid/base theory, chemical equilibria, nuclear and electrochemistry, redox reactions, terminology, functional groups, reactivity of organic compounds and an introduction to biochemistry. Includes lab. Intended for students pursuing the biology or life sciences teaching major and/or chemistry minor. **Prerequisites:** MATH 115 and CHEM 111 or MATH 120 and CHEM 111

### CHEM 231 - Organic Chemistry I (4 credits)

The first semester of a comprehensive course in organic chemistry. This course covers structure and nomenclature, bonding theory, reaction mechanisms, stereochemistry, reaction kinetics

and thermodynamics, instrument methods [e.g. NMR, IR, MS] and the syntheses and reactions of various functional groups of organic compounds. Molecular modeling software is used to assist in visualizing structures and reaction mechanisms, and in the interpretation of various spectra. Intended for biology majors and chemistry minors. **Prerequisites:** CHEM 112 and MATH 115 or MATH 120 and CHEM 112

#### **CHEM 231L - Organic Chemistry I Lab (1 credit)**

This course provides the laboratory experience to accompany CHEM 231 Organic Chemistry I. This course introduces the techniques, specialized equipment, instrumental methods and safety procedures common in an organic lab setting. Students get hands-on experience with the instrumentation, equipment, hazardous material procedures, and multi-step methods employed in the synthesis of larger, more complicated organic structures from simpler molecules.

#### **CHEM 301 - Biochemistry (5 credits)**

This course covers the structure of biologically important compounds (proteins, carbohydrates, lipids, and enzymes) and their transformations during metabolism. Topics include: enzyme kinetics, chemical reactions (acid/base, reduction/oxidation, hydrolysis, etc.), protein synthesis and regulation, use and interpretation of biochemical information, and problem-solving in biochemistry. Lab includes biochemical methods and techniques and develops skills with laboratory instruments, data collection, and scientific writing. Intended for biology majors and chemistry minors. **Prerequisites:** MATH 115 and BIOL 111 and CHEM 111 and CHEM 112 and CHEM 231 or CHEM 231 and MATH 120 and CHEM 111 and BIOL 111

#### **CHEM 311 - Environmental Chemistry (3 credits)**

This class addresses the principles of atmospheric chemistry, energy and climate changes, water chemistry, and soil chemistry. During the course of the semester, students will learn the chemistry behind modern challenges to our environment. It will include and examination of the sources, reactions, transport, and fates of different chemical species in the

environment. The following topics will be covered: a) atmospheric chemistry and air pollution; b) energy and climate change; c) water chemistry and water pollution; d) toxic organic compounds e) wastes, soils and sediments. **Prerequisites:** CHEM 111 and CHEM 112 and MATH 115 or CHEM 112 and CHEM 111 and MATH 120

#### **CHEM 311L - Environmental Chemistry Lab (2 credits)**

This course is intended for Chemistry and Environmental Science majors; this course contributes to the Category 2 electives for the Chemistry major and Physical Science Core Courses for Environmental Science. This two-credit lab course must be taken concurrently with CHEM311 Environmental Chemistry. This course continues the introduction of the techniques, specialized equipment, instrumental methods and safety procedures that was begun in CHEM 112. Students get hands-on experience with the instrumentation, equipment, and hazardous material procedures. Students will learn techniques relevant to the study of atmospheric and water chemistry. Students will gain experience with bench analytical techniques such as titrations and instrumental analysis using mass spectrometry and atomic absorption. **Prerequisites:** MATH 115 or MATH 120

#### **CHEM 325 - Biochemistry I: Biomolecule Structure and Function (3 credits)**

This course is the first of two-semester biochemistry lecture sequence and part of three lecture-lab biochemistry series. The series broadly cover the study of chemical processes in living organisms. In this course, the emphasis is on the structure and function of biomolecules particularly proteins and nucleic acid. Topics covered include structure and function of proteins, lipids, carbohydrates, and nucleotides and nucleic acids; biosignaling pathways and signal transduction; biological membranes and the mechanism of protein transporters; acid-base chemistry and how it applies to enzyme mechanism; and, enzyme

kinetics and coenzyme structure and function. **Prerequisites:** CHEM 231

#### **CHEM 327 - Biochemistry Laboratory (2 credits)**

This lecture/laboratory course exposes students to modern techniques in biochemistry. The course is part of a year-long biochemistry series that broadly cover the study of chemical processes in living organisms. Biochemical techniques covered include bench chemistry techniques, chromatography techniques, polyacrylamide gel electrophoresis, protein purification and characterization, protein assay techniques, and spectrophotometry. Students also carry out semester-end research project in which they apply the techniques they learned in the first part of the semester. **Prerequisites:** CHEM 325

#### **CHEM 332 - Organic Chemistry II (4 credits)**

The second semester of a comprehensive course in organic chemistry. This course introduces organic functional groups that include oxygen, nitrogen, and aromatic systems and related reaction mechanisms, multi-step synthetic routes, polymers, and introduce the chemical structures common in many biomolecules. Instrumental methods (e.g. NMR, IR, MS, UV) are discussed in greater detail, and molecular modeling software used to assist in visualizing structures and reaction mechanisms, and in the interpretation of various spectra. Intended for biology majors and chemistry minors. **Prerequisites:** MATH 115 and CHEM 231 or MATH 120 and CHEM 231

#### **CHEM 332L - Organic Chemistry II Lab (1 credit)**

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

#### **CHEM 341 - Quantitative Analysis (5 credits)**

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

#### **CHEM 350I - Chemistry 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.

#### **CHEM 351 - Physical Chemistry I (5 credits)**

This course introduces the concepts of thermodynamics. Topics include first law of thermodynamics, second law of thermodynamics, entropy, statistical mechanics, specific heat capacities of gases and solids, efficiency and the Carnot cycle, chemical potential, chemicals and phase equilibria, etc. Applications explored will include the behavior of gases and the operation of heat engines. Laboratories emphasize real world applications of the concepts and problem solving skills taught in this course. **Prerequisites:** CHEM 112 and MATH 210 and PHYS 212 or MATH 208 and CHEM 112 and MATH 211

#### **CHEM 355 - Physical Chemistry II (3 credits)**

This course covers special relativity, elementary quantum theory, atomic structure and spectra. It is intended for students pursuing chemistry and physics major/minor. **Prerequisites:** MATH 211 and PHYS 212

#### CHEM 357 - Physical Chemistry II Lab (2 credits)

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

#### CHEM 361 - Inorganic Chemistry Lecture and Lab (5 credits)

This course is intended for Chemistry majors and minors; this course contributes to Category 2 electives for the Chemistry major. Topics include chemistry of the main group and transition metals; structure, physical and chemical properties, synthesis, and spectroscopy. Includes 3 credits dedicated to lecture and 2 credits to lab. **Prerequisites:** CHEM 231

#### CHEM 421 - Medicinal Chemistry (3 credits)

Medicinal chemistry allows the advanced chemistry student to explore the considerations of drug design and development as well as case studies on how different classes of therapeutic agents act in the human body. Topics include drug targets, drug sources, structure-activity relationships, pharmacokinetics, pharmacodynamics, and the modern drug discovery pipeline. This class is suggested for those students intending to continue in health sciences. **Prerequisites:** CHEM 332 and CHEM 231

#### CHEM 429 - Biochemistry II: Bioenergetics, Metabolism, and Macromolecule Biosynthesis (3 credits)

This course is the second of two-semester biochemistry lecture sequence and part of three lecture-lab biochemistry series. The series broadly cover the study of chemical processes in living organisms. In this course, students learn about the energy producing pathways of glycolysis, Krebs cycle, oxidative phosphorylation, and fatty-acid oxidation. Coverage will also include a discussion of how biosynthetic processes are controlled and integrated with metabolism of the cell as well as gene regulation and biochemical aspects of evolution. This course is intended for students majoring in chemistry and provides more extensive coverage of the subject than a student

will get in a comprehensive/introduction to biochemistry course. **Prerequisites:** CHEM 325 or CHEM 301

#### CHEM 435 - Advanced Organic Chemistry Lab (2 credits)

This upper-division elective laboratory course is designed for chemistry majors and minors who have completed Organic Chemistry 1 and 2 lab courses (CHEM 231L and CHEM 332L). This two credit lab course is designed to be taken concurrently with CHEM 433, Advanced Organic Chemistry lecture. Students will gain experience with techniques of multistep synthesis, handling of moisture and air sensitive reagents, solid phase chemistry, asymmetric catalysis, chromatography, and further their understanding of analytical techniques such as simple and multidimensional NMR, mass spectrometry, GC or HPLC, and IR. **Prerequisites:** CHEM 231L and CHEM 332L

#### CHEM 469 - Seminars in Chemistry (1 credit)

This course develops critical analysis of primary scientific presentations by utilizing the many scientific seminar presentations offered in the Twin Cities Area. These presentations include those given by educational institutions such as Metropolitan State University and the University of Minnesota or public seminars given by area industrial speakers. The student chooses eight one-hour seminars to attend; for one presenter, the student conducts further analysis and writes a 5-7 page paper demonstrating how the currently presented research integrates with the presenters past work or the surrounding research community. This course can, with instructor permission, be taken more than once for credit. This course cannot be used to fulfill the General Education Goal III Natural Science requirement. This course may be used to fulfill the upper division credits for the Chemistry minor. **Prerequisites:** CHEM 332 and WRIT 231 or WRIT 231 and CHEM 301

#### CHEM 479 - Special Topics in Chemistry (1-5 credits)

This course will include an in depth study of a specific area of chemistry, and may include offerings in forensic chemistry, food chemistry,

polymers, thermodynamics, medicinal chemistry, environmental chemistry, or other areas of interest or not represented in regular course offerings within the department. **Prerequisites:** CHEM 112L

#### **CHEM 479L - Special Topics in Chemistry Laboratory (1-4 credits)**

This laboratory course will include an in depth study of a specific area of chemistry, and may include offerings in forensic chemistry, food chemistry, polymers, thermodynamics, medicinal chemistry, environmental chemistry, or other areas of interest or not represented in regular course offerings within the department. **Prerequisites:** CHEM 112

#### **CHEM 488 - Directed Research in Biochemistry (1-5 credits)**

This is a faculty designed independent study (FDIS) which provides students the opportunity to do independent research in the field of biochemistry under the supervision of a resident chemistry/biology faculty member. This course improves students problem solving, analytical, and reasoning skills. At the end of the course, students complete a research report that must be approved by the instructor. The number of credits will be decided by the faculty and the student. **Prerequisites:** CHEM 231 and WRIT 231 or CHEM 325 and WRIT 231

#### **CHEM 489 - Directed Research in Chemistry (1-5 credits)**

This is a faculty designed independent study (FDIS) which provides students the opportunity to do independent research in the field of chemistry under the supervision of a resident chemistry faculty member. This course improves students problem solving, analytical, and reasoning skills. At the end of the course, students complete a research report that must be approved by the instructor. The number of credits will be decided by the faculty and the student. **Prerequisites:** CHEM 231 and WRIT 231 or WRIT 231 and CHEM 301

### **CJS**

#### **CJS 101 - Introduction to Criminal Justice (3 credits)**

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

#### **CJS 160I - Criminal Justice 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.

#### **CJS 165I - Criminal Justice 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.



### CJS 201 - Foundations in Criminal Justice (3 credits)

This course introduces students to the fundamentals of academic research and professional development related to the discipline of criminal justice and law enforcement. Students learn to search, locate, retrieve, evaluate, and document research sources as well as prepare research papers using writing and citations styles expected in criminal justice and law enforcement courses. The course will also broaden students' understanding of the direct and indirect criminal justice professional opportunities and equip students with the tools to begin to pursue careers in the field. **Prerequisites:** WRIT 131 and CJS 101

### CJS 202 - Introduction to Evidence-Based Practices (1 credit)

This course will introduce students to the history, practice and theory of Evidence-based Practice in the field of corrections/criminal justice. Students will explore the principles of effective intervention through highly interactive activities and discussion. Students will discuss and identify personal goals to enhance professional effectiveness.

### CJS 210 - Constitutional Law (3 credits)

This course provides an overview and critical examination of constitutional law as it relates to criminal justice issues. A historical overview of the U.S. Constitution is covered along with how the Constitution works in the legal system including the role of the Supreme Court and constitutional interpretation. The first, fourth, fifth, sixth, eighth, and fourteenth amendments are emphasized. The course also examines how the Constitution protects the rights of those charged as well as the rights of law-abiding citizens. **Prerequisites:** CJS 101

### CJS 300 - Corrections and Community Corrections (4 credits)

Corrections is a primary component of the American criminal justice system. This course is designed to introduce students to the profession and academic discipline of corrections. Course work exposes students to the philosophy and procedures of punishment; the various

components within the correctional community such as confinement, probation and parole, and community corrections. The course also addresses issues relating to prisoners, such as prisoners' rights and prison life and other issues relating to the American correctional system, such as capital punishment, rehabilitation, juvenile justice, and financial penalties. **Prerequisites:** CJS 201 and CJS 101

### CJS 301 - Research Methods in Criminal Justice (4 credits)

This course examines the scientific research methods used in criminal justice research. Students learn a variety of research methods and apply them to various types of research being conducted within the criminal justice system. This course examines both quantitative and qualitative approaches. **Prerequisites:** CJS 201 and CJS 101

### CJS 303 - Risk Need Responsivity (2 credits)

This course focuses on the applications of the Level of Service/Case Management Inventory (LS/CMI) Assessment tool that is the foundation on which a case plan is created with the justice involved client. The students will be familiarized with the research and history from which the tool is derived.

### CJS 304 - Case Planning (2 credits)

The goal in corrections is to reduce risk of reoffending and help clients change their thinking and behavior. This training utilizes strategies within a case planning process by addressing criminogenic needs that most effectively protect the public and effects change in the client's criminal behavior. This is a skills-based course that will teach you a 6 step process for creating initial case plans in partnership with clients, as well as a 4 step process for ongoing case plan development.

### CJS 305 - The Criminal Court System (4 credits)

This course is designed to expand students understanding of the role of criminal court at the federal, state, and local levels. As the intermediate step between law enforcement and corrections, courts are often criticized for providing a revolving door through which chronic offenders enter and exit without justice

being served. We will explore the power and limitations of the judicial branch of government with regard to its role in the criminal justice system, as well as learn about the roles of various court professionals and develop a detailed understanding of the court process. **Prerequisites:** CJS 201 and CJS 101

#### **CJS 320 - Criminology and Public Policy (4 credits)**

This course focuses on theories, concepts, narratives, and myths of crime and delinquent behavior. Contemporary issues and controversies within the criminal justice field are explored in social, political, and economic context. Special emphasis is placed on the role of race, class, gender, and culture in relation to the etiology, prevention, control, and treatment of crime and delinquency. This course is committed to general theoretical debate, examination of the interrelation between criminological theory and research, and empirical analyses of policy and practice. **Prerequisites:** CJS 101 and CJS 201

#### **CJS 333 - Gangs (4 credits)**

This course examines the nature and extent of gangs in America. It addresses the history of gangs, when they exist, when they are illusory, and public reactions to them. It considers variations among street gangs, and contrasts these with other extra-legal groups, including prison gangs and mafias. Attention is focused on individual-level correlates and risks associated with gang membership, group processes in gangs, and macro-level correlates of gangs and gang behaviors. The role of the community and criminal justice system in gang prevention, intervention, and suppression is also considered. **Prerequisites:** CJS 101

#### **CJS 335 - Homicide Studies (4 credits)**

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

punishment, among others, are topics examined in this course. **Prerequisites:** CJS 101

#### **CJS 340 - Comparative Criminal Justice (4 credits)**

This course provides students with international perspectives on criminal justice. Through a comprehensive review of cross-national research data, students examine the features, successes and failures of various distinct criminal justice systems around the globe and use that information to evaluate the American criminal justice system. By exploring justice institutions in other parts of the world, students learn that criminal justice systems are shaped by the values, norms, customs or standards of behavior characteristic of the society in which they are found. **Prerequisites:** CJS 101

#### **CJS 344 - Terrorism and Counterterrorism (4 credits)**

This course explores the emergence and manifestation of terror and terrorism from a range of historical, political, sociological and cultural perspectives. It further explores the interpretation of, and response to, contemporary manifestations of terror and terrorism. Emphasizing the diverse and contested nature of terror as both concept and practice, a number of case studies are highlighted in order to explore the complex connections between order, power, authority, security and terror. The organizational form and objectives of terrorist organizations, and the range of strategies available in response to the demands and challenges posed by terror in an era of globalization are also considered. **Prerequisites:** CJS 101

#### **CJS 346 - Victimology (4 credits)**

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



resources available to victims. **Prerequisites:** CJS 101

#### **CJS 350 - Citizenship: Community Involvement (4 credits)**

The purpose of this course is to educate and encourage the development of globally competent citizens and leaders. The course is designed to provide students with the knowledge, skills, and attitudes to be engaged, responsible, and effective members of a globally interdependent society. Most importantly, students will be asked to think deeply about their world (including its future, current issues, its impact on their local area, and our personal responsibility as global citizens). This course will have a service learning component. **Prerequisites:** CJS 101 and CJS 201

#### **CJS 354 - Restorative Justice (4 credits)**

This course is designed to allow students to develop a working understanding and knowledge of Restorative Justice. Restorative Justice looks at the concept of justice through nontraditional and alternative viewpoints. Rather than focus on “what is the crime, who did the crime and what should the punishment be,” Restorative Justice focuses on “who has been harmed, what was the harm and who is responsible to repair the harm.” Students will examine Restorative Justice from historical, sociological, criminological and psychological perspectives. Throughout the course, a wide range of specific “restorative practices” will be studied, reviewed and analyzed. Some of the concepts the course will explore are trauma and healing, conflict transformation, issues related to juvenile justice, and alternative processes such as Victim-Offender Dialogue and the Circle Process. **Prerequisites:** CJS 101 and CJS 201

#### **CJS 356 - Violence in America (4 credits)**

Students will explore the nature and extent of the violence problem in the United States using a tripartite approach, which incorporates patterns, explanations, and interventions. The course will cover the history and epidemiology of violence; roots of violence, including biological, psychological, and sociological causes; specific types of violence; media portrayals of violence;

the physical, emotional, social, economic, and political consequences of violence; and ways to control and prevent violence in our communities, including criminal justice and public health approaches. **Prerequisites:** CJS 101  
**CJS 360 - Diversity in Criminal Justice (4 credits)**

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

#### **CJS 360I - Criminal Justice 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.

#### **CJS 365I - Criminal Justice 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.

#### [CJS 367 - Exploring Forensic Science \(4 credits\)](#)

This course will provide the student with a general overview and a better understanding of the wide range of disciplines found within the forensic sciences. Fundamental topics such as forensic anthropology, forensic entomology, forensic pathology, and forensic accounting will be discussed. In addition 'traditionally' recognized topics in forensic science such as DNA, Trace Evidence, Impression Evidence, Drugs, and Questioned Documents will be covered. The course instructor will utilize multi-media in a lecture format, utilizing case-studies, video supplements and expert guest speakers.

#### [CJS 371 - Psychology and the Criminal Justice System \(4 credits\)](#)

This course is an interdisciplinary study of psychology in the criminal justice system. Students will focus on the application of psychological theories (e.g., developmental, neuropsychological, and social learning approaches) to criminal behavior, as well as the influence of psychological principles on law enforcement, court processes and corrections. Some topics may include forensic psychology, race and policing, wrongful convictions, jury decision making and effective interventions in corrections. **Prerequisites:** CJS 101 or PSYC 100

#### [CJS 375 - Ethics and Professionalism in Criminal Justice \(4 credits\)](#)

Examines a range of moral dilemmas which criminal justice practitioners are likely to face in their duties. Using both moral theory and detailed case examples, students learn to apply moral principles and concepts to a given situation, recognize the relevance of moral principles and concepts, and apply their individual moral philosophy to resolving these situations in a satisfactory manner. This course meets corresponding learning objectives of the Minnesota Board of Peace Officer Standards and Training. **Prerequisites:** CJS 101 and CJS 201

#### [CJS 377 - Criminal Justice Practicum \(1-8 credits\)](#)

This field practicum involves the student in the day-to-day function of a criminal justice agency. It is designed to provide students with an opportunity to translate the theoretically-oriented classroom experience into practical application. **Prerequisites:** CJS 101

#### [CJS 382 - Topics in Criminal Justice: \(1-4 credits\)](#)

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

#### [CJS 387 - White Collar Crime \(4 credits\)](#)

This course presents an overview of white collar crime. Students explore theories of white collar crime and corporate criminal liability. The investigation, prosecution and sentencing of white-collar offenders are examined. "Crime in the suites" is compared to "crime in the streets." Issues related to diversity are explored. **Prerequisites:** CJS 101

#### [CJS 388 - Crime Analysis \(4 credits\)](#)

This course is intended to develop the student's skills and knowledge in the field of crime analysis. Students will become familiar with the variety of tasks and issues encountered within the public and private sectors by a crime analyst. Students will also participate in group activities to build knowledge and skills associated with the different functions of a crime analyst. **Prerequisites:** CJS 101

#### [CJS 489 - Criminal Justice Capstone Internship \(4 credits\)](#)

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

registering for CJS-489. **Prerequisites:** CJS 301 and CJS 201

#### **CJS 490 - Criminal Justice Capstone Research (4 credits)**

Using both a theoretical and practical framework, this experience is designed to help students integrate and synthesize their undergraduate experiences. An applied project demonstrates discipline mastery of a subject and serves as a vehicle for future work and study in the criminal justice field. Note: This course should be taken the semester the student graduates. **Prerequisites:** CJS 201 and CJS 301

#### **COMM**

#### **COMM 103 - Public Speaking (3 credits)**

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

#### **COMM 103P - Public Speaking Proficiency Test (3 credits)**

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

#### **COMM 160I - Communication 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.

#### **COMM 165I - Communication Prior Learning (1-8 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.

#### **COMM 200 - Creating Change through Communication, Writing and the Arts (4 credits)**

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

### COMM 231 - Introduction to Interpersonal Communication (3 credits)

Students learn the characteristics and process of interpersonal communication including perception, speech and language, nonverbal behaviors, listening and feedback, conflict and conflict resolution, the ethics of interpersonal communication, relationship development and maintenance. The ability to recognize cultural similarities and differences is emphasized, as is the ability to recognize one's own communicative biases and behaviors. Evaluation is based, in part, on the ability to recognize characteristics of interpersonal communication and apply verbal and nonverbal interpersonal strategies in a wide variety of social and work situations. Overlap: COMM 232 Interpersonal Communication Theory Seminar.

### COMM 233 - Introduction to Intercultural Communication (3 credits)

This introductory course explores definitions of intercultural communication, traditional spheres of influence that shapes intercultural encounters globally and locally, and skills that can assist students to improve intercultural communication. Students experience intercultural communication situations and episodes in class and in the community. Skill building for interculturally sensitive communication in a variety of settings including work, family, and daily encounters are discussed and analyzed. Current events involving the Twin Cities and greater Minnesota are explored for students' responses and recommendations for improved communication strategies.

### COMM 320 - Individual Rights and Public Discourse (4 credits)

This course is designed to introduce students to their First Amendment rights to freedom of religion, freedom of expression, freedom of the press, freedom of assembly and freedom to petition. It will also explore citizens' corresponding responsibilities and our frequent disagreements over these rights and responsibilities. Through course assignments students will develop a greater capacity to engage in civic activities by understanding the

First Amendment, being able to more fully articulate their personal view of their First Amendment rights and responsibilities, refining their research and analysis skills, and developing their expertise in oral argumentation.

### COMM 321 - Gender, Sport and Communication in the U.S. (4 credits)

This course explores gender and sport from a communication perspective. The course will consider professional, amateur and youth sport through the lenses of gender and language/media. Questions addressed include: How do traditional and non-traditional constructions of femininity work toward the marginalization or empowerment of women in sport? How is masculinity expressed, embodied, and reproduced through organized sport? Do the sports media of countries outside of the U.S. construct gender differently? How do race, class and disability interact with gender in the media-saturated world of sport? Course readings and visual materials include feminist theory; historical accounts of gender and sport; and primary media sources (magazines, newspapers, TV clips, films) Student learn communication techniques such as debating, doing oral presentations, and analyzing visual media. **Prerequisites:** WRIT 131

### COMM 332 - Negotiation And Mediation Skills (4 credits)

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

will be eligible for placement on the state mediation roster as a qualified neutral.

#### **COMM 333 - Intermediate Intercultural Communication (4 credits)**

Intercultural Communication has a global perspective and engages students in reflectively thinking about the growing interdependence of nations and peoples. Students develop their ability to apply a comparative perspective to cross-cultural communication episodes in interpersonal interactions. Students research topics of interest that compare two or more cultures in some aspect of their social, economic, or political values and practices. Through field experiences, in class exercises, and readings, students learn the dynamics and skills needed to engage in respectful and sensitive communication with others whose beliefs, values, and attitudes are different than their own. Students are engaged in e-discussions with students from around the globe for 5 weeks. This requires some knowledge of D2L.

#### **COMM 350I - Communication 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. Faculty members serve as liaisons and evaluator between the internship sites and the university, providing information to students and potential supervisors and supervising the learning experience. Internships normally earn between one and four credits, required 40 work hours per credit, and may be served through a standard hours/work schedule or with flexible work hours scheduling, depending on the nature of the internship and site preferences.

#### **COMM 351 - Communication in Work Groups (4 credits)**

This course covers theory and practice of communication in small task-oriented groups. Communication topics include team management, models of group problem solving and decision making, leadership, building cohesiveness, resolving conflict, managing diverse views, negotiating roles, and norms. Students learn to interact productively in small

task groups as members and leaders. Numerous group activities, group assignments and laboratory work require an extended class time and group meetings outside of class. Overlap: COMM 351T Communication in Work Groups Theory Seminar.

#### **COMM 352 - Organizational Communication (4 credits)**

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

#### **COMM 365I - Communication Prior Learning (1-8 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.

#### **COMM 372 - Health Communication (4 credits)**

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



in health care access, communication, and outcomes experienced by different populations.

#### **COMM 380 - Public Relations Writing (4 credits)**

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

#### **COMM 381 - Public Relations Principles (4 credits)**

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

#### **COMM 385 - Media Relations (4 credits)**

One strategic approach for public relations practitioners is to establish relationships with key stakeholders using mass communication media. Through course projects, students explore, as well as, building partnerships with members of these media organizations with the range of media outlets available. Students also explore preparing members of these organizations to serve as media spokespersons. **Prerequisites:** COMM 381

#### **COMM 452 - Advanced Organizational Communication (4 credits)**

The advanced study of organizational communication concentrates on current communication topics within organizations such as interaction within a diverse workforce, changing an organizational culture, initiating technology change, ethics and research. Students craft communication solutions and recommendations for specific organizational improvements. Students complete case studies, community-based projects, and final major research projects. **Prerequisites:** COMM 352

#### **COMM 472 - Advanced Health Communication: Campaigns (4 credits)**

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

#### **COMM 481 - Advanced Public Relations (4 credits)**

This course explores research methods used in effective program planning and assessment, persuasive theories and techniques used to develop campaign strategy and tactics and the legal and the ethical issues that accompany public relations both historically and in emerging issues in the field. **Prerequisites:** COMM 381 and COMM 385

#### **COMM 499 - Topics in Communication (4 credits)**

This course rotates topics and may include such things as: presentational communication topics; storytelling as performance and persuasion; relational communication, for example nonverbal communication; and organizational communication such as organizational public relations.

#### **DATA**

#### **DATA 211 - Data Science and Visualization (4 credits)**

An introduction to methods and techniques commonly used in data science. This course will provide hands-on practice of the methods, procedures, and tools used to summarize and visualize data, preparing students to use data in their field of study and in their work, and to effectively communicate quantitative findings. Topics will include visualizations to transform

data into information in a variety of contexts, relational databases, ethical issues with the use of data, and using the statistical programming language R for data analysis. Students will complete a data science project. **Prerequisites:** STAT 201

## **DENH**

### **DENH 300 - Designing and Managing Teams in Health Care (3 credits)**

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

### **DENH 310 - Current and Relevant Topics for the Dental Hygienist (3 credits)**

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

### **DENH 320 - Management of Oral Healthcare Delivery (3 credits)**

The focus of this course is to create a deeper understanding of the dental hygienist's role in the delivery of oral healthcare. Course content

weaves in optimization of the oral healthcare work environment, business planning, core public health principles, ethics, and encouraging dental hygienists to involve themselves in public health advocacy and community partnerships. This course will have a significant focus on the effects of race and racism on the delivery of oral healthcare.

### **DENH 330 - Dental Hygiene Care for Culturally Diverse and Special Needs Populations (3 credits)**

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

### **DENH 340 - Educational Concepts in Dental Hygiene (3 credits)**

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

### **DENH 410 - Evidence-Based Dental Hygiene Practice (3 credits)**

This course involves learning and implementing evidence-based decision making principles. The dental hygiene practitioner will value the integration of clinical expertise and available current external evidence from research. Emphasis is on strategy, methodology, and research design with clinical focus on dental hygiene standards of care, process of care, and dental hygiene diagnosis as related to clinical



and community dental hygiene practice. Attention is given to health equity, to include emphasis on cultural competence, racism and health literacy.

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

This course focuses on the principles, handling characteristics, placement, contouring, and adjusting of the direct restorative materials in a laboratory setting in accordance with MN Statute, section 150A.10, subdivision 4. To become certified in restorative functions by the MN Board of Dentistry, DENH 440, Restorative Functions Clinic, must also be completed. DENH 440 is offered the semester following DENH 420.

#### **DENH 430 - Dental Hygiene Capstone (4 credits)**

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

#### **DENH 440 - Restorative Functions Clinic (1 credit)**

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

#### **DENH 499 - Special Topics in Dental Hygiene (1-4 credits)**

### **DSCI**

#### **DSCI 365I - Decision Sciences 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.

#### **DSCI 420 - Project Management (4 credits)**

This course focuses on developing the skills needed to become a successful project manager and project team member. Topics covered include all aspects of project management from project initiation issues and project planning to scheduling, organization, implementation, monitoring progress and controlling to achieve desired project results. Also included are project management techniques such as PERT, CPM and project evaluation methods using Microsoft Project software. **Prerequisites:** MGMT 310

#### **DSCI 421 - Project Planning and Budgeting (4 credits)**

The primary focus of this course is to master project management tools and techniques. Topics covered include a review of principles of project management, project scheduling, budgeting and cost estimation, resource allocation, and information system using Microsoft Project. Use of Simulation as a tool for Earned Value Analysis (EVA) and risk assessment is also emphasized. **Prerequisites:** DSCI 420

#### **DSCI 434 - Introduction to Operations Management (4 credits)**

The purpose of this course is to introduce students to the fundamental concepts and techniques of production and operations management for both service and manufacturing organizations. It will address the role of operations in relation to other functions and the methods to increase organizational effectiveness and efficiency. Topics covered include: product and service design, capacity planning, design of work systems, location planning and analysis, material requirements planning, supply-chain management, enterprise resource planning, inventory management, total

quality management, Six Sigma, lean enterprise and kaizen approaches, aggregate planning, just-in-time systems, scheduling, and project planning. Also included are tools and processes used in operations decisions such as forecasting, breakeven analysis, and critical path method using available software. **Prerequisites:** MGMT 310 and STAT 201 and MATH 115 and MIS 100

#### **DSCI 440 - Supply Chain Planning and Control (4 credits)**

This course addresses tools, techniques, and strategies used in service and manufacturing organizations for management and controlling internal and enterprise supply chains. Topics include demand management, forecasting, sales and operations planning, production scheduling, material requirements planning, capacity planning, just-in-time, distribution requirements planning, order-point inventory control methods, and strategic design of planning and control systems. **Prerequisites:** DSCI 434

#### **DSCI 444 - Project Leadership and Execution (4 credits)**

The primary focus of this course is to master the important knowledge areas associated with project leadership. Topics covered include project planning, customer/stakeholder relations, communications, procurement, quality control, and human resource management. This project management course will follow the internationally recognized knowledge area format recognized by the Project Management Institute. Use of an online simulation as a tool for project leadership is also emphasized. **Prerequisites:** DSCI 420 and MGMT 310

#### **DSCI 450 - Supply Chain and Operations Management Strategy (4 credits)**

This course integrates planning, design and analysis to develop a holistic view of supply chain and operations through problems, cases, research papers, readings, projects, and presentations. It requires students to describe, analyze, review and critique important design and planning features of supply chain and operations management. Student will work individually or in groups to develop a

project/research paper to analyze an existing complex supply chain and operations function. Students will also explore supply chain and operations through readings, papers, guest lectures, and videos. The focus of the course is on experiential learning and critical analysis. Students will learn critical tools like optimization, models, decision trees, and network analysis. **Prerequisites:** DSCI 434

### **ECON**

#### **ECON 201 - Macroeconomics (3 credits)**

This course focuses on the economy as a whole and studies how government can affect the economy. After starting with principles of markets, the price system and supply and demand, the course covers national income accounting, business cycles, inflation, unemployment, fiscal policy, monetary policy and the Federal Reserve System, different approaches to economic growth, and the foundations of international trade. **Prerequisites:** MATH 115

#### **ECON 202 - Microeconomics (3 credits)**

This course focuses on the interactions between the consumer and the producer. It begins with the theory of markets, supply and demand, and the price system. Then it covers demand elasticity, the costs of production including the various factor inputs, the four major market structures (pure competition, monopolistic competition, oligopoly and monopoly), and ways to increase the competition in markets. **Prerequisites:** MATH 115

#### **ECON 311 - Economics of the Environment (4 credits)**

This course explores the economic aspects of environmental issues and regulations. Current incentives to degrade or preserve the environment are presented and the impact of present policies on those incentives are established. The tools of economic analysis are used to evaluate problems and suggest solutions. **Prerequisites:** ECON 202

#### **ECON 313 - Labor Economics (4 credits)**

This course assesses the role of labor as a production factor in the economy, as well as the factors affecting the supply of, and demand for,

labor. Topics include: determinants of labor supply and demand; analysis of labor markets; theories of wages and employment; income and wage inequality among occupations, industries and regions; the role of labor unions and collective bargaining as they affect supply and demand conditions; and the relationships among wages, inflation, unemployment and government policies. **Prerequisites:** ECON 202

#### **ECON 314 - International and Comparative Economics (4 credits)**

This course analyzes selected issues and problems in international trade and also studies how various countries approach basic economic policy questions. Topics include: the theory of comparative advantage, barriers to trade such as tariffs and quotas, exchange rates, balance of payments, organizations such as the International Monetary Fund and World Trade Organization, and an analysis of current issues in American trade policy. The course concludes with an analysis of the economic policies of major trading partners: Japan, China and the European Union with some attention to other capitalist and noncapitalist economies. **Prerequisites:** ECON 201 and ECON 202

#### **ECON 315 - Economics of Diversity (4 credits)**

This course uses various techniques to examine issues and problems relevant to the themes of race, ethnicity, gender, preference and class. Topics include: how race, ethnicity and gender arise in economics and how they relate to the labor market; the impact of national economic policies on diverse groups; the economics of discrimination; and questions related to domestic partner issues. **Prerequisites:** ECON 202

#### **ECON 316 - Health Economics (4 credits)**

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

analytic and management decisions in the health care field. **Prerequisites:** ECON 202

#### **ECON 351 - Intermediate Macroeconomics (4 credits)**

Topics covered in this course include: measuring economic performance; the determination of income and expenditures; the role of government in influencing general equilibrium and economic fluctuations; the development of stabilization policies; and the operations of financial markets. The analytical approaches are more advanced than those in ECON 201 Macroeconomics. **Prerequisites:** MATH 210 and ECON 201 and ECON 202

#### **ECON 352 - Intermediate Microeconomics (4 credits)**

This course covers the analysis of consumption behavior and demand using the theory of utility and indifference, the theory of production and costs, and analysis of the firm and industries under the four market structures. Factor pricing and general equilibrium using comparative static analysis techniques are also covered. Selected topics include: market failure, price ceilings and floors under different market structures, subsidies, regulations, price discrimination, and consumer and producer surplus. **Prerequisites:** ECON 201 and ECON 202 and MATH 210

#### **ECON 420 - Money, Banking and Financial Institutions (4 credits)**

This course is designed for business and economics students interested in acquiring a broader view of the financial system and its markets. The material is divided into three sections: historical, theoretical and institutional. The historical section covers the evolution of money, money creation, inflation, the economy, and the development of banking. The theoretical part covers methods to trace the impact of money on the economy including classical, Keynesian, monetarist and rational expectation approaches. The institutional portion deals with financial intermediaries and financial instruments. **Prerequisites:** ECON 201 and ECON 202

#### **ECON 496 - Managerial Economics (4 credits)**

This course focuses on the application of economic analysis to enterprise decision making. The basic topics include analyses of demand, costs, capitalization and strategy. The purpose is to apply economics to achieve long-run profit maximization. Students apply principles of modern strategy to real case studies. **Prerequisites:** ECON 202 and STAT 201

#### **ECON 497 - Economic Research and Forecasting (4 credits)**

This course prepares students for the task of analyzing primary and secondary economic data in order to assist decision makers in profit, nonprofit and public organizations. It also provides an introduction to econometrics: regression models, serial correlation, forecasting, simultaneous equation estimation, model building, time series and simulations. Students work on a major project during the course. **Prerequisites:** STAT 201 and ECON 201 and ECON 202 and MATH 210

#### **EDU**

#### **EDU 200 - Introduction to Urban Education and Reflective Teaching (3 credits)**

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

own experiences, assumptions, beliefs, motivations, and commitments related to teaching and learning in the urban environment. Various types of teacher reflection will be introduced as important means for continual professional growth to meet the needs of urban learners. Clinical field experience hours are part of the course requirements.

#### **EDU 203 - Multicultural Education (3 credits)**

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

#### **EDU 300 - Assessment of Learning and Teaching in Urban Grades 5-12 (3 credits)**

This course focuses on assessment as a learning tool to guide the planning, development and implementation of curriculum and instruction. Theories and research related to principles of learning, motivation and multiple intelligences are explored. Practical experience designing short- and long-term learning outcomes and various types of assessment is offered. Topics include standards-based instruction, formative and summative assessment, standardized testing, validity, reliability, bias, rubrics, portfolio-based assessment, performance-based assessment, and communicating with families. State and national standards and performance criteria for the evaluation of teaching are also explored. Clinical field experience hours are part of the course requirements. **Prerequisites:** EDU 203 and EDU 200

### EDU 306 - Urban Middle School and High School Methods (4 credits)

This course focuses on common methods of differentiating instruction for urban middle school and high school classrooms. Teacher candidates begin learning how to create developmentally appropriate and culturally relevant unit and lesson plans that attend to the various abilities, needs, cultures, experiences, and interests of urban 5-12 students while also meeting district and state standards for learning and making interdisciplinary connections. Foundational understanding of the diverse learning styles and developmental characteristics of young adolescent and adolescent learners forms the basis upon which appropriate plans are developed and methods are employed. The inter-relationships between standards, assessment, curriculum and instruction are examined in promoting high achievement for each urban learner. Teacher candidates gain awareness of current trends in urban middle school and high school education along with the knowledge and skills these trends demand of effective urban educators, including teacher collaboration and teaming. Clinical field experience hours participating in an urban middle school and/or high school classroom are part of the requirements for the course.

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

This course is an overview of the role of subject area teachers in assessing, accommodating, and supporting the education of diverse students with disabilities and other special needs in urban grades 5-12 classrooms. The course will address what teachers should know about exceptional learners, including students with disabilities and students with special gifts and talents. The responsibilities of general education teachers in service to students with special needs who are included in the mainstreamed classroom will also be examined, and practice will be provided for developing lesson plans and assessments that meet the needs of students with exceptionalities. Special education law and collaboration with special education staff will be discussed in the context of reviewing current

research, issues and best practices for pre- and post-special education service needs of exceptional learners in urban public schools. Clinical field experience hours are part of the course requirements. **Prerequisites:** EDU 200 and EDU 203

### EDU 311 - Urban Teaching Practicum and Seminar (0-1 credit)

This practicum is designed to give urban teacher candidates the opportunity to document and reflect upon at least 40 hours practical clinical experience working with diverse youth in an urban middle school or high school. Most of the field experience hours will be determined by field-based assignments required in other Education courses. Included with these experiences, urban teacher candidates practice using diagnostic assessment to guide their instructional planning of at least three lessons for a small group of 1-5 students needing help to improve their reading or mathematics literacy. Successful completion of this practicum is a prerequisite for student teaching. Requirements include attendance and participation in periodic seminars to help prospective urban teacher candidates reflect upon their field experiences, and prepare for future clinical field experiences including student teaching. Co-requisites: EDU 306, OR EDU 606, OR EDU 323, OR EDU 481. **Prerequisites:** EDU 200 and EDU 203 or EDU 600

### EDU 321 - Urban Infant-Toddler Curriculum and Practicum (4 credits)

Developmentally appropriate curriculum, materials, and environmental design for infants and toddlers are the focus of this course. Students will review infant and toddler development and connect development to the practices used to design programs for infants and toddlers in urban early childhood settings. The importance of integrating the values, language, and cultural practices of the child's family into the daily curriculum will be a topic. The course will focus on strategies for communication with urban families and the current issues around infant and toddler care. Students will consider the appropriate practices



for a program serving infants and toddlers in a diverse urban community. This course requires a practicum designed to provide urban field experiences for students to practice meeting the individual developmental needs of infants and toddlers. Using the basic strategies and techniques of child study, the student will learn to critically observe and assess the general developmental levels and learning needs of two urban children (one infant and one toddler) and report their findings. The student will spend at least five hours observing and minimally interacting with each of the two children in a diverse urban setting, using knowledge gained from textbook readings and class discussion. **Prerequisites:** EDU 200 and EDU 203

#### **EDU 323 - Urban Pre-K and Kindergarten Curriculum and Practicum (4 credits)**

This course will review the development of children ages three to five, and connect development to the practices used to design appropriate learning experiences for pre-kindergarten and kindergarten children in urban settings. Students will learn curriculum and instructional strategies which integrate development, skills and content knowledge in individualized, culturally respectful manners. As prospective urban teachers, students in this course will be introduced to the concepts and criteria for determining school readiness as well as learning the rationale and strategies for developmentally appropriate guidance. This course will help students develop holistic, child centered approaches to pre-kindergarten and kindergarten curricula. Students also complete a field experience practicum in an urban pre-kindergarten or kindergarten settings to integrate knowledge gained in class with experiences working with urban three to five year-olds. **Prerequisites:** EDU 203 and EDU 200

#### **EDU 325 - Emergent Literacy in Urban Early Childhood Education (2 credits)**

This course will cover the normal development of skills and understandings necessary for a young child to learn to read and write. The individual nature of readiness and the differences in children's approaches to learning

to read and write will be a focus of the course. The instructional strategies and materials that constitute a developmentally and culturally appropriate reading and language arts program for young urban children will be presented and used in practice sessions. The important role of multicultural literature in an emergent literacy curriculum for diverse urban children from a variety of backgrounds, experiences, and families will be emphasized. Clinical field experience hours are part of the course requirements. **Prerequisites:** EDU 200 and EDU 203

#### **EDU 330 - Teaching Children's Literature in Urban Grades K-6 (3 credits)**

This course provides pre-service Early Childhood and Elementary teachers with the theoretical foundations and practical skills necessary to become reflective professionals who can analyze and select high quality and developmentally appropriate literature for children. Student will develop skills needed to guide children's selection of books, understand how to use literature with children, design age appropriate lessons and activities to stimulate and extend children's literary experiences and reading enjoyment throughout the elementary curriculum for economically, academically, culturally, racially and linguistically diverse children. Session topics will focus on student motivation, classroom organization, and teaching with children's literature. Central to all topics is the use /inclusion of literature that is multicultural/multiethnic.

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

The spectrum of physical and motor development of children from conception to age 8 will be covered in this course. Students will also be introduced to foundations of good nutrition and health maintenance for young children. There will be opportunities to develop nutritional plans for yearly childhood programs that respect cultural and religious diversity. Students will consider health policies for schools and child care centers as well as assess and plan

large and small motor activities for groups and individual children. The effects of drugs will be addressed, from the prenatal period through the use of medication to treat behavior and emotional conditions in early childhood. **Prerequisites:** EDU 203 and EDU 200

#### **EDU 333 - Assessment of Learning in Urban Grades K-6 (3 credits)**

Students will learn to use formal and informal assessment and evaluation strategies to plan and individualize curriculum and instructional practices in diverse, urban Early Childhood and Elementary classrooms. The foundations of assessment theory and practice will be presented, including the integration of performance standards for grades K-6, standardized testing requirements, and developmentally appropriate practice for diverse learning needs in urban settings. Students will have opportunities to develop and practice authentic assessment tools and strategies with the goal of using assessment to guide instruction. Clinical field experience hours are part of the course requirements. **Prerequisites:** EDU 200 and EDU 203

#### **EDU 341 - The Child and the Family in an Urban Setting (2 credits)**

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

#### **EDU 345 - Integrated Classroom Management Methods in Urban Grades K-6 (3 credits)**

This course addresses current research on the correlation between classroom management and academic achievement. The student will explore multiple methods and strategies for integrating effective classroom management approaches and developing learning communities in urban K-6 classrooms. **Prerequisites:** EDU 200 and EDU 203

#### **EDU 361 - The Arts in Early Childhood and Elementary Education (3 credits)**

This course will provide the prospective teacher with opportunities to plan and implement developmentally and culturally appropriate activities in the arts for young urban children. The students in this course will be introduced to the basic theories of teaching the visual arts, creative movement, music and creative dramatics within a developmental program for young children. Integration of the arts into the regular daily curriculum of urban early childhood settings will be a major focus of this course. Clinical field experience hours are part of the course requirements. **Prerequisites:** EDU 203 and EDU 200

#### **EDU 383 - Information Technology for K-12 Education (2 credits)**

This course is an introduction to the use of information technology (IT) devices and applications to promote teaching and learning in k-12 educational settings for students with and without disabilities. Teacher candidates will learn primary tools and software applications to promote teacher productivity and integration of IT to promote curriculum, instruction, assessment, and family/educator communication. In addition to instruction and productivity for k-12 general education settings, the course will include introduction to accessibility issues and the "digital divide" that impact urban learners and educators. Students in this course will demonstrate their competence using technology by developing an electronic, standards-based portfolio. **Prerequisites:** EDU 200 and EDU 203



### EDU 400 - Literacy Education in Urban Schools (3 credits)

This course examines the many aspects of literacy which arise in urban secondary classrooms. Through course readings, presentations, discussions, and applied written and oral exercises, students explore ways to teach a variety of materials to diverse middle and high school students whose reading and developmental levels vary widely. Students explore techniques of how to encourage learners both to engage with reading and writing and to assume responsibility for literacy learning. Through instructional techniques and integrated learning models which focus on various content areas, the information learned in this course prepares the teachers to assist struggling readers and writers. Clinical field experience hours are part of the course requirements. **Prerequisites:** EDU 200 and EDU 203

### EDU 415 - Managing Learning in Diverse Urban 5-12 Classrooms (3 credits)

This course is based on current research on the relationship between classroom management and academic achievement to prepare prospective urban teachers for facilitating student learning in a positive classroom environment. Participants in this course will examine teacher and student classroom behaviors from a cross-cultural perspective to recognize the effects of cultural/linguistic differences in the assessment, interpretation, and planning of the instructional and social environment in a class. Students will gain understanding of individual and group motivation and behavior to create learning environments that encourage positive social interaction, active engagement in learning, and self-motivation. Students will also gain understanding of how factors in student's environment outside of school may influence the classroom learning environment. A portion of this course will explore the influence of the use and misuse of drugs, and management strategies for atypical behaviors stemming from the effects of chemical dependency in adolescents. Teacher candidates will explore multiple methods and

strategies for integrating effective classroom management approaches into urban middle school and high school classrooms, including collaborating with other professionals and families to ensure a positive learning environment for all. Clinical field experience hours are part of the course requirements. **Prerequisites:** EDU 200 and EDU 203

### EDU 430 - Historical and Cultural Foundations of Urban Education (3 credits)

This course explores historical, cultural, and sociological foundations of urban education in the United States. Core concepts include democracy and education, educational equity for all students and historical as well as contemporary relationships between school and society. Emphasis is on issues of power and the educational segregation and attempted deculturalization of historically marginalized groups. Resilience and persistent struggles for equal educational opportunity in the face of oppression are also emphasized from diverse cultural perspectives. Philosophical, legal, cultural and ethical perspectives about education are explored as students develop critical awareness of issues to further develop their own philosophies of urban education. The community is a resource for cross-cultural inquiry and learning about the educational strengths and challenges faced by diverse groups living in urban areas. Students gain understanding of the contributions and lifestyles of various racial and ethnic groups in our society, including Minnesota-based American Indians. Field experience hours are part of the course requirements. Significant focus is given to issues of race and racism.

### EDU 435 - Teaching and Assessing English Language Learners (3 credits)

This course includes an examination of the process of second language acquisition and strategies for teaching English Language Learners (ELL) subject matter content in urban K-12 classrooms. Prospective teachers will learn how to modify mainstream course materials and instructional strategies so that ELL students can

engage in course content while simultaneously developing their English language skills. Course activities and expectations include demonstrating teaching strategies; developing lesson modifications; evaluating textbooks and other materials and resources available in the field; and examining issues in testing students of limited English proficiency for placement, diagnosis, exit, and evaluation. There is a requirement of a 10-hour field experience in urban setting involving classroom participant-observations and working with an ELL student.

#### **EDU 450 - Advanced Urban Teaching Practicum and Seminar (0-1 credit)**

This advanced pre-student teaching practicum is designed to give urban teacher candidates the opportunity to document and reflect upon at least 60 hours practical clinical experience in an urban middle school or high school classroom within their subject area of licensure. Requirements include teaching at least 3 lessons in their licensure area to a whole class of students, but most of the clinical field experience hours and active classroom involvement will be determined by field-based assignments required in other Education courses and the cooperating urban school teacher hosting the practicum. Successful completion of this practicum is a prerequisite for student teaching. Requirements include attendance and participation in periodic seminars to help prospective urban teacher candidates reflect upon their field experiences, and prepare for student teaching. **Prerequisites:** EDU 311

#### **EDU 451 - Immigrants and Refugees in Urban Schools (3 credits)**

This course examines the experience of students in grades K to 12 who are immigrants or refugees (or their relatives) living in urban communities, particularly within the Twin Cities. The historical and contemporary push and/or pull factors that contributed to families from various countries and cultures recently coming to the United States will be examined. Important similarities and differences between the experiences and status of immigrants and refugees will also be studied. Particular challenges encountered

within the U.S. will be explored, as well as examples of resiliency, achievement, and community resources. Students will gain the understanding of different cultural practices; benefits of bilingual education; how the larger community and the socio-cultural framework shape communication with parents; and how the urban environment conditions may influence learning. Critical issues in urban multilingual immigrant and refugee communities will be discussed.

#### **EDU 452 - Theories and Methods of Language Learning (3 credits)**

This course starts with the fundamentals of the first and second language acquisition, and differences between child, adolescent, and adult language acquisition. Students will learn and demonstrate strategies to develop skills in listening, speaking, reading, and writing across the K-12 curriculum. Other topics are: differences between literacy development in the first language and the second language and implications for teaching English learners; and communication techniques that enhance student learning. Students will become familiar with a variety of methods, approaches, techniques, and programs; and will investigate issues related to the full inclusion of English learners in the school setting; and that both language learning and subject matter learning are essential to student success. The teaching of reading and writing across the curriculum will be emphasized, as well as the use of technology. Urban field experience in grades K-12 is part of the course requirements. **Prerequisites:** EDU 200 and EDU 203 or LING 316

#### **EDU 453 - 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:** EDU 200 and EDU 203 and LING 316

#### **EDU 454 - 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. **Prerequisites:** EDU 453 and LING 316 and EDU 200 and EDU 203 and EDU 452

#### **EDU 454 - 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. **Prerequisites:** EDU 203 and LING 316 and EDU 452 and EDU 453 and EDU 200

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

Supervised student teaching for 12 weeks, full-time or the equivalent with students in urban grades 5-8 for teacher candidates seeking 5-12 licensure. Weekly reflections, periodic seminars

with other student teachers, and the development of a standards-based portfolio are also required. **Prerequisites:** EDU 450

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

Supervised student teaching for 12 weeks, full-time or the equivalent with students in urban grades 9-12 for teacher candidates seeking 5-12 licensure. Weekly reflections, periodic seminars with other student teachers, and the development of a standards-based portfolio are also required. **Prerequisites:** EDU 450

#### **EDU 475 - Student Teaching in the Urban Infant-Toddler Classroom (2-9 credits)**

Supervised student teaching with children ages 0-3 within an urban child care center for teacher candidates seeking early childhood licensure (Birth-Grade 3). Placement is for a minimum of three full-time weeks (2 credits) in combination with other student teaching placements to a maximum of fifteen full-time weeks (9 credits) in a single placement depending on the teacher candidate's Individualized Student Teaching Plan that is developed with and approved by the teacher candidate's advisor and the Field Experience Coordinator. Weekly reflections, periodic seminars with other student teachers, and the development of a standards-based portfolio are also required. **Prerequisites:** EDU 321

#### **EDU 481 - Urban Grades 1-6 Curriculum and Practicum (4 credits)**

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

appropriate guidance will also be learned. Clinical field experience hours are part of the course requirements.

#### **EDU 483 - Foundations of Teaching Reading in Urban Grades K-6 (3 credits)**

This course explores the fundamentals of reading instruction. The course provides Early Childhood and pre service k-6 teachers with knowledge of the foundations of the reading and writing process, strategies and curriculum materials to support reading and writing instruction, assessment tools and practices to plan and evaluate effective reading instruction, and create a literate environment that fosters reading and writing. **Prerequisites:** EDU 203 and EDU 200

#### **EDU 484 - Teaching and Assessing Children with Disabilities Birth-Grade 6 (3 credits)**

This course is designed to prepare prospective early childhood education and elementary teachers to teach and assess young children with disabilities in urban settings. Teacher candidates are introduced to the nature and type of young children with disabilities in the context of urban schools. Formal and informal assessment strategies are addressed as well as strategies for integrating children with disabilities into the early childhood and elementary classroom. Specific areas of focus include the nature of disabilities among culturally and linguistically diverse exceptional learners, instructional individualization, and communication with parents. Issues discussed include funding, professional ethics, and legal implications for professionals, students, and family. Clinical field experience hours are part of the course requirements. **Prerequisites:** EDU 333 and EDU 203 and EDU 200

#### **EDU 485 - Student Teaching in the Urban PreK-Kindergarten Classroom (2-9 credits)**

Supervised student teaching with children ages 3-5 within an urban preschool and kindergarten classrooms required for teacher candidates seeking early childhood licensure (Birth-Grade 3). Placement is for a minimum of three full-time weeks (2 credits) in combination with other student teaching placements to a maximum of

fifteen full-time weeks (9 credits) in a single placement depending on the teacher candidate's Individualized Student Teaching Plan that is developed with and approved by the teacher candidate's advisor and the Field Experience Coordinator. Weekly reflections, periodic seminars with other student teachers, and the development of a standards-based portfolio are also required. **Prerequisites:** EDU 323

#### **EDU 486 - Teaching Math and Science In Urban Grades 1-3 (4 credits)**

This course will focus on strategies to excite and extend math and science experiences for primary age children. Students will review developmentally appropriate mathematics and science pedagogy and connect development to the practices used to design appropriate programs for primary age children in urban early childhood settings. Students will consider the appropriate practices for a program serving primary age children in a diverse urban community. Field experience hours in urban primary grades classrooms are part of the course requirements. **Prerequisites:** EDU 323

#### **EDU 487 - Methods of Teaching Reading in Urban Grades K-6 (3 credits)**

This course presents an in-depth study of the predominant current philosophies and methodologies of Early Childhood and Elementary reading instruction. Emphasis will be placed on the critical elements in literacy development. These elements are: phonemic awareness, phonic instruction, vocabulary development, fluency, and comprehension. Current organizational procedures and foundations of reading instruction will be presented. Special consideration is given to effective practices and adapting instruction for culturally and linguistically diverse students. **Prerequisites:** EDU 481 and EDU 483

#### **EDU 490 - Student Teaching in the Urban Primary Grades 1-3 (2-9 credits)**

Supervised student teaching with children in urban primary grades (1-3) classrooms for required for teacher candidates seeking early childhood licensure (Birth-Grade 3). Placement is

for a minimum of three full-time weeks (2 credits) in combination with other student teaching placements to a maximum of fifteen full-time weeks (9 credits) in a single placement depending on the teacher candidate's Individualized Student Teaching Plan that is developed with and approved by the teacher candidate's advisor and the Field Experience Coordinator. Weekly reflections, periodic seminars with other student teachers, and the development of a standards-based portfolio are also required.

#### **EDU 495 - Student Teaching in the Urban Elementary School K-6 (8 credits)**

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

#### **ENTR**

#### **ENTR 300 - Interdisciplinary Business Skills and Knowledge for Non-Business Majors (4 credits)**

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

applying the business processes to make decisions.

#### **ENTR 400 - Entrepreneurial Mindset in a Diverse World (4 credits)**

Entrepreneurship Mindset in a Diverse World provides students with an overall understanding of entrepreneurship while developing the mindset for thinking creatively, solving problems, and discovering opportunities. Students build competencies to recognize and apply innovative strategies and processes in start-up ventures and existing organizations, as well as barriers to creativity and challenges specific to groups of individuals based on gender, ethnicity, or social background. Strong emphasis is placed on understanding diverse organizational cultures and thinking outside the structured environment while dealing with real world applications. The course exposes students to concepts and principles engaged in mind mapping, adaptability, and personal assessment and self-reflection. This class can benefit students greatly in how to think and act from an entrepreneurial viewpoint which is useful for any career choice. **Prerequisites:** ENTR 300 or MGMT 310

#### **ENTR 490 - Entrepreneurship and Venture Creation (4 credits)**

This course prepares students to start, manage and grow a new business venture. A business idea will be evaluated, as well as the process to transform the idea in a new business. Different aspects of managing and growing a new business will be examined, assisting students to make educated decisions to solidify the business. **Prerequisites:** FIN 390 and MGMT 310 and MKTG 300 or ENTR 300

#### **ENTR 491 - Technology Management for Entrepreneurs (2 credits)**

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



maintaining technology during the stages of starting and running a business.

#### **ENTR 493 - Finance for Entrepreneurs (2 credits)**

This course blends financial theory and current industry trends and practices to instruct students on various aspects of financing an entrepreneurial venture. Major topics include attracting seed and growth capital from sources such as venture capital, investment banking, government, and commercial banks. Among the issues discussed are valuing a company, going public, selling out, acquisitions, bankruptcy. Course format includes: case analysis, writing a financial plan, and readings. **Prerequisites:** ACCT 210 or ENTR 300

#### **ENTR 494 - Entrepreneurship and Law (2 credits)**

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

#### **ENTR 495 - Developing New Products and Services (2 credits)**

This course focuses on new product/service development from an entrepreneurial perspective. Through case studies, interactive exercises, team and individual projects, students will learn and apply ideation and harvesting concepts, gating methodologies, opportunity analysis, pro forma and forecasting. Students will enhance their research skills and critical thinking through evaluation of new product or service ideas. **Prerequisites:** ENTR 300 or MKTG 300

#### **ENTR 496 - Writing a Marketing Plan (2 credits)**

This course focuses on the process of marketing plan preparation by having the students create an actual marketing plan for an individual product or service offering, a product line, or a business unit of a company. Topics include environmental scanning, SWOT analysis, market positioning of the offering, pricing, break-even analysis, sales forecasting, product placement, and promoting the offering. **Prerequisites:** MKTG 300 or ENTR 300

#### **ENTR 497 - Writing a Business Plan (2 credits)**

Writing a Business Plan provides students with practical knowledge and skills needed to write a business plan for a new business idea. Students will be able to deepen their understanding of the steps to creating a business and determine the resources needed to minimize risk and enhance the probability of creating a successful and sustainable business. Students have the opportunity to develop analytical/critical thinking and research skills through the completion of a business plan for their own business idea. **Prerequisites:** ENTR 400 and ENTR 490

#### **ESCI**

#### **ESCI 315 - Limnology (5 credits)**

This course covers the biology, chemistry and physics of aquatic habitats with an emphasis on the ecology of lakes in Minnesota. The content and methods of modern limnological research are emphasized. Labs focus on field and lab investigation of water bodies in the metropolitan area. Most of the weekly labs take place outdoors. Intended for biology and life sciences teaching majors and other qualified students. **Prerequisites:** MATH 115 and BIOL 111 and BIOL 112 and CHEM 111 and CHEM 112 and STAT 201 or MATH 208 and BIOL 111 and BIOL 112 and CHEM 111 and CHEM 112 or MATH 210 and BIOL 111 and BIOL 112 and CHEM 111 and CHEM 112

#### **ESCI 320 - Ecosystem and Global Ecology (5 credits)**

This course covers ecosystem theory, nutrient cycling, energy flow, and related global environmental topics including acid rain, greenhouse effect, climate change and mercury pollution. The content and methods of modern ecosystems research are emphasized. Lab activities may include field investigations, lab experiments, and computer modeling. Intended for biology and life sciences teaching majors and other qualified students. **Prerequisites:** MATH 115 or MATH 120 or MATH 210 or STAT 201

#### ESCI 350I - Environmental Science Individualized Internship (1-4 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.

#### ESCI 360A - Environmental 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.

#### ESCI 360I - Environmental Science 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.

#### ESCI 489 - Senior Research in Environmental Science (1-5 credits)

This course provides students with laboratory or field research experience under the supervision of a resident science faculty member. Students must complete a research proposal and it must be approved by the instructor before registering for the course. Prior successful completion of an upper division course with the instructor is generally required. Intended for Environmental Science majors in their senior year. **Prerequisites:** MATH 115 and PHYS 110

#### **ETHS**

#### ETHS 100 - Introduction to Ethnic Studies (4 credits)

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

#### ETHS 200 - Theories of Race, Ethnicity and Culture (4 credits)

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

#### ETHS 231 - Global Native and Indigenous Studies (4 credits)

This course serves as an introduction to higher level offerings focusing on Native perspectives and experiences. Self-expression, self-definition, and self-determination, including and beyond the Native North American context, provide the basis of comparison in order to make visible



Native experiences around the world. Significant focus is given to issues of race and racism.

#### [ETHS 232 - American Indians in Minnesota \(2 credits\)](#)

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

#### [ETHS 244 - African Americans in Minnesota \(2 credits\)](#)

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

#### [ETHS 252 - Latinas/os in Minnesota \(2 credits\)](#)

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

#### [ETHS 262 - Asian Americans in Minnesota \(2 credits\)](#)

This course provides the historical and contemporary perspectives of Asian Americans in Minnesota from the late 1800s to the present. The historical overview includes immigration and refugee experiences. The contemporary

component includes demographics, struggles, conflicts and opportunities of Asian Americans in the state.

#### [ETHS 270 - Global Blackness \(4 credits\)](#)

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

#### [ETHS 302 - Immigrant Communities and the Trajectories of Othering \(4 credits\)](#)

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

#### [ETHS 304 - Environmental Justice and Public Policy \(4 credits\)](#)

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

#### ETHS 305 - Major Issues in U.S. Race Relations (4 credits)

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

#### ETHS 306 - Politics of Mixed Racial Identity (4 credits)

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

#### ETHS 309 - Race and Public Policy (4 credits)

This course will examine public policy and practice, and its impact on historically and politically disenfranchised communities of color in America by studying the development of public policy in relation to race, racial identities, and racial communities, and the impact of policy processes and procedures on the private and public realms of social and economic activity in the United States. Significant focus is given to issues of race and racism.

#### ETHS 311 - Understanding Racial and Ethnic Groups in the United States (4 credits)

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

#### ETHS 315 - Color of Incarceration (4 credits)

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

#### ETHS 316 - Race and Religion (4 credits)

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

#### ETHS 318 - Trauma and Traumascaples: Identity, Legacy, and Memory (4 credits)

This course examines multiple intergenerational impacts and legacies of trauma, focused on concepts of community trauma, perpetrator trauma, and historic and contemporary traumatic events and actions affecting communities of color, Indigenous peoples, and ethnic and ethnoreligious groups. The course examines different sites of trauma, representation of trauma in various media, narratives of loss, mourning, and coping, and the socio-cultural politics of trauma. Significant focus is given to issues of race and racism.

#### ETHS 326 - Race and Work in American Life (4 credits)

This course examines the influence of race on ideas and ideals of work in American life. Specific topics include the development of models and types of work across American epochs; slavery and labor; work, worth, and racial citizenship; the "wages of whiteness" opportunities v. outcomes; past and present social movements for racial workplace equity; affirmative action

and public policy positions regarding race and work; Intersectional analyses of race, gender, and sexuality in the workplace, implicit bias and persistent patterns of racial discrimination in the workplace; and race as a social reality within the American workplace. Significant focus is given to issues of race and racism.

#### **ETHS 332 - Topics in Contemporary Native North America (4 credits)**

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

#### **ETHS 334 - American Indian Spirituality (4 credits)**

American Indians have a wonderfully rich tradition of wisdom and spirituality. This course looks at the spirituality of at least two nations of American Indians from a variety of perspectives including historical, sociological, anthropological and political. Students have the option to explore other American Indian nations if desired. Some community research is expected. Significant focus is given to issues of race and racism.

#### **ETHS 342 - Contemporary Issues in Black America (4 credits)**

Using contemporary research, first person narratives, and data, students will examine the state of Black America while addressing complex economic, social, political, and environmental issues that Black communities and Black people across the United States continue to face. Students can expect to engage with a range of interdisciplinary texts and sources in order to contextualize Black achievement and progress alongside ongoing resistance movements and demands for social justice. Materials focused on

the legacy of enslavement, the impact of centuries of anti-black policies and practices, and the depth of state violence will be covered in order to illuminate contemporary issues related to housing, education, policing, health, work, and everyday life and their impact on Black communities. Significant focus is given to issues of race and racism.

#### **ETHS 350I - ETHS 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.

#### **ETHS 352 - Latina/o Cultural Politics (4 credits)**

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

#### **ETHS 360I - Ethnic 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.

#### **ETHS 363 - Asian American Women: Myths and Realities (4 credits)**

This course examines myths and ideological teachings concerning Asian American women, and how these shape their experiences in the United States. Analyses of myths about Asian American women as obedient, submissive, and as sexual objects will be explored. Scholarly writings that present knowledge and critical understanding of these women's experiences and their issues will be part of course readings and discussions.

#### **ETHS 375 - Black Life in Wealth and Poverty (4 credits)**

This course will introduce students to the lived realities of social class through the lens of black Americans whose social and economic ties to wealth and ownership have been obstructed via enslavement, job and housing discrimination, and other forms of institutional racism. Fraught with contention, students will analyze material related to racial authenticity and the expectation of communal obligation in instances when wealth and related privileges have been amassed as well as examine reasons why individuals in positions of economic privilege have distanced themselves from the black underclass. Through engaging with autobiographies, novels, music, documentaries, and cultural criticism, students will come to understand the relationship between the historic legacy of European and American wealth building and the shaping of contemporary black America: from objects of ownership to a community stratified in large numbers in the lower and middle classes to a strong social resistance against measures designed to "level the playing field." Some of the specific themes this class will cover are black working class identity; the impact of wealth or poverty on the family, children, and community; crime and violence; strategies for survival and empowerment; intragroup class tensions; and issues facing the black middle class. By the end of this course, students are expected to

understand key themes such as institutional racism, colorism, interlocking oppressions, economic discrimination, affirmative action, and how they facilitate or complicate black identities and lived realities related to the acquisition or absence of wealth.

#### **ETHS 400 - Applied Research for Social Change (4 credits)**

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

#### **ETHS 499 - Ethnic Studies Capstone (4 credits)**

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

#### **FIN**

#### **FIN 350I - 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 365I - Finance Prior Learning (1-4 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.

#### **FIN 390 - Principles of Finance (4 credits)**

This course introduces the application to financial decision-making of mathematics, statistics, economic theory, and accounting procedures. The two central ideas are time value of money and the relationship between expected return and risk, and how these ideas are used to value bonds, stocks, and other financial securities, and to make capital investment decisions. **Prerequisites:** STAT 201 and ACCT 210 and ECON 202 and MATH 115 or MATH 210 and STAT 201 and ACCT 210 and ECON 202

#### **FIN 392 - Corporate Finance (4 credits)**

This course (formerly designated FIN 590) builds on work done in FIN 390 Principles of Finance to develop understanding of corporate financial decision making. Topics include cost of capital, capital structure policy, dividend policy, options, risk management, mergers and acquisitions, and leasing. **Prerequisites:** STAT 201 and FIN 390 and ACCT 210 and ECON 202 and MATH 115 or MATH 210 and FIN 390 and STAT 201 and ECON 202 and ACCT 210

#### **FIN 511 - Investments and Portfolio Analysis (4 credits)**

This course is designed to give students a solid understanding of the investment environment and 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. Techniques used in pricing these products: fixed income, equity, and derivative securities; 3. How to design of a portfolio of many assets and the trade-off between risk and return. **Prerequisites:** FIN 390

#### **FIN 550 - International Finance (4 credits)**

This course is an introduction to the international dimensions of corporate financing, investment, and risk management decisions. Topics include foreign exchange markets, international financial systems, foreign exchange rate determination, currency risk, spot and

forward rates, hedging, international monetary and trade flows, multinational capital budgeting, and cost of capital in emerging economies. Overlap: IBUS 550 International Financial Management. **Prerequisites:** STAT 201 and FIN 390 and ACCT 210 and ECON 202 and MATH 115 or ACCT 210 and FIN 390 and MATH 210 and STAT 201 and ECON 202

#### **FIN 560 - Financial Markets and Institutions (4 credits)**

This course provides an overview of financial markets and institutions. Topics include the workings of various financial markets, the functions of different types of financial institutions, and the regulatory framework for the financial sector. The course concludes with an introduction to the types of risks faced by institutions and the basic tools and concepts to manage these risks. Further, the course will include topics of current interest. **Prerequisites:** ECON 202 and MATH 115 and STAT 201 and FIN 390 and ECON 201 and FIN 392 and ACCT 210 or STAT 201 and FIN 392 and MATH 210 and FIN 390 and ACCT 210 and ECON 202 and ECON 201

#### **FIN 595 - Advanced Corporate Finance (4 credits)**

This course reinforces and expands on what is covered in FIN 390 and FIN 392. 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. **Prerequisites:** FIN 390 and FIN 392 and ACCT 210 and ECON 202 and MATH 115 and STAT 201 or MATH 210 and STAT 201 and FIN 390 and FIN 392 and ACCT 210 and ECON 202

### **GEOG**

#### **GEOG 201 - Introduction to Geography (3 credits)**

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



geographies play in shaping individuals' experiences and understanding of the world.

#### **GEOL**

##### **GEOL 110 - Introduction to Earth Sciences (4 credits)**

This course is an introduction to geology, meteorology and astronomy. Topics include measurement and the scientific method, rocks and minerals, weathering and erosion, earthquakes, volcanoes, plate tectonics, geologic time and the history of the Earth, structure and composition of the atmosphere, weather patterns, climate, a history of modern astronomy, the solar system, light and the sun, and stars beyond our solar system. Check the Class Schedule for the dates and times of required field trips. Includes Lab. **Prerequisites:** MATH 102 or MATH 098

##### **GEOL 118 - Environmental Geology (4 credits)**

This course introduces the geological materials, processes and events of the earth's surface and crust that are most relevant to human populations. The phenomena studied include natural disasters such as earthquakes, volcanic eruptions, tsunami, floods, and hurricanes, as well as important resources such as water, soil, traditional and alternative energy resources, and pollution and remediation of water and air quality. **Prerequisites:** MATH 098 or MATH 102

#### **GNDR**

##### **GNDR 201 - Introduction to Gender and Women's Studies (4 credits)**

This course provides an introduction to gender and women's studies, an interdisciplinary field that critically analyzes themes of gender and power in a range of social spheres such as education, government, law, culture, work, medicine and the family. The course will explore the complex ways in which gender interacts with class, race, ethnicity, sexuality and age within these spheres and social institutions. The class addresses questions such as the following: Why has gender been an organizing principle of society? How do different expectations for men and women emerge in different societies and historical periods? How do race and sexuality influence and differently shape our experiences

of gender? How do we explain the sexual division of labor and the unequal status of women? Close attention will be paid to the connection between social structure and human agency: how are people's lived experiences both shaped and limited by social forces, and how is experience reshaped or reproduced through human action? This course sometimes includes service-learning components. **Prerequisites:** WRIT 131

##### **GNDR 220 - Introductory Topics in Gender Studies (2 credits)**

This course explores, at an introductory level, contemporary and historical issues not represented in regularly scheduled courses in the Gender Studies program or in other departments.

##### **GNDR 270 - Gender, Race and Popular Culture (3 credits)**

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

##### **GNDR 345 - Global Perspectives on Gender (4 credits)**

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

contexts of shifting local and global power dynamics and as necessarily interconnected with race, ethnicity, class, and (neo) colonialism. **Prerequisites:** WRIT 131

#### **GNDR 350I - Gender Studies Internship (3-4 credits)**

Gender Studies Internship

#### **GNDR 360I - Gender Studies Student Designed Independent Studies (3-4 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.

#### **GNDR 365 - The Cultural Politics of LGBT Sexuality (4 credits)**

This course studies the socio-cultural, political, and conceptual bases of contemporary identity formation in gay, lesbian, transgender and bisexual communities. Variable topics of study, focused primarily on the United States, examine the development of communal and political LGBT identity rooted in the philosophical, social, and political debates and challenges among and between LGBT people since 1945: the Homophile movement of the 1950s and 1960s, the Stonewall Riot of 1969 and Gay liberation movements of the 1970s, lesbian feminism and the politicization of sexuality, the HIV Crisis, LGBT civil rights and public policy, transgender politics, race and its relationship to sexuality, and cultural, literary, and filmic expressions of LGBT identity. **Prerequisites:** WRIT 131

#### **GNDR 367 - Transgender Identities (4 credits)**

This course examines transgender as a social, cultural, individual, and communal identity category, with a focus on the intersectionality of

race/ethnicity, class, sexuality, and other socially constructed identities to better understand the nature and experience of transgender peoples and communities. Specific topics examined in the course may include the impact of social institutions, such as the legal system, education, media, the family, and the workplace; social movements organized around transgender identity; transgender social history and activism; and theories of identity and society focused on or by transgender peoples. **Prerequisites:** WRIT 131

#### **GNDR 375 - Intersectionality (4 credits)**

This course examines the concept of Intersectionality (the simultaneous effects of race, gender, ethnicity, and sexuality and other social and descriptive categories on identity formation and experience), including an evaluative overview of the concept; feminist roots and derivations of the idea; criticism of the concept from a variety of standpoints; and practical and ethical dimensions and applications of the concept in scholarship. This course has a significant focus on race and racism. **Prerequisites:** WRIT 131

#### **GNDR 399 - Applied Concepts in Gender Studies (4 credits)**

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



## **HBIO**

### **HBIO 201 - Human Anatomy and Physiology I (4 credits)**

Detailed study of the anatomy and physiology of the human body with special emphasis on the relationship between structure and function. Includes the following topics: introduction to anatomy and physiology, tissues, integument system, skeletal system, articulations, muscular system, nervous system, special senses, and endocrine system. Intended for students in nursing and other allied health sciences; does not count towards Biology major requirements; is not a general education science course. **Prerequisites:** CHEM 105 or CHEM 111

### **HBIO 201L - Human Anatomy and Physiology I Lab (0 credit)**

Lab section for HBIO 201 Human Anatomy and Physiology I. **Prerequisites:** CHEM 105 or CHEM 111

### **HBIO 202 - Human Anatomy and Physiology II (4 credits)**

Detailed study of the anatomy and physiology of the human body with special emphasis on the relationship between structure and function. Includes the following topics: cardiovascular system, lymphatic system, nonspecific defense and immunity, respiratory system, digestive system, urinary system, fluid/electrolyte and acid/base balance, and reproductive system. Intended for students in nursing and other allied health sciences; does not count towards Biology major requirements; is not a general education science course. **Prerequisites:** CHEM 105 or CHEM 111

### **HBIO 202L - Human Anatomy and Physiology II Lab (0 credit)**

Lab section for HBIO 202 Human Anatomy and Physiology II. **Prerequisites:** CHEM 105 or CHEM 111

### **HBIO 205 - Basic Microbiology (4 credits)**

The study of microorganisms covering the basic principles of growth, metabolism, and genetics; the relationships between microbes and humans in health care; microbes that cause disease and their control; pathogenicity, epidemiology, and immunology; and related topics such as

microscopy, aseptic technique, and diagnostic testing. Intended for students in nursing and other allied health sciences; does not count towards Biology major requirements; is not a general education science course. Intended for students in nursing and other allied health sciences; does not count towards Biology major requirements; is not a general education science course. **Prerequisites:** CHEM 105 or CHEM 111

### **HBIO 205L - Basic Microbiology Lab (0 credit)**

Lab section for HBIO 205 Basic Microbiology. **Prerequisites:** CHEM 105 or CHEM 111

## **HIST**

### **HIST 101 - The American Past: To 1865 (3 credits)**

This survey course traces U.S. development through colonial times, the making of the Republic, and the nineteenth century up to and including the Civil War. Students and instructor work together in solving historical problems and learning historical skills.

### **HIST 102 - The American Past: From 1865 (3 credits)**

This survey course traces U.S. development from the end of the Civil War until the present day. Students study post war Reconstruction in the South, the return of legal and social discrimination against African Americans, the advent and results of the Industrial Revolution, the making of modern capitalism, the increasing political and economic roles of women, the two World Wars, and America as a world power and multiethnic society.

### **HIST 103 - World History I: Patterns of Civilization to 1500 (3 credits)**

Does the world have a history? This course is based on an affirmative answer to the question. A history of the world must be more than a mere compendium of facts about disparate societies and traditions. In this course students study the interactions among far-flung civilizations in ancient and medieval times. However, for most of the period considered in this course, those interactions were quite limited. Therefore, a coherent account of human history as a whole before the modern era emerges in large measure from comparisons among independently

developing societies, and from a search for common patterns of development. Both similarities and important differences receive due attention. Topics include: the change from hunter-gatherer societies to sedentary agriculture; the rise of cities, social stratification, and the beginnings of written culture and organized religion; the complex civilizations and empires of West Asia, East Asia, Africa, Mesoamerica, and Europe; gender relations across civilizations in the ancient world; and the beginnings of technological and cultural divergence in the medieval world.

#### **HIST 104 - World History II: The Modern World, 1500 to the Present (3 credits)**

This course examines the interactions among the world's peoples as they were brought increasingly into contact with one another after 1500. The rise of capitalism, colonialism and imperialism were closely linked to the creation of the modern world system, a system that took shape out of the cooperation and conflict among and between people as they were drawn into a world economy. Their experiences, the experiences of the people of the past as they both created and confronted the modern world, are thus central to an understanding of our own place in it.

#### **HIST 301 - Historical Interpretation (4 credits)**

What is history? It is often said that history should be objective, that it should provide just the facts, that it should bring people a sense of the past "as it really was." Those who study and write history professionally tend to view these demands as extremely naive. It is a fact that historians have produced radically different interpretations of particular events or developments in the past. The dominant interpretations of important events have changed greatly over time. The study of these changes is called historiography. Through the readings in this course, students confront such interpretive discrepancies and changes with respect to several important historical developments, which occurred in different parts of the world and in different eras. **Prerequisites:** WRIT 131

#### **HIST 304 - U.S. Economic Life: Working People (4 credits)**

What was the role of working people in the development of economic life in the U.S.? Who were the artisans and small entrepreneurs in the cities and the towns of rural America? How did slaves, sharecroppers and farmworkers contribute to the settlement of the continent? Students study what workers did, who they were, including women and people of color, how they contributed economically to society, and how work changed over time. **Prerequisites:** WRIT 131

#### **HIST 305 - U.S. Economic Life: Technology (4 credits)**

This course investigates the changes in American economic life from the late eighteenth century to the present, with a special emphasis on how technological developments have influenced these changes. Students explore the major technological innovations and their diffusion and impact, the social institutions that influenced and were influenced by these changes, and the ramifications of technological and social change upon the everyday material life of Americans. **Prerequisites:** WRIT 131

#### **HIST 309 - Women and Public Activism (4 credits)**

This course examines women's public activism in the United States from the Republican period to the social movements of the 1960s. Thematic emphasis is on an analysis of how women's position outside traditional politics determined the direction of their activism over time, with particular attention to the development of collective efforts to achieve legal, political, economic and social equality with men. Students consider how ethnicity, race and class differences among women affected these coalitions for social change. In addition, students learn to understand how the civil rights and women's movements created opportunities for women to change mainstream politics by the 1970s. **Prerequisites:** WRIT 131

#### **HIST 313 - The American Presidents (4 credits)**

The president of the United States is the most powerful political leader in the world. And yet Americans know astonishingly little about the

person they elect to the highest office in the land, and even less about past presidents-who they were, what they did, how they helped shape the history of the United States and the world. At the same time, paradoxically, the genre of presidential biography is an extremely popular one with the reading public. This independent study is a critical and analytical exploration of the history of America's past leaders. Periodically historians are surveyed to determine how they "rank" the American presidents. Among the issues considered are why presidents have been ranked as they have, and whether these rankings reflect reasonable judgments of their accomplishments in office. As students read about these men-for that is what they always have been-they should what constitutes political success, and why people remember some presidents as "great," and others as failures. Also to be considered is the issue of "character." **Prerequisites:** WRIT 131

#### **HIST 315 - The Civil Rights Movement in the 1960s (4 credits)**

The Civil Rights revolution of the 1960s represents the culmination of decades of effort, a change in civil rights legislation and a touchstone for subsequent "revolutions." It changed the then current laws and it relied upon law to demand those changes. Many of the debates started then, and continue today. Through reading, discussion, lectures and videos, students study the people, the events (as well as their antecedents and their progeny), and the ideas of the Civil Rights Movement of the 1960s. Significant focus is given to issues of race and racism. **Prerequisites:** WRIT 131

#### **HIST 333 - The Greening of America: Environmental History since 1900 (4 credits)**

This course surveys the history of environmentalism in America over the last 100 years. Students are introduced to the ideas of the environmentalists-from Theodore Roosevelt and Rachel Carson to EarthFirst!'s Dave Foreman and Vice President Al Gore-about wilderness preservation, resource conservation, public health and, fundamentally, about the proper relationship between humans and the natural

world. Environmentalist thought and actions are considered in the context of ecological and resource crises (such as the Dust Bowl of the 1930s and the oil crisis of the 1970s), of problems created by technological applications (such as the widespread use of DDT) and of particular cultural developments (such as the closing of the "frontier" at the turn of the century and the growth of the counterculture in the 1960s). **Prerequisites:** WRIT 131

#### **HIST 335 - A New Birth of Freedom: U.S. Civil War and Reconstruction (4 credits)**

This course examines the political, social and military conflicts that divided the United States during the years 1845-1876, the era of the American Civil War and Reconstruction. Readings in primary documents, such as letters and diaries, supplement secondary sources and library research in the study of Southern slavery and the secession crisis, emancipation and the destruction of slavery, the political and economic organization of societies for war, the evolution of warfare, and the struggles over Reconstruction in Congress and the postwar South.

#### **HIST 336 - From Roosevelt to Reagan: American History, 1932-1980 (4 credits)**

From the pit of the Great Depression to the struggles of World War II, the emergence of the Cold War, the growth of new social movements, and the rise of political conservatism, this course examines the course of American history from the presidency of Franklin D. Roosevelt to the election of Ronald Reagan. The rise and fall of what historians call the New Deal order is examined. Familiar personalities and controversies are placed in a larger historical context. Political, social, economic, and cultural trends are analyzed. Both national leaders and grassroots movements receive attention.

#### **HIST 337 - American Empire: U.S. Foreign Relations Since 1898 (4 credits)**

The United States emerged from World War I as the world's economic giant and from World War II as the dominant military power. Compelled by the Great Depression and Hitler's Germany to assume a role of global leadership, the nation

encountered opportunities and challenges as a superpower after 1945. It helped transform Europe and Japan into economic rivals, waged a costly and dangerous “cold war” with the Soviet Union, fought an inconclusive war in Korea, and suffered defeat in Vietnam. It acted like a “world policeman” yet could not control events in Latin America, the Middle East or Africa. **Prerequisites:** WRIT 131

**HIST 348 - U.S. Legal History: A Survey (4 credits)**

This course is a survey of U.S. legal history from the colonial origins of the U.S. Constitution to the “rights revolution” of the 1960s and 1970s and the “revival” of conservative constitutionalism in the 1970s and 1980s. The course will emphasize the tension between two ideological perspectives on the role of government. Should government function primarily to ensure collective rights and provide social control or to protect individual rights and liberties? These two perspectives on the function of government are evident in the shaping of law and public policy over the course of U.S. history. Students will learn how the concepts of individualism, rights, and equality have changed over time and how collective behavior and social movements have recast constitutional principles and judicial practices. We will explore these concepts and developments through consideration of the following subjects: commerce and the industrial state, civil rights and civil liberties, women and citizenship, and liberal versus conservative constitutionalism.

**HIST 350 - Europe: Creation and Conflict, 1500-1789 (4 credits)**

During this period in European history many commonly held ideas about humans, politics and religion were directly challenged. Students explore these new ideas, including the Renaissance, with its emphasis on humanism and secular politics; the challenges posed by the Protestant Reformation to established religious thought and practice; and the importance of the seventeenth century Scientific Revolution and eighteenth century Enlightenment. Included are conflicts between-and within-different

European powers and Europe’s rapidly expanding contacts with the rest of the world. **Prerequisites:** WRIT 131

**HIST 351 - Europe: The Global Power, 1789-Present (4 credits)**

Students in this course study Europe’s rise, and decline, as the dominating force in the world. The numerous political and economic systems which existed in Europe during this period—monarchy, democracy, fascism, capitalism, socialism, communism—are examined, and students explore how people living under these systems perceived them. The class also discusses the current movement towards a federal, “United States of Europe.” Emphasis is placed on learning historical skills and using a variety of sources. **Prerequisites:** WRIT 131

**HIST 354 - History of the Holocaust (4 credits)**

The Holocaust, the extermination of six million Jews by Nazi Germany, took place in one of the most scientifically advanced and cultured nations in Western Europe—in a regime elected to power. This course examines how such an event could happen and why the Holocaust cannot be considered an accident. The course also considers implications for all minority groups living within a majority-dominated society. **Prerequisites:** WRIT 131

**HIST 355 - Problems of Contemporary Europe in Historical Perspective (4 credits)**

What is Europe? Who is a European? How broadly can Europe be defined? How have recent social, political, and economic changes affected Europe? Using the lens provided by the past, serious problems facing Europeans today are examined in an effort to understand the causes and consequences of issues that have importance not only within Europe, but also within the world community. **Prerequisites:** WRIT 131

**HIST 357 - Gender in Early Modern Europe (4 credits)**

This course explores gender in early modern Europe with an emphasis on women, both ordinary and elite. With lives and experiences as diverse as the Europe in which they lived, women in the period from the fifteenth to the

seventeenth century were not only daughters, wives and mothers, but also prophets, witches, writers, artists, artisans, queens and courtesans. Applying gender analysis to early modern European society allows for better understanding of how people both shape and are shaped by the time and place in which they live. [Prerequisites:](#) WRIT 131

#### [HIST 360I - 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.

#### [HIST 362 - Africa: From Colonialism to Independence \(4 credits\)](#)

This course examines the European conquest of Africa and the struggle of the African people for independence and the effects of both on the present day socioeconomic and political conditions of sub-Saharan Africa. Topics include the origins of the Atlantic slave trade; the impact of European colonialism on the social, economic and political life of Africa; the African response to colonial rule; the significance of African independence; the lingering impact of colonialism in present day Africa; and the nature and character of apartheid. [Prerequisites:](#) WRIT 131

#### [HIST 363 - World Environmental History \(4 credits\)](#)

This course surveys the key themes and developments in world environmental history; that is, the history of how human societies have changed their environments and how the environment has influenced the courses of

societies. It examines pre-modern cultures' intellectual, economic, and technological approaches to the environment, the role of epidemic and environmental transformation in the colonial age, and the revolutionary changes introduced to the environment in the modern period of industrialization and population growth and the rapid consumption of resources that has involved. The course places contemporary environmental issues in their deep historical contexts. [Prerequisites:](#) WRIT 131

#### [HIST 373 - US-Japanese Relations from a Racial Perspective \(4 credits\)](#)

This course examines US-Japanese relations from a racial perspective from the mid-nineteenth century to the present. We will examine official and popular discourse and media representations produced by both Americans and Japanese of race in the context of changing diplomatic and geopolitical relations of the two countries. Students will consider how the concepts of race and ethnicity were used to construct national and transnational identities. In addition, students will learn about past events, issues, and ideas in the two countries in order to compare, contrast, and analyze how race was mobilized to justify, as well as challenge social hierarchy and regional or global hegemony. **COMPETENCE STATEMENT:** Knows and understands specific concepts and approaches to history at an upper division level well enough to analyze racial issues in US-Japanese relations.

#### [HIST 380 - Mexico, Central America and the Caribbean \(4 credits\)](#)

Students study the changing faces of some of the United States' closest neighbors, Mexico and the countries of Central America and the Caribbean. Topics may include early American Indian societies, Columbus' discovery and its immediate aftermath, comparisons of the varied colonial experiences and each society's place in the modern world. Economics, social life, values and popular culture are all part of the mix of each country's history and their contemporary identities. [Prerequisites:](#) WRIT 131



#### HIST 391 - The Crusades: Origins and Global Perspectives (4 credits)

Lasting from c. 1095 until the sixteenth century, the crusades had an impact on late medieval and early modern Europe and world history. Taking many forms and reaching many places, the crusades reflected and affected great change all over Europe, from the papacy to the Holy Land, Spain, and central Europe and the Baltic regions. They also reflected changing perceptions of many peoples in relation to each other, especially of Europeans in relationship to eastern Christians, Muslims, Jews, and “heretics.” This course examines the crusades in their historical context and the historical debate surrounding them. **Prerequisites:** WRIT 131

#### HIST 394 - Comparative Women's History (4 credits)

This course compares women as global citizens in a least two cultures or regions of the world. Topics to be covered include women’s involvement in family, reproduction, work, education, social and public activism, and war as well as cultural, racial/ethnic, class, generational and ideological differences among women. We will examine these issues in such global contexts as capitalism, industrialization, imperialism/colonialism, socialism and international law. **Prerequisites:** WRIT 131

#### HIST 398 - World War II: A Global History (4 credits)

This course offers students an overview of the World War II (1937-1945), emphasizing social and political history. This war was truly a global experience, and the European and Pacific theaters of the war are integrated into a world history perspective. Students learn about the causes and effects of the war, and come to understand the national, regional and global transformations that occurred during the course of the war itself. Military history is not emphasized, although some material in this vein is integrated into the larger perspective that students gain through a variety of reading and writing assignments. **Prerequisites:** WRIT 131

#### HIST 401 - Topics Proseminar (4 credits)

This proseminar is an advanced-level discussion course, required for history majors. It focuses intensively on scholarly literature produced by historians around a specific topic. The topic changes from one offering to the next; the topic will be stated in the university’s course schedule each semester. In each offering, students will read and carefully analyze several historical monographs and analyze the methods and approaches used by the assigned authors. **Prerequisites:** HIST 301

#### HIST 490 - Historian as Investigator: Historical Research (4 credits)

Taking the role of professional historians, students conduct research in archives and libraries, use local collections of historical documents, read and produce projects in oral history, research distant archives through the Internet, and help to inventory community-based records. Students investigate at length one topic of their own choosing, using two or more methods of historical research. They discover the excitement of using documents written “at the time,” of finding “the truth” in history, and of researching and writing about a topic of personal interest. Traditionally, the class has involved both history students and students outside the discipline. History majors should take the capstone course at or near the end of their study in history. Discipline preparation has not determined performance. **Prerequisites:** HIST 401

#### HRM

#### HRM 310 - Human Resource Management: A Strategic Framework (4 credits)

Consistent with current management thought this course examines the importance of human capital in organizations. Human Resource Management theories, trends, policies and practices are studied from a strategic management, decision-making perspective covering staffing compensation, employee development, employee relations, labor relations and related areas. A case study approach is used and outside research is required.



### HRM 335 - Understanding and Addressing Race in the Workplace (3-4 credits)

In this upper-division undergraduate course, students will be expected to understand, value and maximize human capital potential among stakeholders from a variety of cultures and races in order to be successful. Students will explore and reflect on their own beliefs and experiences while learning how to address individual-level and institutional racism in organizations. The ability to create and foster workplace environments that are inclusive, respectful and accepting of racial diversity is important for professional advancement and success in increasingly global environments.

### HRM 370 - Employment Law (4 credits)

Key laws, administrative regulations and selected court cases which impact day-to-day, employee-employer relationships are the focus of this course. Students explore formulation of policies and programs that respond to issues such as equal employment opportunity, wage and salary administration, safety and health, employment at will, immigration, drug testing, and labor/management relations in unionized organizations.

### HRM 380 - Managing Employee Health and Safety (4 credits)

This course covers the basics of developing an effective and compliant Health & Safety program. It will lead the student through the process of evaluating health and safety risks and developing required OSHA programs to manage those risks. Topics to be covered include: OSHA recordkeeping, hazard communication, personal protective equipment, machine safeguarding, electrical safety, ergonomics, chemical safety, employee health and wellness and workplace security. By the end of the course, the student will have the knowledge and the tools to develop a Health and Safety program.

### HRM 520 - Staffing Organizations (4 credits)

This course examines the concepts and methods of human resource forecasting, planning and alternative staffing strategies within an organization. It addresses staffing needs under varying organizational conditions such as

mergers, downsizing, and acquisitions. Selected topics include job analysis, recruitment methods, selection techniques, training needs, termination procedures, and the ethical and legal implications of staffing policies. **Prerequisites:** HRM 310

### HRM 530 - Employee Development and Training (4 credits)

This course, specifically designed for students interested in human resource management or general management, focuses on human resource development in organizations and stresses applications to improve productivity and meet organizational goals. Topics include the evolution of training and development, needs assessment, the learning process, selecting training and development methods, and evaluating training and development. **Prerequisites:** HRM 310

### HRM 540 - Compensation Management (4 credits)

This course examines principles and practices of compensation management to support organizational mission and goals. Topics include job analysis, job evaluation, external market analysis, pay structures, salary administration, motivation theories and legal principles. It covers the concept of total compensation by examining the integrated roles of base pay, employee benefits, and incentive programs within an organization. It is intended for people who will design, develop, implement and/or administer compensation programs. **Prerequisites:** HRM 310

### HRM 544 - Employee Benefits Management (4 credits)

This course emphasizes the design, administration and communication of employee benefit plans to support organizational mission and goals. Students are taught to set program objectives, understand the dynamic regulatory environment which governs benefits, and learn basic design features for various benefits including medical/dental, life, disability, retirement and flexible benefit plans. The course also examines methods used to communicate

and administer benefit programs. **Prerequisites:** HRM 310

#### **HSA**

#### **HSA 362 - Human Services Administration (4 credits)**

This course, designed for those planning careers in human services administration, provides insight into some of the common problems and concerns of management in a human services agency. Students use actual case studies to focus on examples of organizational planning, community relations, the decision-making process and personnel management. Overlap: HSA 360 Health Care Management and Supervision I and HSA 362T Human Service Administration Theory Seminar.

#### **HSA 363 - Program Planning, Budgeting, Proposal Writing and Funding (4 credits)**

This course aims to introduce common, and sometimes complex, processes used to fund nonprofit organizations and government entities. Students will understand the rationale behind third-party funding, through readings, demonstrations, and guests in the classroom. Working in teams and individually, students will produce a program plan, budget, and proposal. Whether the student is a professional or advocate, funding is essential to human services, health, education and many other sectors. The course will equip students from all disciplines with the necessary skills to sustain their programs.

#### **HSA 369 - Program Evaluation (4 credits)**

This course focuses on the knowledge and skills needed to appropriately identify, collect, analyze and report evaluative information to be used in making decisions about, and changes in, programs. Topics include approaches to program evaluation, the process of planning and conducting an evaluation, basic principles and practices of designing evaluation instruments, and methods for interpreting and presenting data with an emphasis on providing relevant information to decision makers. This course is appropriate for anyone in business, public, nonprofit or human services administration who

is responsible for making decisions about service programs or for conducting evaluations.

#### **HSA 370 - Supervision in Human Services (4 credits)**

This course focuses on supervision principles, concepts and theories, including how to be a facilitating supervisor and assist others in their professional growth. Emphasis is on understanding how supervisors can teach counseling theories and techniques to those they supervise, as an integral part of the supervisory process.

#### **HSCD**

#### **HSCD 100 - Use of Addictive Drugs: An Introduction (3 credits)**

This course covers fundamental physiological, psychological, and sociological aspects of use and abuse of psychoactive drugs. Drug categories covered are: narcotics, stimulants, depressants, hallucinogens, alcohol, marijuana and inhalants.

#### **HSCD 200 - Pharmacology of Addictive Drugs (4 credits)**

This course is designed to acquaint the student with physiological, psychological, and sociological aspects of commonly abused psychoactive drugs and their effects. Topics covered for each category of psychoactive drug include: general information, incidence and prevalence, mechanism of action, specific psychological and physical effects, and treatment approaches.

#### **HSCD 300 - Introduction to Substance Use Disorders (4 credits)**

This course is designed to be an overview of the practice of Alcohol and Drug Counseling. It covers the main theories or models which explain what chemical dependency is. It also provides a survey of the practice of alcohol and drug counseling, including history, licensure requirements, 12 core functions, continuum of services, culture, evidence-based practices, laws, ethics and professionalism. An orientation to the Alcohol and Drug major will also be provided.

#### HSCD 301 - Substance Use and the Family (4 credits)

This course is designed to teach students to understand the family dynamics of the person who is chemically dependent and to learn skills which will help them to work with these families at a beginning level. Course topics include family relationships and chemical dependency, and treatment theories and counseling techniques for individuals and their family members.

#### HSCD 302 - Assessment of Substance Use Disorders (4 credits)

This course is designed to teach students the knowledge and skills necessary to successfully perform assessment interviews and diagnosis of substance use problems. Students will learn about: the qualities of good assessment, motivational interviewing skills, the interview process, screening tools, "Rule 25", "DSM IV", placement and treatment planning. This course meets the required 30 hours of class-room training to be a "Rule 25" assessor. **Prerequisites:** HSCD 300 and HSER 346 and HSER 346 and HSCD 200

#### HSCD 303 - Cultural Considerations for Alcohol and Drug Counseling (4 credits)

This course is designed to help students understand the cultural dynamics of chemical dependency counseling for diverse groups. It explores the relationship between cultural identity and the knowledge, and skills for addressing counseling issues for each cultural group. It also provides students with information on the history, cultural uniqueness, and counseling issues for the following cultural groups: African-Americans, Latin Americans, Asian Americans, Native Americans, European Americans, Gay Lesbian Bi-Sexual and Transgender, Woman and Feminism, and Men.

#### HSCD 304 - Substance Use and Native Americans (4 credits)

This course provides a basic understanding of the unique cultural, historic and legal status of the American Indian. Topics covered include; population demographics; the shifting public policies toward American Indians; the historic rise of chemical dependency among American

Indians bio-psycho-social and economic needs and resources of the American Indian. This course focuses on culture, history and related chemical dependency issues from the American Indian perspective.

#### HSCD 306 - Prevention of Substance Use Problems (4 credits)

This course will focus on how prevention practitioners can design and implement scientifically defensible prevention principles, programs and practices that meet the needs of their own communities. The course will examine science-based prevention and its relevance, the theoretical approaches to evidence-based prevention, and identify effective prevention principles, programs and practices. Special emphasis will be placed on adapting evidence-based models to meet local needs and interests. Successful completion of the course will qualify students for certification as a Certified Prevention Professional (CPP) through the Minnesota Certification Board.

#### HSCD 308 - Adolescent Substance Use Disorders (4 credits)

This course explores the bio-psycho-social developmental issues and tasks of adolescence, substance use trends, risk and protective factors and recognition of the signs of potential substance abuse problems. Methods of screening, assessing and treating adolescents and how to involve the family and other collaterals in the treatment process are addressed. Interventions and approaches that are identified as "best practices" are emphasized. Legal and ethical issues of screening, assessing and treating teens are addressed.

#### HSCD 309 - Co-Occurring Disorders: Substance Use and Mental Health (4 credits)

Significant numbers of chemically-dependent individuals have one or more mental disorders. This course is designed to help the alcohol and drug counselor to become more familiar with the most common mental disorders, the interrelationship between mental disorders and substance abuse, and various counseling methods and treatment approaches for the

dually disordered client. This course covers the main features of the most common mental disorders, how they interact with substance abuse, assessment and counseling approaches, medications used for treatment, and community resources used to help these clients. **Prerequisites:** HSCD 200 and HSCD 300

#### **HSCD 320 - Alcohol and Drug Counseling Pre-Practicum Seminar (1 credit)**

This course is designed to help students evaluate their readiness, prepare for and then select a practicum site for Alcohol and Drug Counseling. Examples of course topics include: examination of personal readiness, practicum or career goals, review an array of possible practicum sites and making an appropriate selection for practicum.

#### **HSCD 353 - Case Management for Alcohol and Drug Counseling (4 credits)**

This course provides students with a beginning understanding of the essential components of successful case management for alcohol and drug counseling. That is, the activities which a counselor engages in to bring services, agencies, resources, and people together within a planned and coordinated framework of action toward achievement of established clinical goals. Specifically the course will focus on, the theory of case management for alcohol and drug counseling, related state and federal laws, the Twelve Core Functions, the Rules of Professional Conduct, and the practice of clinical writing. **Prerequisites:** HSER 346 and HSER 346 and HSCD 200 and HSCD 300

#### **HSCD 380 - Alcohol and Drug Counseling Group Practicum I (4 credits)**

This course is intended to provide students with the opportunity to demonstrate the knowledge and skills acquired during their academic coursework and transfer it into clinical settings. This internship requires students to demonstrate competence in the Transdisciplinary Foundations of 8 Practice Dimensions (12 core functions) of alcohol and drug counseling, including culturally competent and professionally ethical practice.

#### **HSCD 390 - Alcohol and Drug Counseling Group Practicum II (4 credits)**

The alcohol and drug counseling group internship is intended to provide students with the opportunity to demonstrate the knowledge and skills acquired during their academic coursework and transfer it into clinical settings. This Internship requires students to demonstrate competence in the Transdisciplinary Foundations and 8 Practice Dimensions (12 core functions) of alcohol and drug counseling, including culturally competent and professionally ethical practice. In the classroom portion of this course, students will review and critically analyze counseling style, diversity, ethics and the agency in which they are conducting their internship. In addition, they will continue to practice and enhance clinical skills and techniques. **Prerequisites:** HSCD 380

#### **HSCD 400 - Best Practices in Drug and Alcohol Counseling (4 credits)**

This course's goal is to improve outcomes in the practice of alcohol and drug counseling by linking scientific research to treatment practice. As such, the course explores current best practices in alcohol and drug counseling, such as trans theoretical stages of change, motivational enhancement techniques, and so on. The student also selects, researches, and completes a study project, which explores an evidence-based approach to alcohol and drug counseling, in depth. Counseling skills are practiced in this course.

#### **HSCD 450 - Senior Seminar: Alcohol and Drug Counseling (4 credits)**

This course is the culminating experience for seniors, who are majoring in alcohol and drug counseling. In this course students reflect on their academic course of study and demonstrate the relationship between what they have learned and how they apply this to the professional practice of alcohol and drug counseling. In addition, students analyze and explore agency management systems which complement their practice of alcohol and drug counseling. This course is a combination of Senior Seminar in Alcohol and Drug Counseling

and the Human Services Capstone. Prerequisite: Completion of at least 28 credits in the alcohol and drug counseling major, must have been completed or is currently or enrolled in an internship. **Prerequisites:** HSCD 400

#### **HSCI**

##### **HSCI 309 - Global Health Issues (3 credits)**

This course examines global health issues that influence population health outcomes, including the interaction between domestic and global health. Students study frameworks such as vital statistics, Millennium Development Goals, and human rights principles and apply these frameworks to the definition, prevention, or mitigation of identified global health issues or concerns with particular attention given to the health of infants, children, and women in low and middle income countries. The course concludes with a study of cooperative efforts designed to mitigate or prevent global health problems.

#### **HSCO**

##### **HSCO 321 - Juvenile Offending Prevention and Intervention (4 credits)**

This course explores the causes of juvenile offending and the social and psychological factors involved in the predictive studies and theories concerning the development of delinquency and the intervention processes. Topics also include formation of youth gangs; methods of coping with gang activity; school violence; the types of crimes committed by children and youth; mental health issues; narcotics problems; neglected and dependent children, the youthful offender and wayward minor, the operation of the juvenile court, and crime prevention and intervention programs. We will explore the current evidence on prevention, diversion, causes and rates of delinquency as it relates to assessment of risk and intervention needs. We will learn how to use Motivational Interviewing (MI) to have productive conversations about behavior change with adolescents and young adults. We will learn the fundamentals of MI and have hands-on practice in the classroom.

##### **HSCO 326 - The Impact of Crime on Individuals, Families, and Communities (4 credits)**

This course discusses concepts and evidence based practices of community corrections and the impact crime has on individuals, families, and the communities. Halfway House programs, restitution projects, program coordination, work release activities, court diversion processes and programs, truancy tracking programs, and community out-reach will be discussed. In addition, theories, trends, issues and strategies will be discussed to assist working with individuals, family and communities impacted by crime.

##### **HSCO 332 - Rehabilitation in Corrections (4 credits)**

This class reviews major issues related to the rehabilitation of public offenders and introduces the evidence in support of the major correlates of a criminal history and the major risk/need factors predictive of criminal futures. Topics include understanding, exploring antisocial cognition and antisocial associates; consideration of the social contexts of school/work, family/marital, and leisure/recreation; substance abuse and criminal behavior; use of community resources. The class includes field visits. **Prerequisites:** CJS 101

#### **HSDS**

##### **HSDS 304 - Introduction to Disabilities (4 credits)**

Introduction to disabilities prepares students who desire to learn about and potentially work in the field of disabilities. Using a diversity model and social perspective approach, students learn about issues common to persons with diverse disabilities. Perspectives of disabilities that recognize disability as a culture and acknowledge the potential and capabilities of persons with disabilities are offered. Course materials include definitions, psychosocial considerations and societal perspectives.

##### **HSDS 305 - Disability Rights: History and Current Trends (4 credits)**

Disability Rights: History and Current Trends traces the history, policies, and individual and group empowerment efforts that led to the formation of the disability rights movement. Key



legislation including the Americans with Disabilities Act (ADA), Rehabilitation Act, and education acts are examined. Future trends in disability policies and civil rights are also explored. The challenges and struggles that persons with disabilities have fought to change in order to gain independence, respect, and opportunities are studied through American perspectives of disability history.

#### **HSDS 308 - Aging and Disabilities (4 credits)**

The aging of persons with disabilities is a new phenomenon due to improved health and advances that have increased their life-span. In addition, the aging of the baby-boomers is increasing the population of persons acquiring disabilities as they age. Is our society prepared to meet the needs of both groups? How can we prepare to assist all older persons in maintaining quality of life as they age? The need for collaboration across disability and aging networks to analyze these questions is a focus of this course.

#### **HSER**

#### **HSER 002 - Background Check Workshop (0 credit)**

This non-credit workshop is for students who declare a major in Human Services or Alcohol and Drug Counseling. It facilitates the process of completing a background check through the Minnesota Department of Human Services. All students in these majors must complete a background check by their second semester as a declared HSER BS, BHS, or ADC major. These majors require a practicum and practicum sites have set standards for background check results. Payment for the background check to the Minnesota Department of Human Services is the responsibility of the student. Results of the background check are sent to the student and to the background check administrator at Metropolitan State University's academic Department of Human Services. Results can be used to guide the student's course of study.

#### **HSER 303 - Disability Awareness (4 credits)**

Disability Awareness provides opportunities for students in all fields of study to increase their awareness of the barriers, attitudes and

successes relevant to individuals with disabilities in society as a whole. This course does not focus on specific medical definitions, conditions or types of disabilities. Instead, the course concentrates on a brief history of the treatment of people with disabilities, disability rights, etiquette, work, sports and art related to disabilities.

#### **HSER 320 - Human Services Pre-Practicum Group Seminar (1 credit)**

This course is designed to help students evaluate their readiness, prepare for and then select an internship site for Human Services. Examples of course topics include: examination of personal readiness, internship or career goals, review an array of possible internships and making an appropriate selection for practicum.

#### **HSER 331 - Human Services Group Practicum and Seminar (4 credits)**

This seminar is designed to provide an opportunity for student interns and faculty to meet and discuss progress being made during internship, provide support and address problems and concerns. The seminar includes: lecture, discussion, and group work topics pertinent to the students' internship. **Prerequisites:** HSER 320

#### **HSER 346 - Counseling and Interviewing Skills (4-5 credits)**

This course introduces students to basic counseling skills. As such, it is designed to help students develop essential helping skills needed for client engagement, follow-through, completion and overall therapeutic effectiveness. Specific skills and techniques covered include; developing rapport, building empathy and listening, encouraging trust, self-disclosure, immediacy, questioning & evoking, addressing discrepancies, etc. This course is highly experiential in its format. Students will participate in classroom exercises, real plays, and video-taping of counseling skills.

#### **HSER 348 - Group Counseling (4 credits)**

This course teaches the dynamics of group counseling. Students learn the skills of group counseling in a classroom and Training group experience. Topics include: stages of group,



group rules and goals, group leader skills, and types of groups. Students learn writing and charting skills necessary to document client progress. Emphasis is on interaction among group members, the counselors role in group facilitating, and techniques to help group members learn to view their own behavior for self-awareness and self-disclosure. **Prerequisites:** HSER 346

#### **HSER 350 - Issues in Adolescent Counseling (4 credits)**

This course develops a number of theoretical approaches for working with youth. Issues raised are appropriate for counseling in individual and family settings. Concepts include the nature and meaning of adolescence, youth culture, youth alienation, sex roles, conflict and the generation gap.

#### **HSER 351 - Crisis Intervention/Caring for Trauma through the Lifecourse (4 credits)**

This course is designed to teach the crisis intervention concepts and counseling skills used in helping individuals in crisis situations, including batterings, sexual assaults, suicide attempts, drug overdoses, psychiatric emergencies and family crises. The course includes role-playing exercises. Evaluations are based in part on performance and growth in the role-playing segments. Overlap: HSER 360 Crisis Intervention Theory Seminar.

#### **HSER 352 - Family Counseling (4 credits)**

This course explores the dynamics and processes of family interactions and counseling from the viewpoint of a family counselor. Some of the major theories of family counseling are discussed, with particular emphasis on the theories of Virginia Satir. Evaluation is based in part on a final conference with the instructor. This course is designed for students seeking self-understanding, as well as for students pursuing careers in the human services.

#### **HSER 353 - Human Services Case Planning and Methods (4 credits)**

This course familiarizes students with social casework practices. It focuses on the process of engagement (intake) assessment and contracting with diverse systems in an urban

environment. Emphasis is on the beginning skills in interviewing, assessment and treatment planning, including advocacy and referral.

#### **HSER 354 - Ethical Issues in Human Services (4 credits)**

Students confront complex ethical and moral issues in their professional and personal lives. In this course, students study and apply the cultural, social, legal, economic, theological and philosophical bases for making such decisions. Each student learns to articulate coherent arguments involving at least two divergent views of many current ethical issues confronted in human services today. Students select, research and present an individual project on a major ethical issue relevant to their professional interests in human services.

#### **HSER 355 - Introduction to Human Services: History and Trends (4 credits)**

This course covers the historical and progressive development of the human services field, as well as the present trends and professional issues, including theoretical approaches to human services work, practical skills, human services delivery systems, human services work in a pluralistic society, and using research in human services work. **Prerequisites:** PSYC 100 and SOC 101

#### **HSER 365I - Human Services 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.

#### **HSER 368 - Understanding and Using Research for the Practitioner (4 credits)**

It is important for human service practitioners to understand the relationship between practice and research. According to social psychologist, Kurt Lewin, the best practice is founded in

research and the best research is grounded in practice. Acknowledging this insight, this course will engage students in an examination of research as it is employed in the human service field. The primary focus of this course is to teach students how to be critical consumers of research, able to read, evaluate, and apply research for human service practice purposes. A second purpose is to develop students' skills for their future role as collaborators with researchers in generating knowledge from the field. This course can serve as a companion course for the program evaluation offering or a foundations course for students interested in pursuing graduate study or a preview course for those intending to take social or behavioral science research methods courses.

#### **HSER 395 - Intersection of Race and Diversity in Human Services (4 credits)**

This course emphasizes the experience of race and racism and how both intersect with various forms of human diversity in the helping arena. It will provide students an understanding of how power and privilege are operant in the human services. Students will examine assumptions, myths, beliefs, and biases that block effective relationships between groups of people and that hamper helper-helpee dynamics. Course activities involve self-assessment and opportunities for application of learning in a human service environment. COMPETENCE STATEMENT: Knows conceptual frameworks dealing with racial-ethnic identity, racial-cultural world views, oppression and power well enough to explore, develop, and evaluate personal responses and professional strategies to eliminate the myths, beliefs, biases, actions and efforts, that sustain social oppression in the helping professions.

#### **HSER 455 - Human Services Capstone Seminar (4 credits)**

This course comes at the end of the student's senior course work in human services. Students complete a human services portfolio assignment demonstrating what they have learned in human services over the period of time while studying in this program. This assignment helps students to

reflect on their academic course of study (both theoretical and practical) and how it applies to the professional practice of human services. The written portfolio provides evidence of competence and is a way for students to demonstrate readiness for graduation and work as Human Services professionals. In order to complete the portfolio assignment students must complete at least ten (10) hours of community service in a Human Services Agency with a Human Services professional. The course culminates with students giving presentations on the agency studied and written about in their portfolio.

#### **HSFS**

#### **HSFS 338 - Family: Racial, Gender and Class Dimensions (4 credits)**

This course familiarizes students with the diversity that exists in families. It is intended for students who want to gain a better understanding of the family, and for students specializing in psychology or human services related fields. Structural inequalities in society based on wealth, race/ethnicity and gender are presented as key determinants in the diversity of family forms and in differing experiences within families.

#### **HSFS 339 - Issues and Actions in Family Policy (4 credits)**

This course considers the impact of public choices on life within families. It is generally offered during the state legislative session in order to give students opportunity to participate in the legislative process. The policy issues covered vary from year to year. Topics may cover competing rights of children and parents, culturally-specific/friendly family policy, international family policy comparisons, and other family policy issues.

#### **HSFS 341 - Work and Family (4 credits)**

Until recently, the worlds of family and work were seen as separate spheres. Today, people are aware of the many possible relationships between work and family in society. This course examines the challenges, issues and problems associated with a variety of contemporary work-family patterns including single-provider, dual-

provider and single-parent families, and families who own their own businesses.

#### **HSFS 342 - Children in U.S. Society (4 credits)**

This interdisciplinary course explores historical and contemporary aspects of children's status and roles in family and society, adults' relationships and functions in relation to children, and public policy affecting children in twentieth-century United States. Community and experience-based learning, including a student-designed project, augment class lectures and discussion.

#### **HSFS 343 - The Family: A Social/Psychological Exploration (4 credits)**

This course introduces students to the major social and psychological theories employed in studying family processes and in studying how families function in society today. In addition, the course engages students in an examination of their own families. Key features of this course are that students do a modified social history and case study of their own families. Students demonstrate competence by applying the content of the course in their analysis of their own family's social/psychological analysis.

#### **HSG**

#### **HSG 374 - Aging in America: A Personal Challenge (4 credits)**

This course, designed for students in human services fields who work with the aged, and students considering gerontology as a vocation, is an overview of the field. Topics include understanding the physiological, psychological and sociological aspects of aging, as well as myths about aging, health and social needs of the aging, and community resources and programs.

#### **HSG 376 - Mental Health and Aging (4 credits)**

This course examines issues related to the cognitive and affective development of individuals in their later years. It maps the developmental phases that typically result in impairments that are not physical, and outlines a set of strategies to facilitate coping with those impairments. The course is recommended for those involved in direct services-nurses,

activities staff members, social workers and others involved in rehabilitation.

#### **HSG 380 - Aging: Planning and Policy Making (4 credits)**

This course covers various aspects of public policy development, and planning for the aged by federal, state and local agencies. Topics include how policies are planned and implemented, the effects of policies on program services, the roles and functions of community organizations, and how they relate to governmental factions in developing, maintaining, and upgrading services and programs for the aged.

#### **HSG 383 - Selected Topics in Gerontology (4 credits)**

This course offers students an opportunity to explore, in depth, a specific issue of aging. Topic choices include: The Older Woman; Widowhood; Counseling Older Adults; and Multicultural Issues of Aging.

#### **HSTD**

#### **HSTD 386 - Creative Problem-solving Concepts and Methods (4 credits)**

This course acquaints students with the principles and techniques of creativity, which is the ability to transcend traditional ideas, rules, patterns, relationships or the like, and to create meaningful new ideas, forms, methods and interpretations. Various theories, processes and principles are used to solve problems in professional and personal situations. The various methods help students develop imaginative and positive responses to challenges and opportunities in business, education and human services, and serves as an aid to personal development and social awareness. Theory analysis and direct experiential application of problem-solving techniques are integral components of this course.

#### **HSTD 389 - Organizational Development and Change (4 credits)**

This course provides an overview of organization development principles necessary for any type of organization to effectively cope and react to inevitable change that will impact organizational effectiveness and survival. Addresses the theory

and practice or organizational development including: initial diagnosis, entry, contracting, data collection, data analysis, action planning, approaches to implementing planned change, and evaluation of planned change effectiveness. Today, every manager, at any level, must be capable of dealing with certain change in a proactive manner.

#### **HSTD 390 - Conflict Resolution (4 credits)**

This course examines causes and underlying factors of interpersonal conflict in human interactions. The course covers principles and techniques to diagnose conflict, develops an understanding of issues causing conflict, differentiates between various types of conflict, explores the variety of forces and factors which push conflict in a productive or dysfunctional direction, and develops personal skills to influence outcomes to the inevitable conflict situations one encounters in one's personal and professional lives.

#### **HSTD 393 - Organizational Training and Staff Development (4 credits)**

This course is for students who want to learn how to design training and teach adults in an organizational setting. Students develop an understanding of the role and impact of training in helping organizations reach objectives. Topics include adult learning theory, needs assessment, instructional design, media selection and how to present training content to different audiences.

#### **HSVP**

#### **HSVP 300 - Violence: Origins and Explanations (4 credits)**

This course examines causes and underlying factors that account for violence in American Society. Students examine the extent, causes and challenges of violence in today's society. For those students who work in the human services field, this course prepares them to identify and critique methods and strategies for addressing violence. It may be taken alone or as the first of three core courses required for the community violence prevention minor. Prerequisite: Courses in psychology or sociology.

#### **HSVP 302 - Advocacy in Violence Prevention (4 credits)**

This course is designed to build skills in the practice of advocacy for those who work with issues of violence and who work across systems such as the police, courts, child welfare, and families. The course will cover individual, community, and systems advocacy, and the relation of advocacy to social reform issues and systems change.

#### **HSVP 308 - Family Violence Across the Lifespan (4 credits)**

This course is designed as an introduction to the study of family violence across the lifespan. It will introduce students to history, current theories, research, and policies in the three areas of family violence: child maltreatment, elder abuse, domestic violence. You will examine the cultural, social and political roots of family violence, as well as the dynamics of abuse in the family and in intimate relationships. You will explore the effects of abuse at the individual, family, and community levels, and be able to identify abusive and controlling behaviors. The content of the course focuses on current theories, research and policies on domestic violence (battering, sexual assault, stalking), child maltreatment (physical and sexual abuse, emotional abuse, neglect) and abuse of vulnerable adults (elderly, non-elderly vulnerable populations). This course is an introduction to the topic. It will give students a basic overview of the issues across types of family violence intervention and prevention and how societies have responded through direct services, community sanctions, the criminal justice system, and public policy. The course will also integrate issues of gender, race, culture, age, physical ability, and sexual orientation throughout our examination of these topics.

#### **HSVP 309 - Violence and Disability (4 credits)**

This course explores the connections between violence and disability. It investigates how models of disability affect the understanding of violence and abuse of people with disabilities as well as the response to such violence. The focus is on the lived experiences of people with

disabilities who have experienced violence and abuse, and how systems and policies have aided or hindered successful interventions. The course also explores how being a victim of violence can affect a person's disability status and the implications of such a connection for policymakers, human services workers, and people with disabilities themselves. The course employs the socio-ecological model of violence prevention and challenges students to apply this model to case studies.

#### **HUM**

##### **HUM 101 - The World of Ideas: Ancient and Medieval (3 credits)**

This course introduces students to important ideas, individuals, and works in the principal disciplines of the humanities from the dawn of Western civilization in the Middle East to the end of the European middle ages. Illustrated lecture/discussions survey major works of art, architecture, religion, literature, philosophy, and science from the past, including examples from non-Western cultures. Students will gain a basic understanding of how great works in each discipline represent and comment on human experience, how they are linked to their historical eras, how they respond to the past, and how they speak to the future.

##### **HUM 102 - The World of Ideas: Modern (3 credits)**

This course introduces students to important ideas, individuals, and works in the principal disciplines of the humanities from the Renaissance of 1400 C.E. to the present. Illustrated lecture/discussions survey painting, sculpture, music, architecture, literature, philosophy, and science, including examples from non-Western cultures. Students will gain a basic understanding of how great works in each discipline represent and comment on human experience, how they are linked to their historical eras, how they respond to the past, and how they speak to the future.

##### **HUM 311 - The Classical World: Greece (4 credits)**

In this course, students read and enjoy classic works of literature, history and philosophy from

the eighth to first centuries before the Common Era, by such writers as Homer, Sappho, Herodotus, Sophocles, Aristophanes and Plato. The course explores characteristics of ancient Greece and its continuing influence on intellectual history. **Prerequisites:** WRIT 131

##### **HUM 312 - The Classical World: Rome (4 credits)**

Over a thousand-year span, Rome grew from an insecure settlement on the Tiber River to an empire dominating most of Europe, North Africa and the Near East. Even after 1,500 years, Europe and the Americas continue to reflect Roman political, technological, literary and intellectual culture, to which this course provides an introduction. **Prerequisites:** WRIT 131

##### **HUM 314 - The Renaissance (4 credits)**

This course explores the art, literature, philosophy, religion, and science of the European Renaissance (c. 1350-1650 A.D.), placing them in the context of political and social movements of the time. In this era, increased attention to ancient Greek and Roman ideas energized all of the arts and sciences. This period also saw the beginnings of the centrally administered nation state and the rise of colonialism in the New World, as well as the Protestant Reformation, a many-sided and far-reaching religious revolution that reshaped Christianity. Readings, slide/lectures, and class discussions explore the many ways that art, ideas, and events from this era still live in contemporary European and American civilizations. **Prerequisites:** WRIT 131

##### **HUM 316 - Romanticism (4 credits)**

The romantic revolution occurred in Europe and America toward the end of the eighteenth and beginning of the nineteenth centuries. Literature, art, music and philosophy turned away from the forms, concepts and assumptions about art and society that had lasted for centuries. At the same time, the social, political and economic life of that time was being transformed by the new energies and new hatreds released by the industrial and French revolutions. Students examine some of the classics of romantic fiction, art and poetry



produced during this period. **Prerequisites:** WRIT 131

#### **HUM 364 - The Harlem Renaissance (4 credits)**

This course will study the Harlem Renaissance, a period of incredible productivity and creativity among black artists and intellectuals between 1920-1940, centered in Harlem, New York. The course considers how concepts -- such as race; the New Negro movement; Jim Crow, segregation, and racism; so-called racial uplift and the Talented Tenth; the Great Migration; the Roaring Twenties, and Modernism were manifested in the works of art, literature, philosophy, film, and music of Harlem's artists and thinkers. In addition to learning the specialized vocabulary and skills involved in the analysis of works from a variety of artistic genres, students will learn how Harlem's leading black intellectuals tied aesthetic theories to social and racialized principles of artistic production, inspiring some artists while prompting others to openly rebel. Given that the Harlem Renaissance is not characterized by any one style, technique, or manifesto, we pay special attention to connections among the artists in an effort to determine how and whether the Harlem Renaissance is a coherent and unified movement across the arts. The course will trace the Harlem Renaissance's contributions to Modernism and its influences on the American arts scene ever since (especially the Black Arts Movement of the Sixties). **Prerequisites:** WRIT 131

#### **IBUS**

#### **IBUS 311 - International Business Environment and Operations (4 credits)**

This course addresses the major features of the global business environment (economic, cultural, legal and political) and the international business theory and practice needed to operate and compete successfully in the global economy. Case studies focus on key decision areas in international management, marketing, purchasing, finance and production. **Prerequisites:** MATH 115 and ECON 201 and ECON 202

#### **IBUS 312 - International Political Economy (4 credits)**

This course provides an overview of the geopolitical and historical frameworks that directly or indirectly affect day-to-day operations and management decision making of companies doing business in an increasingly global context. Topics include: perspectives on IPE theories; international trade, finance and monetary systems; global security issues; state-market tensions; the role of multinational corporations; the IPE of economic development and of resource accessibility; and selected global problems. **Prerequisites:** ECON 201 and MATH 115 and ECON 202

#### **IBUS 350 - Legal Aspects of International Business (4 credits)**

This course is designed to introduce some of the principles, laws, and organizations impacting international business transactions. Its primary goal is to develop an appreciation for, and understanding of, the legal and ethical issues inherent in doing business across international borders. **Prerequisites:** IBUS 311

#### **IBUS 365I - International Business 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.

#### **IBUS 490 - Doing Business Internationally (4 credits)**

This course will bring together the full range of factors influencing companies doing business across borders that were covered in the required IBUS 311, IBUS 312 and IBUS 350 courses - globalization, political economies, culture, ethics, legal systems, trade, investment, currency issues, market entry, production, logistics and marketing - and apply them to



management decision-making in national and regional operating environments around the world. The syllabus may be modified at short notice to accommodate current world events impacting the international business environment. **Prerequisites:** IBUS 311 and IBUS 312 and IBUS 350

## ICS

### ICS 140 - Computational Thinking with Programming (4 credits)

An introduction to the formulation of problems and developing and implementing solutions for them using a computer. Students analyze user requirements, design algorithms to solve them and translate these designs to computer programs. The course also provides an overview of major areas within the computing field. Topics include algorithm design, performance metrics, programming languages and paradigms, programming structures, number representation, Boolean algebra, computer system organization, data communications and networks, operating systems, compilers and interpreters, cloud computing, data analytics, mobile computing, internet of things, and artificial intelligence) database, internet, security, privacy, ethics, and other societal and legal issues. Lab work and homework assignments involving flow charting tools and programming using a language such as Python form an integral part of the course. **Prerequisites:** MATH 115 or MATH 120 or STAT 201

### ICS 141 - Programming with Objects (4 credits)

Structure, design, and implementation of object-oriented computer programs. Topics include objects, classes, GUI, and layout managers. Introduction to containment, inheritance, and polymorphism. Programming projects involving multiple classes. Emphasis on methods, parameter passing, and arrays of objects. Exploration of problem-solving and algorithm-design techniques using pseudocode, Unified Modeling Language (UML) class diagrams, and simple patterns. Design of good test cases and debugging techniques. **Prerequisites:** MATH 215 and ICS 140

### ICS 225 - Web Design and Implementation (4 credits)

This course focuses on how to design and implement information services over the Internet from the client side. The course focuses on both usability and client-side scripting. Topics include the principles, strategies and policies of web page design, including the rules of good interface design, human factors, ethical concerns and information security. Through labs and programming projects, students also learn how to use current scripting and markup languages and how to employ state-of-the-art tools to embed interactive pages into Web-based applications. **Prerequisites:** ICS 141

### ICS 232 - Computer Organization and Architecture (4 credits)

Introduces machine language, digital logic and circuit design, data representation, conventional von Neumann architecture, instruction sets and formats, addressing, the fetch/execute cycle, memory architectures, I/O architectures, as well as hardware components, such as gates and integrated chips. **Prerequisites:** ICS 141 and MATH 215

### ICS 240 - Introduction to Data Structures (4 credits)

This course provides basic introduction to data structures and algorithms and emphasizes the relationship between algorithms and programming. Students will learn intermediate object-oriented design, programming, testing and debugging. Topics include algorithm complexity, generic programming, linked list, stack, queue, recursion, trees, searching, and sorting. **Prerequisites:** ICS 141 and MATH 215

### ICS 251 - IT Work Skills (2 credits)

This course prepares students for effective employment in the IT workplace. Through readings, activities, case studies, and assignments, the student will develop competency with interpersonal skills, teamwork, professionalism, adaptability, flexibility, communication, planning, organizing, entrepreneurial thinking, problem solving and decision-making. **Prerequisites:** ICS 140 and ICS 141

#### ICS 311 - Database Management Systems (4 credits)

Covers concepts and methods in the definition, creation and management of databases. Emphasis is placed on usage of appropriate methods and tools to design and implement databases to meet identified business needs. Topics include conceptual, logical and physical database design theories and techniques, such as use of Entity Relationship diagrams, query tools and SQL; responsibilities of data and database administrators; database integrity, security and privacy; and current and emerging trends. Use of database management systems such as MySQL. Coverage of HCI (Human Computer Interaction) topics. Development of GUI front ends to databases with application of HCI principles to provide a high level usability experience. Overlap: ICS 311T Database Management Systems. **Prerequisites:** MATH 215 and ICS 141

#### ICS 325 - Internet Application Development (4 credits)

This course focuses on how to design and establish information services over the Internet from the server side. Topics include advanced concepts and issues on Internet architecture, server-side design strategies, current technologies and Internet security. Through labs and programming projects, students learn how to use current scripting and markup languages to build nontrivial state-of-the-art applications. **Prerequisites:** ICS 225

#### ICS 340 - Algorithms and Data Structures (4 credits)

Exploration of the design and implementation of data structures and algorithms fundamental to computer systems and applications and to software engineering. Topics include trees, graphs, basic analysis of algorithmic complexity, fundamental questions of computability, and introduction to the algorithmic basis of intelligent systems. Programming projects. **Prerequisites:** MATH 215 and ICS 240

#### ICS 365 - Organization of Programming Languages (4 credits)

This course is a comprehensive introduction to the principal features and design of programming languages. It provides a comparative study of programming paradigms including structured programming, object-oriented programming, functional programming and logic programming. This course is a survey of programming concepts and constructs including data types, control structures, subprograms and parameter passing, nesting and scope, derived data types, input and output, and dynamically varying structures. Also covered are the principles of lexical and semantics analysis. **Prerequisites:** ICS 240 and MATH 215

#### ICS 370 - Software Design Models (4 credits)

The course focuses on how to design and build process, object and event models that are translatable into project specifications and design. Topics include an overview of systems analysis and design; a framework for systems architecture; design and development using data modeling; object modeling, entities, relationships, attributes, scope rules and influences; and event models, messaging and application activation. **Prerequisites:** MATH 215 and ICS 141

#### ICS 372 - Object-Oriented Design and Implementation (4 credits)

System development using the object-oriented paradigm. Programming topics include: inheritance, polymorphism, dynamic linking, generics, Graphical User Interfaces, and data serialization. Use-case and state-based approaches for the discovery of conceptual classes. Design principles including the Liskov Substitution Principle, Open Closed Principle, and Stable Dependencies Principle. Design patterns such as Factory, Iterator, Adapter, Facade, Bridge, Observer, Command, State, Composite, Singleton, and Mediator. Employment of design principles, design patterns, and the Model View Controller in the design of object-oriented systems. System implementation. Refactoring. Group projects. **Prerequisites:** MATH 215 and ICS 240

#### ICS 382 - Computer Security (4 credits)

This course introduces principles of computer security with integrated hands-on labs. The course prepares students to effectively protect information assets by providing fundamental details about security threats, vulnerabilities, and their countermeasures ranging from a simple computer to enterprise computing. Topics include broad range of today's security challenges, common security threats and countermeasures, security management, access control mechanisms, applied cryptography, privacy issues, computer ethics, file system security, and network security. **Prerequisites:** MATH 215 and ICS 141 or CFS 280

#### ICS 383 - Networking Protocols and Analysis (4 credits)

Networks are the backbone of information technology operations within an enterprise and are responsible for a significant portion of an organization's security posture. Cybersecurity professionals are often tasked with securing network operations and responding to network threats which demonstrates the importance to networking knowledge in the cybersecurity industry. As a cybersecurity practitioner, it is imperative that there is an understanding of network operations, protocols, and administration practices. This course focuses on developing skills and taking a deep dive into networking protocols including TCP, UDP, ICMP, and IP, network design and architecture, network administration automation, network analysis, and network protocol and design impacts on security and defense measures. **Prerequisites:** ICS 240 or CFS 264

#### ICS 412 - Computational Data Mining (4 credits)

Data Mining involves an intelligent analysis and discovery of patterns information stored in data sets. It has gained a high attention among practitioners in a variety of industries and fields. Nowadays, almost every institution collects data, which can be analyzed in order to support making better decisions, improving policies, discovering computer network intrusion patterns, designing new drugs, detecting credit fraud, making accurate medical diagnoses,

predicting imminent occurrences of important events, monitoring and evaluation of reliability to preempt failures of complex systems, etc. In this course, the students will be exposed to data mining concepts, techniques, and software utilized in the overall process of discovering knowledge within data. **Prerequisites:** ICS 311 and ICS 240

#### ICS 425 - Client/Server Architectures (4 credits)

This course is a study of scaling client/server applications enterprise-wide. The course examines why ordinary client/server tools do not scale enterprise wide, and examines the extensions necessary in DB linkage, OS extensions, and networking connections necessary for scaling. The MVC II (Model-View-Controller) design pattern and other useful design patterns will be used to explain typical architectural approaches. **Prerequisites:** ICS 141 and ICS 225 and MATH 215

#### ICS 440 - Parallel and Distributed Algorithms (4 credits)

Covers design and development of parallel and distributed algorithms and their implementation. Topics include multiprocessor and multicore architectures, parallel algorithm design patterns and performance issues, threads, shared objects and shared memory, forms of synchronization, concurrency on data structures, parallel sorting, distributed system models, fundamental distributed problems and algorithms such as mutual exclusion, consensus, and elections, and distributed programming paradigms. Programming intensive.

**Prerequisites:** MATH 215 and ICS 340

#### ICS 450 - Collective Intelligence and the Web (4 credits)

Collective intelligence is known as: collecting information about different groups of people, studying this information, and analyzing it in order to draw statistical conclusions about these groups of people. Collective intelligence is applied to several domains such as search engines, social networks, financial fraud detection, product marketing, stock market analysis, and national security. The main focus of this course is on understanding the

fundamentals of collective intelligence, introducing the remarkable machine learning and data mining algorithms, used in this domain, and studying real life cases such as product recommendations on Amazon, friend recommendation on Facebook, google search engine. Students will explore in depth the theoretical and technical concepts of: making recommendations, making decisions, studying and analyzing the behavior of groups of people, searching the web using web engines, and document filtering. **Prerequisites:** ICS 225 and MATH 215 or ICS 240 and MATH 215

#### **ICS 455 - Social Network Analysis (4 credits)**

This course provides an introduction to the field of social network analysis. Social network analysis is applied in different areas such as health, cyber security, information retrieval and communications. The focus of this course is on network analysis and theory. This course introduces the main structural concepts of social networks, and it combines theory and practice using programming. Students will explore several examples related to social network analysis. Students will apply NetworkX Python library in creating, manipulating, and study of the structure of social network. **Prerequisites:** ICS 240 and ICS 311

#### **ICS 460 - Networks and Security (4 credits)**

Principles and practices of the OSI and TCP/IP models of computer networks, with special emphasis on the security of these networks. Coverage of general issues of computer and data security. Introduction to the various layers of network protocols, including physical, data link, network, and transport layers, flow control, error checking, and congestion control. Computer system strengths and vulnerabilities, and protection techniques: Topics include applied cryptography, security threats, security management, operating systems, network firewall and security measures. Focus on secure programming techniques. Programming projects. **Prerequisites:** ICS 240 and MATH 215

#### **ICS 462 - Operating Systems (4 credits)**

Principles, techniques, and algorithms for the design and implementation of modern operating

systems. Topics include operating system structures, process and thread scheduling, memory management including virtual memory, file system implementation, input output systems, mass storage structures, protection, and security. Students will implement process, memory, and file management algorithms. **Prerequisites:** ICS 240 and MATH 215  
**ICS 471 - Software Testing (4 credits)**

This course is designed to provide students with a solid grounding in software testing. The content is pragmatic and timely, and used by just about any major software development organization where Developers are now expected to test their code, and Testers are expected to develop automated tests. Students will gain an understanding of contemporary foundational concepts, learn how to discover attacks applied against a real-world major commercial software system, and learn automated testing techniques and tools. Students will also gain an appreciation of the deep synthesis between testing and object-oriented programming that is integral to agile methods. The course is designed to provide an environment that promotes a lively and rich exchange of ideas and online discussions. **Prerequisites:** ICS 370 or ICS 372

#### **ICS 482 - Vulnerability Assessment and Penetration Testing (4 credits)**

To properly secure any organization's information infrastructure and assets, a periodic assessment of its security posture at various levels of the organization is essential. One key area is the direct assessment of vulnerabilities in the IT infrastructure, systems and applications, followed by targeting and exploitation of the same. This course covers the theoretical bases for cyber threats and vulnerabilities, and delves into selection and application of penetration testing methodologies ranging from reconnaissance to the exploitation of vulnerabilities by probing infrastructure, services and applications. The course places a strong emphasis on the use of these methodologies to demonstrate, document, report on, and provide

a clear roadmap for remediation of exposed security issues. **Prerequisites:** ICS 382 or ICS 460  
**ICS 483 - Cryptography for Cybersecurity Practitioners (4 credits)**

This course provides students with a thorough foundation of applied cryptography for cybersecurity practitioners. As encryption technologies continue to integrate into everyday culture, the importance of cryptography and encryption knowledge of cybersecurity practitioners continues to increase. Students will learn and be able to apply and analyze: the history of cryptography from the earliest ciphers to current encryption methodology, mathematical foundations for cryptography, symmetric and asymmetric algorithms, and applied cryptography pertaining to Virtual Private Networks (VPNs), SSL/TLS, strategies for defense utilizing encryption and cryptography, military applications, steganography, cryptanalysis, and more. Additionally, students will look to the future of cryptography and encryption including a look into quantum cryptography and encryption in cloud environments. **Prerequisites:** ICS 382 or MATH 215

#### **ICS 484 - Cyber Operations (4 credits)**

Information is an asset that must be protected. Without adequate protection or network security, many individuals, businesses, and governments are at risk of losing that asset. It is imperative that all networks be protected from threats and vulnerabilities so that a business can achieve its fullest potential. Security risks cannot be eliminated or prevented completely; however, effective risk management and assessment can significantly minimize the existing security risks. In order to provide effective protection to the organization's critical infrastructure and services, continuous monitoring as well as various processes, procedures, and technology is required to detect and prevent cyber-attacks, breaches, and security violations. In addition, existence of a comprehensive incident response plan is vitally connected to the survivability of an organization after a severe security breach or compromise of

critical business operations. This course focuses on the operational aspect of managing challenges inherent in protecting a corporate network infrastructure and business information systems. The student will develop situational awareness of an organization's network and learn to manage, and maintain a defensive infrastructure that comprises of log servers, network firewalls, web application firewalls, and intrusion detection systems. Additional topics include information security operations, access control, risk management, business continuity planning, disaster recovery, and ethics. **Prerequisites:** ICS 382

#### **ICS 490 - Special Topics in Information and Computer Sciences (1-4 credits)**

Special topics courses of current interest are offered occasionally. Students may repeat ICS 490 under different topics for additional credit. Some topics may have prerequisites. See the current Class Schedule for additional information.

#### **ICS 499 - Software Engineering and Capstone Project (4 credits)**

This course focuses on the theory and practice of effectively and efficiently building software systems that satisfy the requirements placed upon them by customers. This course gives an overview of the software lifecycle and introduces various process models used to develop software. **Prerequisites:** ICS 370 or ICS 372

#### **IDST**

#### **IDST 165I - Interdisciplinary Studies 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.



#### IDST 310 - Principles of Civic Engagement (4 credits)

The goal of this is to help prepare students for a lifetime of responsible citizenship and civic engagement. As a foundation course, it will have rigorous civic and community engagement components.

#### IDST 317 - Women in Minnesota Life: Education, Politics and Social Change (4 credits)

This course explores the roles, strategies and contributions of Minnesota women across cultures in public life, past and present with focus on leadership to identify and challenge racism and sexism to achieve greater equity. Major project for the class and shorter assignments offer opportunities to include experiential learning and application of community resources, oral history and research methodologies.

#### IDST 321 - Human Rights and the Educated Citizen (4 credits)

This course introduces student to the concepts of the Universal Declaration of Human Rights (UDHR) and human rights, Western and non-Western conceptions of human rights, and the complex nature of human rights issues influenced by individual, cultural, and social values. Students will also gain a framework for analytical skills essential to human rights work and the complexity and interdependency of human family which will promote an understanding of the individual, local, and global forces that create abuses and potential solutions at the local, national, and international level. Through community involvement, students will be able to connect human rights theories and cases around the globe to our local community and vice versa and will develop an action plan for a local organization of their choice or in their personal environment. The course will also provide students a great opportunity to take concrete action on human rights issues and get involved in “change” or initiating change in the local community.

#### IDST 323 - Chautauqua: Sense of Place (4 credits)

Knows elements and theories contributing to multiple senses and understanding of place,

inter-relatedness of human society and complex environmental challenges. Students will identify a place of significance to them, illuminate understanding of the sense of that place through interdisciplinary research and reflection, and apply personal, community and ecological dimensions of place to personal, local, regional and national efforts to sustain and enhance place for self and community. This course is inspired by the interdisciplinary, community-rooted Chautauqua model for adult learning and critical thinking, a model designed to build on experiential learning with intellectual quickening.

#### IDST 325 - Perspectives on Peace: (4 credits)

Learning by doing, participants will reflect deeply, alone and together, on their experiences of peace. In constant dialogue, participants will use collaborative critical thinking skills to learn and unlearn preconceived notions about peace from multiple perspectives. The course culminates in the class creation of a common product—an essential definition of the phenomenon of peace—thus preparing themselves to work with diverse others for peace in their communities.

#### IDST 330 - Women in Math, Science and Technology (4 credits)

This interdisciplinary course explores the history, theory and methods of analysis for understanding institutional barriers to women’s participation in math, science, and technology. Students will explore the history of women’s participation, the ways in which the philosophy of science has created an exclusive view of science itself as well as science education, the educational and professional climate for women in these fields, and the ways in which stereotypical images of women in literature and film continue to influence women’s participation.

#### IDST 343 - Perspectives on Community Development (4 credits)

This class will examine theories and models of community development, and introduce students to the realities of community development work. The course explores the



history of the community development field from its origins in the late 19th-century urbanization through present innovations fueled by grassroots, foundations and public policy initiatives. The lens of movement and industry approaches will be a key analytical tool. Three traditions in the field community building, community organizing, and community development will be critically examined and compared, including exploring the dynamic relationship between these three traditions. Special attention will be given to community development challenges facing traditionally disenfranchised communities, including factors of race, class and gender. The class will emphasize both a theoretical understanding of community dynamics, and an introduction to practical skills used by people working in the community development field.

#### **IDST 370 - Cinema, Self and Other (4 credits)**

This course offers an interdisciplinary approach to analyzing how identities (cultural, sexual, ethnic, etc.) are constructed in and through film. It provides students with the basic vocabulary and primary theoretical approaches to film analysis and asks them to consider how various points of view and social and political issues are presented and framed, and how our fears and fantasies about others are projected on the screen. Students will help select the films for viewing and discussion, keep a journal of responses to our readings and films, and present a film analysis on one of our themes.

#### **IDST 380 - Adult Learning and Social Change (4 credits)**

This course examines different theories and philosophies of adult learning within the United States education system. Students will examine their understanding of the modern practice of adult learning through an examination of these theories and philosophies and the application of principles, concepts, and aims of learning perspectives and methods. Students will develop an understanding of their own learning styles as well as the styles of others with very different backgrounds. Students will critically examine the role of adult literacy within the context of social

movements such as civil and women's rights. As a class, we will look to understand race, gender and class dynamics within broader society through the lens of adult learning and literacy. By understanding diverse institutional and group dynamics within adult learning, students will assess various schools of thought in adult education and gain an appreciation for the perspectives of others in a complex society.

#### **IDST 385 - Turning Points: Self-Transformation (4 credits)**

Researchers define turning points as a "major transformation in views about the self, identity or the meaning of life." They occur as new things are learned, rendering us amenable to change, and produce perceived, long-lasting redirection in the path of a one's life. Psychologists associate turning points with transitions and stages of human development defined and explored by Erik Erikson. Ignoring uplifting turning points and with distressing turning points in mind, the philosopher Frederick Nietzsche wrote "that which does not kill us makes us stronger." Retirement or loss of retirement income, end of a love affair, reaching the "golden years" (maturity) or learning that one (or a family member) has a fatal disease are examples of turning points. Portrayals, in film and literature, of individuals coping with obstacles to happiness or overcoming adversity dramatize turning points. Rhetorical, films and literature are cultural artifacts that comfort, guide generations and teach us how to live! Lessons learned from contemporary films and classical literature are a primary focus of this course.

#### **IDST 490 - Exploring Interdisciplinary Projects (4 credits)**

This faculty designed independent study introduces the major concepts in the field of interdisciplinary studies. Students learn the historical drivers and definitions of a variety of approaches across the spectrum of interdisciplinary, multidisciplinary, and transdisciplinary work. Students have options to individualize their coursework to best suit to their area(s) of interest. The course emphasizes an inquiry or problem-posing approach and

includes exploration of multiple professions and disciplines. **Prerequisites:** INFS 115 and WRIT 231 or INFS 315

### **INFS**

#### **INFS 115 - Information Access (2 credits)**

Research expertise is required in all academic programs and in an educated citizenry. In this class, students explore critical issues about information literacy and learn practical step-by-step techniques for discerning and analyzing information resources, including online databases and World Wide Web sites. The application of these skills to any subject area is demonstrated through a final project requiring the development of a search strategy and the gathering of quality resources on a topic of academic or personal interest. These skills support lifelong learning.

#### **INFS 315 - Searching for Information (4 credits)**

A student completing this course understands the process of finding, synthesizing, evaluating, and documenting sufficient and reliable information appropriate to a variety of purposes including upper division coursework, senior capstone papers or professional writing, and communication tasks. Students also explore a number of the contemporary issues surrounding information in society, have opportunities to use and/or visit primary resource collections and learn a variety of research techniques. Specific sections of the course will structure assignments around a course theme identified in the class schedule. Prior themes have included Civil Rights, Holocaust and Genocide, Crime and Punishment, Food, Immigration, and Health Care. Both themed and non-themed sections are offered every semester as are online and in-class sections.

#### **INFS 338 - The Craft and Commerce of Book Publishing (4 credits)**

This course considers books, like universities and libraries, part of “the knowledge industry,” and emphasizes the gatekeepers who decide matters of a book’s authorship, publishing, and readership. By tracking the evolution of the book pre-Gutenberg to the current e-book environment, we will explore the evolving

publishing industry in society. In our exploration of the field of publishing, we will combine readings and discussion with field experiences. You will have the opportunity to meet with and ask questions of guest speakers who work in various aspects of the publishing industry.

#### **INFS 340 - Research in Special Collections and Archives (4 credits)**

Students will explore the history of libraries and special research collections around the world and be introduced to field research in local special library/archive collections at the University of Minnesota, the Minnesota Historical Society, Minneapolis Institute of Art, Minneapolis Central Library (Hennepin County) and the St. Paul Public Library. Online research with digital special collections from around the United States will also be a part of the course, including virtual discussions with curators. Students will have an opportunity to develop individual research projects, work as interns or explore other special projects using these unique special collections. All students’ welcome and supplemental instructional units will be provided for students who have not had library database instruction. **Prerequisites:** WRIT 131

#### **INFS 350I - Information Studies 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. Faculty members serve as liaisons and evaluator between the internship sites and the university, providing information to students and potential supervisors and supervising the learning experience. Internships normally earn between one and four credits, required 40 work hours per credit, and may be served through a standard hours/work schedule or with flexible work hours scheduling, depending on the nature of the internship and site preferences.

#### **INFS 360I - Information 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.

#### **INFS 365I - Information Studies Prior Learning (1-8 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.

#### **LAED**

#### **LAED 440 - Methods of Teaching Language Arts in Urban Grades K-6 (3 credits)**

This course provides pre-service Early Childhood and Elementary teachers with the theoretical foundations and practical skills necessary to become reflective professionals who can design and implement effective language arts instruction for economically, academically, culturally, racially and linguistically diverse children. The course emphasizes the social constructivist perspective of reading and writing development which includes the importance of the total learning environment - school, home and community. **Prerequisites:** EDU 483

#### **LAED 445 - Teaching Writing and Communications in Urban Grades 5-12 (4 credits)**

In this course, future teachers learn best practices for how to teach urban middle and high school students how to write and make oral presentations. Topics include: sentence and

paragraph construction; genres of writing; how audience, purpose and situation guide writing and speeches; assessment and revision; engaging middle and high school writers; assisting English Language Learners; and technological tools for written and speech communications. Teacher candidates learn how to respond constructively to the writing and oral presentations of urban 5-12 learners. **Prerequisites:** EDU 306 and EDU 400 and EDU 300

#### **LAED 450 - Teaching Language Arts in Urban Middle and High School (4 credits)**

In this course, prospective urban teachers learn how to develop, teach and evaluate units and comprehensive teaching plans that implement best practices for middle and high school language arts classes. Students acquire, practice and demonstrate a repertoire of effective techniques and activities for teaching such middle school language arts competencies as vocabulary development; sentence, paragraph and essay construction; and reading skills; and such high school language arts competencies as vocabulary development; creative and technical writing skills; and understanding the characters, plots and messages contained in literary works. **Prerequisites:** EDU 300 and EDU 306 and EDU 400

#### **LAWE**

#### **LAWE 050 - Emergency Vehicle Operations (0 credit)**

This course provides basic defensive and emergency driving operation techniques while operating a law enforcement vehicle in both emergency and non-emergency situations.

#### **LAWE 104 - Emergency Medical Responder Law Enforcement (3 credits)**

This course meets the Minnesota POST Board first-aid requirement for law enforcement officers. The course emphasizes development of skills in patient assessment and emergency medical procedures for personnel likely to respond to traffic accidents and other medical emergencies. Successful completion results in Minnesota EMS Regulatory Board Emergency Medical Responder Registration.

#### LAWE 210 - Procedural Studies in Law Enforcement (2 credits)

This course meets corresponding learning objectives of the Minnesota Board of Peace Officer Standards and Training. Examines the legal and procedural aspects of the investigative process in these topic areas: report writing, statutory elements, crime scene control, evidentiary rules, search and seizure, interviewing and interrogation, and constitutional limitations. **Prerequisites:** CJS 201 and CJS 101

#### LAWE 210L - Procedural Studies in Law Enforcement Lab (1 credit)

This course meets corresponding learning objectives of the Minnesota Board of Peace Officer Standards and Training. It provides the laboratory experience to accompany LAW 210, Procedural Studies in Law Enforcement.

#### LAWE 220 - Legal Studies in Law Enforcement (4 credits)

This course meets corresponding learning objectives of the Minnesota Board of Peace Officer Standards and Training. Examines law enforcement practices and applications from both constitutional and legal perspectives in these topic areas: constitutional considerations; legal processes pertaining to warrants, subpoenas, orders and summons; contacts, detentions and arrests; knowledge and application of the Minnesota criminal and traffic codes, statutes and regulations; legal foundation for peace officer use of force; and peace officer rights and liabilities. **Prerequisites:** CJS 101 and CJS 201

#### LAWE 224 - Crimes in Progress (1 credit)

This course meets corresponding learning objectives of the Minnesota Board of Peace Officer Standards and Training as they relate to the skills practicum. It includes instruction in areas related to crimes in progress.

#### LAWE 227 - Traffic and Investigations (1 credit)

The primary goal of this course is to provide content and scenarios related to traffic stops and investigations. This course is designed to give students an understanding of the knowledge and skills required to perform the duties of a police

officer. This course is one of 5 that make up the Skills curriculum required to prepare students to successfully complete the Minnesota Board of Peace Officer Standards and Training peace officer licensing examination.

#### LAWE 228 - Defensive Tactics (2 credits)

The primary goal of this course is to provide content and scenarios related to defensive tactics. This course is designed to give students an understanding of the knowledge and skills required to perform the duties of a police officer. This course is one of 5 that make up the Skills curriculum required to prepare students to successfully complete the Minnesota Board of Peace Officer Standards and Training peace officer licensing examination.

#### LAWE 229 - Firearms (2 credits)

The primary goal of this course is to provide content and scenarios related to firearms. This course is designed to give students an understanding of the knowledge and skills required to perform the duties of a police officer. This course is one of 5 that make up the Skills curriculum required to prepare students to successfully complete the Minnesota Board of Peace Officer Standards and Training peace officer licensing examination.

#### LAWE 280 - Juvenile Justice (3 credits)

This course presents a juvenile justice system overview, with emphasis on Minnesota Rules of Juvenile Court Procedure. The historical and philosophical development of the juvenile justice system is discussed, along with a comparative analysis of U.S. juvenile and adult criminal justice systems. Students learn about resources available to criminal justice practitioners and addresses the specific needs of juveniles in crisis. **Prerequisites:** CJS 101

#### LAWE 301 - Policing in the 21st Century (3 credits)

This course meets corresponding learning objectives of the Minnesota Board of Peace Officer Standards and Training. Examines the application of a guardian versus warrior mindset within law enforcement to build trust and legitimacy between agencies and the public. Implicit bias, procedural justice, and

reconciliation are explored in the context of conflict management/resolution. Emphasis on the patrol function along with both contemporary issues and future trends including de-escalation strategies, intelligence led policing, data practices and interaction with the media, computer forensics and cyber-crime, homeland security and terrorism, criminal gangs, organized crime, and vice crimes. **Prerequisites:** CJS 201 and CJS 101

#### **LAWE 301L - Policing in the 21st Century Lab (1 credit)**

This course meets corresponding learning objectives of the Minnesota Board of Peace Officer Standards and Training. It provides the laboratory experience to accompany LAWE 301, Policing in the 21st Century.

#### **LAWE 321 - Law and Human Behavior (3 credits)**

This course meets corresponding learning objectives of the Minnesota Board of Peace Officer Standards and Training. Examines the police response and investigation of missing persons and crimes of violence, including child and vulnerable adult abuse and neglect, domestic violence and sexual assault. Other topics addressed include victims and victims' rights, the Americans with Disabilities Act and special communications situations, crisis intervention and mental illness, community notification and conflict and management. **Prerequisites:** CJS 201 and CJS 101

#### **LAWE 321L - Law and Human Behavior Lab Component (1 credit)**

This course meets corresponding learning objectives of the Minnesota Board of Peace Officer Standards and Training. It provides the laboratory experience to accompany LAWE 321, Law and Human Behavior.

#### **LAWE 329 - Technology and Modern Policing (4 credits)**

This course examines the growth of technology in modern society and how the use of that technology is affecting law enforcement practices in the United States. The course further examines the types of technology, its impact on policing practices, and the impact on the use of technology on civil rights including the public

perception of the violation of individual privacy. **Prerequisites:** CJS 101

#### **LAWE 330 - Policing and Society (4 credits)**

This course provides an introduction to American policing and an overview of the critical issues which confront law enforcement officers and their agencies. Some of the issues which are examined include: the role of the police, management and policy development in law enforcement agencies; police selection, training and socialization; minorities and women in policing; psychological hazards and stress in policing; and police misconduct. **Prerequisites:** CJS 101 and CJS 201

#### **LAWE 339 - Violent Crime Investigation (4 credits)**

Students will learn about criminal investigations and critical techniques to enhance solving cases. Student will learn how to identify the different types of violent crimes, and how to systematically investigate each type of violent crime. Students will learn how to develop a criminal profile, and gain insights to what motivates criminal behavior. **Prerequisites:** CJS 101

#### **LAWE 431 - Police Culture (4 credits)**

This course will explore the complex interactions between police culture and issues relating to integrity and ethics for the police. It will examine the underlying values of the police culture and how those affect police behavior. Loyalty, racism, and use of force issues will be examined.

#### **LAWE 445 - Law Enforcement Leadership: Contemporary Issues (4 credits)**

The course explores contemporary leadership, motivation, teambuilding, change, and working with difficult people, along with the roles and responsibilities of the first line supervisor within a law enforcement agency.

#### **LING**

#### **LING 111 - Vocabulary Study (3 credits)**

This course increases the size of a student's vocabulary, and teaches methods for continuing to learn, remember and use new words after the course is over. The emphasis is on developing and enriching a college-level vocabulary, important for students in any field. Words are



learned by studying where they come from and how they are put together, making it easier to remember what they mean and how to use them. The course also emphasizes grammar, dictionary skills and usage.

#### LING 316 - The Nature of Language (4 credits)

This course introduces students to the study of how language is acquired and learned, concepts and methods of analyzing language, and how the linguistics field relates to regional, social and gender differences in language. It also explores the origin and development of languages through time, writing systems, and the complexities of written and spoken language.

#### LING 326 - Language and Culture (4 credits)

In this course students undertake language analysis (e.g., phonology, morphology, syntax) in a cultural context, including the relationship between language, culture and thought. It presents an anthropological perspective on various linguistic and cultural systems, with special emphasis on those of Chicano/Latino, African-American, American Indian and Anglo-American peoples. Students are introduced to the implications of linguistic and cultural differences in work and classroom situations. Significant focus is given to issues of race and racism throughout the course.

#### LING 547 - History of the English Language (4 credits)

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

#### LIT

##### LIT 100 - Introduction to Literature (3 credits)

This course introduces students to methods of literary analysis and prepares them for further study in university literature courses. Taking a

practical, common-sense approach, the course teaches how to pay attention to a text in order to become a better and more appreciative reader of poetry, drama, short stories and novels.

##### LIT 160I - Literature 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.

##### LIT 300 - Literary Analysis (3 credits)

This course reviews key ideas from Literature 100 and introduces fundamentals of current literary theory. Students solidify their understanding of terms and concepts important to the study of literature; practice techniques of analyzing and interpreting poetry, prose and drama; and learn basic theoretical principles that explain how literary texts can be linked to issues in a culturally diverse community. This course is intended especially for students in the urban education program, but it is open to anyone prepared for upper-division study in literature. **Prerequisites:** WRIT 131

##### LIT 312 - Women Writers (4 credits)

This course takes a critical and historical approach to literature in English by women, looking at the emergence of female literary voices and exploring the contexts in which their works were written. Some sections of the course may focus on particular traditions within the range of literature written by women. **Prerequisites:** WRIT 131



#### LIT 315 - Gender in Literature and Film (4 credits)

This course surveys how classic works of American literature and film assert, examine and/or question gender conventions that affect both men and women. Students discuss ways in which fiction, drama, poetry, popular music and film can promote, question or subvert gender conventions. The goal of these discussions is to make new discoveries about familiar works of literature, to examine a range of assertions and arguments that authors and film directors make about gender, and to consider the purposes gender conventions serve for individuals and the community in the United States. **Prerequisites:** WRIT 131

#### LIT 332 - Adolescent Literatures (4 credits)

This course is intended to familiarize students with fictional and non-fictional texts written for young adults by authors of diverse cultures. Students examine the criteria that characterize these diverse literatures and learn to recognize contemporary trends. **Prerequisites:** WRIT 131

#### LIT 341 - American Literature: Beginnings-1870 (4 credits)

This course surveys illustrative works from the beginnings of European settlement to 1870, introducing students to the study of that literature and sharpening critical reading skills. Emphasis is on the development of literary technique and on the cultural context of literary works. Readings may include religious and political documents, Native American tales and orations, exploration and captivity narratives, slave narratives, journals, novels, plays, and poems. **Prerequisites:** WRIT 131

#### LIT 342 - American Literature: 1870-Present (4 credits)

This course surveys illustrative works from 1870 to the present, introducing students to the study of that literature and sharpening critical reading skills. Emphasis is on the development of literary technique and on the cultural context of literary works. Topics covered include the rise of modernism, its impact on a diverse population and various responses to modern culture, as well as changing perceptions of religion, race, gender, environment, the future, the self and the

community. Students are introduced to a range of contemporary critical approaches to literature. **Prerequisites:** WRIT 131

#### LIT 349 - American Nature Writers (4 credits)

This course familiarizes students with characteristic works of nature writing by U.S. authors. While the course touches on fiction and poetry, emphasis is on major authors, themes and issues in creative nonfiction about the natural world from the beginnings of European settlement to the present. Topics covered include changes over time in American thinking and writing about nature; primitivism and the pastoral; the aesthetics of nature and nature writing; nature writing and spirituality, Romanticism, Modernism, and the natural world; anthropocentrism and biocentrism; ecofeminism; creation of point of view in description and nonfiction narrative; authorial tone and credibility; and the “prophetic tradition” in American nature writing. **Prerequisites:** WRIT 131

#### LIT 350I - Literature Individualized Internship (1-8 credits)

Students may sometimes obtain internships in selected areas of literary study to gain deeper understanding of knowledge, skills and the context of the field. Internships in literary studies are for research or criticism rather than creative writing. When internships are available, 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 helping to supervise the learning experience. Internships normally earn between one and four credits, require forty work hours per credit during the semester, and may be served through a standard hours/work schedule or with flexible work hours scheduling, depending on the nature of the internship and site preferences. Students may consult the internship site for more information at: <http://www.metrostate.edu/msweb/community/ccbl/intern/index.html>

### LIT 360I - Literature 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. **Prerequisites:** WRIT 131

### LIT 361 - African-American Literature (4 credits)

Through films, poetry, autobiography, novels, lyrics, and short essays, this intermediate-level survey course explores African-American literature from a historical perspective ranging from the works of enslaved authors to contemporary spoken-word poetry. The course celebrates the historical and aesthetic development of African-American literary arts in the face of (often legalized) racial oppression. Students learn techniques and theories for critical reading to explore literary issues related to culture, race, and social history. Significant focus is given to issues of race and racism in this literature course. **Prerequisites:** WRIT 131

### LIT 362 - Black Women Writers (4 credits)

This course explores the literature by African-American women writers from the 18th century to the present, analyzing their depictions of racism, sexism, and classism as artistic, moral, and civic responses to inequality. Students learn techniques for critical reading and literary analysis at the upper-division humanities level to understand how these creative works explore issues related to the legacies of slavery and Jim Crow laws, and the influence these writers had on cultural events, such as anti-lynching journalism, the Harlem Renaissance, the Civil

Rights Era, and the Women's Liberation Movement. **Prerequisites:** WRIT 131

### LIT 363 - American Indian Literature (4 credits)

The course surveys Native American written, oral, musical, and filmic traditions, spanning voices from the pre-contact era to the contemporary moment. Readings develop themes and concepts central to Native narrative arts, such as cultural survival, migration, language and orality, landscape, folklore, spirituality, memory, colonization and decolonization, racism, violence, trauma, oppression, and sovereignty. Emphasizing an analytical approach, the course considers how marginalized indigenous arts participate in, react against, challenge, and redefine constructions of American literature. Significant focus is given to race and racism in this course. **Prerequisites:** WRIT 131

### LIT 364 - Literature by Immigrants of Color (4 credits)

Students in this course examine literature, film, and expository articles to investigate ways that people of color represent their experiences as immigrants to the U.S. Throughout the course we analyze how various texts present the main themes, perspectives, and socio-cultural contexts of contemporary immigration, which has historically been shaped by racialized discourses and racist gatekeeping practices. We also interrogate how the concerns articulated by immigrants of color intersect with broader social categories such as race, gender, sexuality, age, religion, and citizenship status. Through lectures, discussions, compositions, and small-group activities, students will critically examine the complexities of acculturation and the creativity it takes to balance one's cultural heritage with life in another country as a racialized ethnic minority.

### LIT 365 - Asian Women Writers (4 credits)

This course explores the rich tradition of Asian women's literary voices expressing their chosen themes in novels, diaries, anonymous folk poems, short stories, and lyric verse from ancient times to the present. Relevant aspects of geography, history, culture, and language

support interpretations of representative works; regional focus may vary. All selections are read in English translation. [Prerequisites:](#) WRIT 131

#### [LIT 368 - Asian American Literature \(4 credits\)](#)

This course will explore the ways Asian American novels, short stories, poetry and film represent, elaborate and challenge how we understand Asian American experience as is it informed by race, gender, sexuality and age. Focusing on major texts of Asian American literature from the early 20th century to the present, we will discuss how and why the study of Asian American literature emerged from its historical exclusion from the U.S literary canon, and how this exclusion is tied to structural racism in the academy, a major institution in U.S. cultural gatekeeping. We will also discuss how the study of Asian American literature benefits from understanding broader historical and political issues relevant to the Asian American experience. To this end, we will read and discuss relevant primary texts and secondary criticism on topics such as (but not limited to), law, citizenship, labor, imperialism, war, anti-Asian racism, comparative racialization, queer identities and activism to deepen our understanding of the connection between the aesthetics and socio-political insights of Asian American literature. This course will incorporate significant discussion of race and racism as we consider how this literature offers cultural strategies of resistance and imagines anti-racist transformation. [Prerequisites:](#) WRIT 231

#### [LIT 371 - English Literature: Beginnings-1800 \(4 credits\)](#)

In this course, students survey important and influential texts of the medieval, Renaissance and early modern periods. Emphasis is placed on literary history and the development of the English language as the vehicle of literary expression. Attention is also given to literary analysis and to the application of various interpretive approaches. [Prerequisites:](#) WRIT 131

#### [LIT 372 - English Literature: 1800-Present \(4 credits\)](#)

In this course, students survey important and influential texts of the last two centuries. Emphasis is placed on literary history and the development of the English language as the vehicle of literary expression. Attention is also given to literary analysis, and to the application of various interpretive approaches. [Prerequisites:](#) WRIT 131

#### [LIT 377 - Shakespeare \(4 credits\)](#)

This course provides a systematic study of Shakespeare's unique literary and dramatic achievements. Close readings and written exercises focus attention on Shakespeare's mastery of the English language and the craft of poetry. Students typically read a selection of plays including histories, comedies and tragedies. [Prerequisites:](#) WRIT 131

#### [LIT 480 - Literature Capstone Seminar \(4 credits\)](#)

This capstone course for English majors focuses on integrative processes in the study of literature. (The course is also open to appropriately prepared non-majors). Students work together as a community of inquiry to study a particular author, genre, period or problem selected for each section by the instructor. Each student completes a course paper or project using concepts and methods derived from this and other literature courses to explore a literary topic of personal interest. [Prerequisite:](#) Students completing an English major must be within two semesters of graduation. Other students must secure the instructor's consent before registering. [Prerequisites:](#) WRIT 131

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

This course introduces influential literary theories developed between 1950 and the present. Students become familiar with the main concepts of each theory and with how these theories can be applied to particular texts, past and present. Discussions focus on how contemporary theory challenges older ideas about literature, what distinguishes literature from other uses of language, how literature

should be read, what roles literature plays in social, political, and personal life, and what makes a work of literature effective. **Prerequisites:** WRIT 131

#### **MAED**

##### **MAED 106 - Math for Elementary Teachers (4 credits)**

This course provides the background for teaching contemporary mathematics in the elementary school. The use of mathematics manipulatives for modeling the basic operations is emphasized. Set theory, numeration, and the system of whole numbers, integers and rational numbers are considered. Requirements include knowing what mathematics is expected of and taught to K-6 learners. Mathematics is taught as an integrated and continuous curriculum.

##### **MAED 440 - Teaching Mathematics to Urban Learners in Grades K-8 (4 credits)**

This course provides students with the knowledge and experience of intermediate and middle school mathematics to be an effective teacher in urban, multicultural classrooms. The content of this math methods course emphasizes the interconnectedness of curriculum, instruction and assessment. The overarching philosophical framework for this course is the social justice perspective of mathematics education particularly for urban students. Field experience in an intermediate or middle school mathematics classroom is required. **Prerequisites for Mathematics Teaching majors:** EDU 300 Assessment of Learning and Teaching in Urban Grades 5-12 and EDU 306 Urban Middle School and High School Methods and at least 24 credits of Math courses required for the Mathematics Teaching major. **Prerequisite for Urban Elementary Education majors:** MATH 106 Math for Elementary Teachers AND one of the following: MATH 110 Math for Liberal Arts OR MATH 115 College Algebra OR STAT 201 Statistics I. **Co-requisite Mathematics Teaching Majors:** EDU 450 Advanced Urban Teaching Practicum and Seminar if plans are to student teach in an urban high school.

#### **MATH**

##### **MATH 098 - Introduction to Mathematical Thinking (4 credits)**

This course prepares students for college-level mathematics. Within a comprehensive conceptual framework, it refreshes students on fundamental arithmetic, and focuses on the numerical, algebraic, geometric and verbal representations of functions and algebraic equations. Important topics of this course include rates of change, linear equations and functions, exponential and logarithmic functions and equations, quadratic equations and functions, and their applications.

##### **MATH 110 - Math for Liberal Arts (4 credits)**

This course focuses on practical applications of mathematics and is a good introduction to the broad spectrum of areas that use mathematical understanding. This course is designed for those students who are not planning to take any further mathematics courses.

##### **MATH 115 - College Algebra (4 credits)**

This course develops the fundamental concepts of algebra with an emphasis on the classification and analysis of linear, quadratic, polynomial, exponential and logarithmic functions. Applications to the natural and social sciences are given throughout. It aims to provide insights into the nature and utility of mathematics, and helps students develop mathematical reasoning skills. **Prerequisites:** MATH 098 or MATH 102

##### **MATH 120 - Precalculus (4 credits)**

This course is designed to prepare students for calculus. Topics include polynomial, rational, exponential, logarithmic, and trigonometric functions; the algebra of functions; multiple function representations; and an introduction to analytic geometry. **Prerequisites:** MATH 115

##### **MATH 208 - Applied Calculus (4 credits)**

This course provides an overview of the differential calculus for single and multivariable functions and an introduction to the integral calculus and differential equations, with an emphasis on applications to the natural and physical sciences. Particular topics covered in the course include limits, ordinary and partial derivatives, applications of derivatives, definite

integrals, fundamental theorem of calculus, applications of definite integrals, models involving differential equations, Eulers method, equilibrium solutions. **Prerequisites:** MATH 120

#### **MATH 210 - Calculus I (4 credits)**

Since its beginnings, calculus has demonstrated itself to be one of humankind's greatest intellectual achievements. This versatile subject has proven useful in solving problems ranging from physics and astronomy to biology and social science. Through a conceptual and theoretical framework this course covers topics in differential calculus including limits, derivatives, derivatives of transcendental functions, applications of differentiation, L'Hopital's rule, implicit differentiation, and related rates. **Prerequisites:** MATH 120

#### **MATH 211 - Calculus II (4 credits)**

This is a continuation of Math 210 Calculus I and a working knowledge of that material is expected. Through a conceptual and theoretical framework this course covers the definite integral, the fundamental theorem of calculus, applications of integration, numerical methods for evaluating integrals, techniques of integration and series. **Prerequisites:** MATH 210

#### **MATH 215 - Discrete Mathematics (4 credits)**

This course covers a variety of important topics in math and computer science. Topics include: logic and proof, sets and functions, induction and recursion, elementary number theory, counting and probability, and basic theory of directed graphs. **Prerequisites:** MATH 115 or MATH 120 or MATH 210 or MATH 211 or MATH 310

#### **MATH 301 - Introduction to Analysis (4 credits)**

This is an introductory course in real analysis. Starting with a rigorous look at the laws of logic and how these laws are used in structuring mathematical arguments, this course develops the topological structure of real numbers. Topics include limits, sequences, series and continuity. The main goal of the course is to teach students how to read and write mathematical proofs. **Prerequisites:** MATH 211

#### **MATH 310 - Calculus III: Multivariable Calculus (4 credits)**

This is a continuation of Math 211 Calculus II and covers calculus as it applies to functions of several variables. Topics include vectors and plane curves, partial differentiation, curves and vectors in space, multiple integrals, vector fields, line integrals, and Stokes Theorem. **Prerequisites:** MATH 211

#### **MATH 315 - Linear Algebra and Applications (4 credits)**

The need to solve systems of linear equations frequently arises in mathematics, the physical sciences, engineering and economics. In this course we study these systems from an algebraic and geometric viewpoint. Topics include systems of linear equations, matrix algebra, Euclidean vector spaces, linear transformations, linear independence, dimension, eigenvalues and eigenvectors. **Prerequisites:** MATH 310

#### **MATH 320 - Probability (4 credits)**

This is a calculus-based probability course. It covers the following topics. (1) General Probability: set notation and basic elements of probability, combinatorial probability, conditional probability and independent events, and Bayes Theorem. (2) Single-Variable Probability: binomial, geometric, hypergeometric, Poisson, uniform, exponential, gamma and normal distributions, cumulative distribution functions, mean, variance and standard deviation, moments and moment-generating functions, and Chebysheff Theorem. (3) Multi-Variable Probability: joint probability functions and joint density functions, joint cumulative distribution functions, central limit theorem, conditional and marginal probability, moments and moment-generating functions, variance, covariance and correlation, and transformations. (4) Application to problems in medical testing, insurance, political survey, social inequity, gaming, and other fields of interest. **Prerequisites:** MATH 211

#### **MATH 340 - Mathematical Modeling (4 credits)**

Mathematical modeling is the investigation of real world phenomena using mathematical tools. This course includes topics such as



dynamic and stochastic modeling (differential equations and discrete-time equations), as well as optimization modeling. Applications will include problems from such areas as the physical and biological sciences, business, and industry.

**MATH 350 - Ordinary Differential Equations (4 credits)**

This course develops the more advanced mathematical tools necessary for an in-depth analysis of dynamic models. Topics include first order differential equations, first order systems, linear systems, nonlinear systems and numerical methods. **Prerequisites:** MATH 315

**MATH 370 - Modern Geometry (4 credits)**

This course goes beyond the Euclidean Geometry typically taught in high schools. This is a modern approach to geometry based on the systematic use of transformations. It includes a study of some advanced concepts from Euclidean Geometry and then proceeds to examine a wide variety of other geometries, including Non-Euclidean and Projective Geometry. A working knowledge of vectors, matrices, and multivariable calculus is assumed. **Prerequisites:** MATH 310

**MATH 420 - Numerical Analysis (4 credits)**

This course addresses the theory and practice of numerical methods as they apply in various areas of mathematics. Possible topics include: numerical solutions of systems of linear and nonlinear equations, interpolation, numerical differentiation and integration, numerical solution of ordinary and partial differential equations. **Prerequisites:** MATH 310 and ICS 140

**MATH 450 - Operations Research (4 credits)**

The field of Operations Research studies the mathematical methods developed for solving problems in business, industry, and management science. Following a modeling approach, this course introduces selected topics such as linear programming, integer programming, game theory, Markov chains, and queuing theory. **Prerequisites:** MATH 315

**MATH 471 - Abstract Algebra (4 credits)**

By extending the familiar concepts of arithmetic, this course introduces abstract algebraic structures. Topics include an introduction to

number theory; group theory, including the classification of all finite abelian groups; rings, integral domains, and fields. **Prerequisites:** MATH 301 and MATH 315

**MATH 499 - Mathematics Senior Seminar (4 credits)**

This course integrates reading of the mathematical literature with presentation of student developed projects. **Prerequisites:** MATH 471

**MDST**

**MDST 333 - Cinema in the Cities: (4 credits)**

Whether the well-known Sundance Film Festival, well-respected Cannes Film Festival or less-appreciated LUNAFEST, film festivals are celebrations of film and public relations devices fostering broader respect and wider dissemination of films of all genres and modes of production. By attending a local film festival (often the Minneapolis St. Paul International Film Festival) or several smaller film festivals students will gain an appreciation of the film festival experience and understand how festivals rely on film criticism to cultivate broader film appreciation, stimulate fan culture, emphasize auteur acculturation and contribute to social change. As students view films at the festival they will also develop acuity as film critics and hone their skills in creating film reviews in a variety of forms.

**MDST 361 - Visual Communication (4 credits)**

Designed as an introduction to visual literacy, this course surveys many of the media formats that define today's image-dominant culture. Various examples of print advertising, photography, film, television and multimedia are explored; the focus is equally on principles and concepts from both the fine and applied arts, and draws from history as well as the present day.

**MDST 363 - Children, Adolescents and the Media (4 credits)**

This course examines the influence of television, radio, film and new media on children and the family. Students discuss the unique production considerations involved when producing a media program for children and explore the research



on media literacy, media violence, advertising, education, online privacy, gender roles, new technology and the child's response to programming. Includes critical viewing of media programs produced for children on broadcast and cable television, video, radio, computer, feature films, video games as well as international programs for children.

#### **MDST 370 - Contemporary Cinema (4 credits)**

This course uses currently playing films as entry points into a study of wider issues around film as an art form, cultural phenomenon and industry. Students attend various screenings of Hollywood blockbusters, low-budget art films and experimental works, and then analyze them and their significance relative to topics in film theory and aesthetics.

#### **MDST 375 - Women in Film (4 credits)**

This course introduces students to early conventions of representing women's lives on film, tracing how those representations changed and expanded the 1930s to the present. Focusing on the genre of "the woman's film," students will learn specific film analytic approaches and recognize how technical components of film-making affect narrative, character, subtext, and theme to influence how an audience responds to stories about women. The trajectory of the course ends in examining changes in the woman's film when representations of women become more diverse, and as more women participate in screenwriting and film-making. Assignments in the course will develop the student's ability to write critically about film, tying mechanical techniques to narrative analysis, using contemporary film theory to advance the student's own thesis on depictions of women in particular films. **Prerequisites:** WRIT 231 or WRIT 261 or WRIT 271

#### **MDST 378 - World Cinema (4 credits)**

An opportunity for students to explore the world, world cultures and film traditions, and world issues through films from around the globe. The goal is to enrich students' film and cultural understanding of selected parts of the contemporary world.

#### **MDST 381 - Video Game Culture (4 credits)**

This course focuses on the myriad of cultures that surround video games, the largest entertainment industry and a powerful, influential social medium. Because of games' role in both reflecting and creating cultural norms, they are a rich source for investigating the ways interactive and immersive technologies influence cultural and social perspectives. In this course, students will learn the history and evolution of video games, explore values in play, analyze gaming communities, and discover ways to think and interrogate the games industry through a critical lens. This course is part of the Game Studies Minor core.

#### **MDST 485 - Communicating with New Media (4 credits)**

This course is designed to provide students with the opportunity to effectively promote and advocate for events, organizations, or issues using a variety of social media and multi-media. Students will combine online writing (or blogging) with other forms of social networking and media (wikis, YouTube, Facebook, and/or Twitter) to build a comprehensive online initiative promoting a timely and relevant issue or event either of their choosing or provided by the instructor. Students will increase their knowledge of online rhetoric, audience research, planning for media events, script or treatment writing, and evaluation of communication programs.

#### **MDST 487 - Writing and Producing for Radio/Audio (4 credits)**

This course explores audio as a creative spoken word/sound art form and you learn about podcast creation, international radio programs for development and digital storytelling. Students learn the craft of writing for the ear which can be translated to professional work in broadcast media, advertising, speechwriting or work as an independent artist. Through work as writers, directors and voice talent, students produce projects that range from short dialogue pieces and storytelling to news documentaries, podcast and radio plays.

#### **MDST 560 - Writing for Television (4 credits)**

This course focuses on the techniques of writing for television with an emphasis on examining the professional writing environment on a television program, the history and trends involved in television writing and creating professional quality scripts. Students should consult the Class Schedule for particular topics and descriptions which include situation comedy, drama and newswriting. Familiarity with script software and full attendance required.

#### **MDST 583 - Online Education and Training (4 credits)**

This course is designed to provide information and experience integrating media into training and education with an emphasis on instructional design, online communities, and online collaboration. Students learn concepts and techniques to enable them to analyze various online learners and learning situations and to choose appropriate approaches. **Prerequisites:** WRIT 372

#### **METR**

#### **METR 100 - Getting Credit for What You Know (1 credit)**

This one-credit course is designed for students who wish to examine the various options for gaining credits for learning outside the formal college or university classroom. Options explored include using military experience toward a degree, taking standardized tests in areas of your learning, earning credit from approved courses offered by business and human service agencies, pursuing assessment of prior experiential learning, and learning about Metropolitan State theory seminars. These options may not duplicate credit that you have already on a college transcript. In the class, students do a self-assessment of their skills and abilities, write an educational goals statement, and identify ways to earn credit from non-classroom learning that are consistent with individual goals. Within the class, students will assemble the necessary evidence to directly pursue these alternative options of earning credit.

#### **METR 101 - Your Academic Journey (3 credits)**

Students relatively new to university education or those returning to college after a number of years often find the transition difficult. This course is designed to introduce students to Metropolitan State and its academic programs and services. It also helps students self-assess their abilities and gain knowledge in important reading and writing skills, public speaking, listening skills, study skills, and critical thinking. The course provides a firm foundation for all university learning that follows. It is required of all newly-admitted students with less than 16 semester credits. Students with fewer than 30 semester credits, or students who have been away from college for some time, are also strongly encouraged to enroll.

#### **METR 110 - Reinventing Your Career: Theory and Practice (2 credits)**

This course is for students who are seeking work or preparing to do so and would like structure for thinking about the world of work and a process for defining next steps in pursuing their career interests. The class will outline -- and practice -- the components of the active job search process. Student would have opportunities to create experiments to learn more about their career niche and connect with professionals one-on-one who are working in fields of students' interest. This course also addresses the development of marketing tools including resume, cover letters and developing an online presence through LinkedIn.

#### **MGMT**

#### **MGMT 100 - Introduction to Business (3 credits)**

This course acquaints students with the American business system. Students learn about the environment of business including the economic, political/legal, socio/demographic, global, technological, and competitive aspects and how they impact organizations. In addition, the various functional areas of business are examined (marketing, management and finance). Students also consider the critical issues that face most contemporary business organizations (ethical/social issues, cultural diversity and global considerations).

#### MGMT 310 - Management Principles and Practices (4 credits)

This course examines the historical and philosophical roots of management as well as current management theory and practices. The critical success factors leading to effective performance in the roles of planner, decision maker, organizer, leader, motivator, controller and manager of a diverse workforce in a changing environment are identified and evaluated.

#### MGMT 320 - Organizational Behavior (4 credits)

This course focuses on the behavior of individuals and groups within diverse organizations and on organizational structure and processes. Topics include motivation, group development and dynamics, teamwork, communication, organizational structure, job design, stress, power, politics, conflict, and organizational culture.

#### MGMT 340 - Managing Quality (4 credits)

This course examines several frameworks to the management of organizational excellence, including Deming Juran the Baldrige Award, ISO and Six Sigma. Topics include customer focus, leadership, management by fact, strategic planning, human resources, continuous improvement of processes and business results. **Prerequisites:** MGMT 310 and STAT 201

#### MGMT 360 - Managing a Diverse Workforce (4 credits)

This course focuses on policies and practices for effectively managing a diverse workforce in private, public and nonprofit organizations. The current context, legal environment and historical development of equal employment opportunity, affirmative action, and diversity are addressed. Students gain theoretical and practical knowledge to understand beliefs, attitudes, biases, and prejudices to more effectively manage differences in order to enhance organization productivity. A significant amount of time will be focused on racism, origin of racism, and individual responsibility of racism.

#### MGMT 370 - Hotel and Restaurant Chain Management (4 credits)

This course addresses the management policies and decisions made at the central headquarters as different from those at the individual properties. For example, location decisions, training, advertising strategies and many of the purchasing policies are made at the home office and communicated to the local properties for implementation. **Prerequisites:** MGMT 310

#### MGMT 499 - Case Studies in Strategic Management (4 credits)

This advanced course uses the case study approach to develop systems and techniques for analyzing the internal strengths and weaknesses of diverse organizations and the external environments in which they operate. Students craft strategies and develop implementation plans that apply organizational resources to opportunities and threats in its external environment. This course should be taken during the last semester of a student's program. **Prerequisites:** MGMT 310 and MKTG 300 and FIN 390

### MIS

#### MIS 100 - Fundamentals of Information Technology in Organizations (4 credits)

This course is the first information technology foundation course in the College of Management. It focuses on the technology literacy, managerial and business problem solving dimensions of computer based information systems. It provides students with an introduction to the fundamental terminology of the hardware, software and the people involved with computer based information systems. The course includes hands on computer lab time to introduce students to word processing, database, spread sheet, and Internet microcomputer applications. This course is designed specifically to prepare students for information technology competence as needed in College of Management courses.

#### MIS 310 - Principles of Management Information Systems (4 credits)

This course is designed to define the role of information systems in organizations, and in

particular the roles of IS staff and end-users in developing and maintaining computer systems. The managerial aspects and implications of databases, telecommunications, hardware, software and e-commerce are included. Special attention is given to management information systems theories in the organizational setting including: infrastructure, transaction processing, operational reporting, decision support systems and executive information systems. Also included are all phases of the systems development life cycle (SDLC) as well as alternative development methodologies. The course prototypically includes analysis of real world business cases and post-implementation audit report of a recently completed management information system. All students taking this class must have completed as a prerequisite the MIS 100 Fundamentals of Information Technology in Organizations course or its approved equivalent. Students should also note that this course is no longer offered as a theory seminar or as a prior learning experience, but students with significant prior work experience in the field of MIS are highly encouraged to take the internet study section for this course, which is appropriately more challenging. **Prerequisites:** MIS 100

#### **MIS 320 - Information Systems Analysis and Design (4 credits)**

This course presents approaches and methods for the analysis and design of IT applications. It also covers different methods for creating graphical models of IT project requirements. System development life cycle (SDLC) and alternate development approaches to information systems development are examined in detail. The course provides students with critical tools and representations (both traditional and object-oriented) for eliciting and documenting user requirements and for developing effective applications that meet organizational technology needs. Students work individually and in teams on assignments and projects. The roles of open source software, component based development and service oriented architecture in systems development are also examined. **Prerequisites:** MIS 310

#### **MIS 328 - Applications Development I (4 credits)**

This course provides an overview of applications development methods for managers of information systems. The course assumes no previous programming experience. The course develops elementary concepts of structured programming in the context of a third generation programming language (typically C#) and then proceeds towards application design using .NET C#. Students learn to apply analytical concepts to translate common business problems into programs using proper design, structure, methodology, and syntax. Students are also exposed to release management and version control concepts in the Enterprise. The goal is to understand the management issues in programming and application development. **Prerequisites:** MIS 310

#### **MIS 335 - Management and Use of Databases (4 credits)**

Competence in management and use of organizational and external databases is a skill needed by all business people and critical to management information systems effectiveness, especially in the new era of "big data." This course teaches the development and accessing of internal and external information resources. Topics include: ensuring the availability of appropriate data; interrelating and applying data to typical business problems; normalized database design; protecting and managing information resources; scalability; and compatibility issues. **Prerequisites:** MIS 310 and MIS 320

#### **MIS 380 - Business Intelligence and Analytics (4 credits)**

Business Intelligence is the user-centered process of exploring data, data relationships and trends - thus helping to improve overall decision making for enterprises. This course addresses the iterative processes of accessing data (ideally stored in the enterprise data warehouse) and analyzing data in order to derive insights and communicate findings. Moreover, the course also addresses the use of software tools for analysis and visualization of data, especially

report design along with the use of dashboards. **Prerequisites:** MIS 310 or DATA 211

#### **MIS 412 - Administration of the Management Information Systems Function (4 credits)**

This is an alternate capstone course for MIS majors that emphasizes both the technical and strategic planning and as well as organization frameworks necessary to successfully select, deploy and manage information systems. Other areas of study include the roles of executive and staff, administrative structures, outsourcing decisions & outsourcing frameworks. Several IT management methodologies will be examined, including ITIL and COBIT. This course was formerly numbered MIS 312. **Prerequisites:** MIS 310

#### **MIS 450 - MIS Auditing and Security Controls (4 credits)**

This course is designed to present the elements of an integrated security compliance platform from a technical and legal perspective. Issues such as provide risk assessment, legal compliance, identity management, provisioning, access management, and monitoring and audit activities will be discussed. **Prerequisites:** MIS 310

#### **MIS 456 - Supply Chain Information Systems (4 credits)**

This course examines the role of information systems applications involved in supporting supply chain operations. Topics covered include electronic purchasing, RFQ, reverse auctions, B2B exchanges, warehouse management systems, bar coding / RFID, mobile solutions for distribution and field force automation, ERP, reverse logistics, equipment maintenance tracking systems, transportation/shipping management and GPS. The underlying technologies of EDI and XML are also examined. Special emphasis is placed on building analysis skills for the detailed assessment of vendor software solutions in the supply chain arena. **Prerequisites:** MIS 310

#### **MIS 462 - Management of Distributed Computing (4 credits)**

Managers need to know how to manage the diverse distributed computing environments in

which they work, and leverage the opportunities these architectures provide. Integration of data and users, graphics and telephony are illustrated through emphases on client/server and N-Tier architectures, Internet, intranet/extranet, groupware, mobile, cloud and other technologies. This elective course reviews state-of-the-art technologies in each of the basic software and hardware arenas, while emphasizing management models and higher-level analysis, including the relationship with general database strategy and data warehousing. Practical projects are assigned, giving students real-world opportunities to use the tools to enhance their work and build productivity. Theory and models are taught with a management perspective as opposed to platform-specific training. Participants are asked to complete a comprehensive and applied class project and final exam. **Prerequisites:** MIS 310

#### **MIS 467 - Telecommunications and Internet Management (4 credits)**

This course explores the range of available network and telecommunications technologies and how they can be used to facilitate information access and dissemination at all levels of an organization and through the Internet. Trends of telecommunications services are analyzed. Telecommunications trends in the United States and Europe are addressed in detail. A range of emerging telecommunications services is explored as well as how such services radically alter the ways that organizations gather information for decision making. The widespread use of mobile technologies, the cloud and the World Wide Web has required many changes both in architecture and concept. The student learns how to manage these new environments. **Prerequisites:** MIS 310

#### **MIS 480 - Predictive Analytics (4 credits)**

This course builds upon prior coursework related to analytical thinking and competence in business intelligence and analytics approaches. The course serves to advance and refine expertise on theories, approaches, tools and techniques related to prediction and forecasting in business. Students will gain practical



experience in analyzing a variety of business analytics cases and scenarios using industry-standard tools and platforms. The course prepares learners to help organizations make more effective business decisions based on the gathering and analysis of data. The design and delivery of the course enables an engaged learning environment. **Prerequisites:** MIS 380

#### **MIS 499 - MIS Capstone (4 credits)**

This course is designed to help students integrate the concepts and themes from the courses in the MIS major into a comprehensive experience in which these concepts are applied. The MIS capstone course is the final course taken in the MIS major and therefore students must complete all other required coursework and elective coursework in the MIS major before registering since the course is planned to be the final one in the major. **Prerequisite:** All work in the MIS major must be completed prior to registration.

### **MKTG**

#### **MKTG 300 - Marketing Principles (4 credits)**

This course surveys factors that marketing managers take into account when creating a marketing plan, including consumer behavior principles, market segmentation, product life cycle, packaging, branding, pricing, advertising, sales promotion, public relations, personal selling, product distribution methods and key laws affecting marketing practices. The course takes a practical approach to explaining how to identify marketing objectives and determine strategies for reaching them. It is useful to general business students, students who plan marketing management or marketing communications careers and those who wish to be better informed consumers. This course is also offered online. **Prerequisite:** Goal 1 writing requirement plus 30 credits must be satisfied.

#### **MKTG 310 - Consumer and Professional Buyer Behavior (4 credits)**

This course is designed to give both marketing management and marketing communications students an opportunity to study principles of the behavioral sciences of psychology, sociology and anthropology, and how they are used in

creating marketing and communications plans aimed at consumer or professional buyers. Specific topics include perception processes, lifestyle analysis, personality, psychographics, motivational analysis and the influence of groups on their members' buying behaviors. **Prerequisites:** MKTG 300

#### **MKTG 343 - Integrated Marketing Communications (4 credits)**

This course teaches a strategic approach to understanding and executing the full array of marketing communications. Topics include the essential role of integrated marketing communications (IMC) within the marketing function, product and service positioning, and the advantages, disadvantages and uses of various promotional tools such as advertising, sales promotion, publicity, public relations, personal selling and direct marketing. Special attention will be given to the constant changing role of interactive media. The course will focus on the process of developing effective IMC strategies that satisfy both promotional objectives and marketing goals, and developing an IMC plan. **Prerequisites:** MKTG 300

#### **MKTG 348 - Advertising Copywriting, Design and Production (4 credits)**

In advertising and marketing today copywriting is more important than ever. Effective copy needs to cut through the clutter, whether it's used for ads, social media, web sites, email blasts, video scripts, direct mail or brochures. The focus of this course is learning how to write compelling copy, incorporating positioning, creative briefs, research, features and benefits, creation of an advertising premise and copy organization. Writers are often expected to do it all, so the course also covers design basics and production terminology and practices.

#### **MKTG 420 - Marketing Research (4 credits)**

This course examines the processes and techniques used in gathering, analyzing and reporting information that forms the basis for managerial and marketing decision making. The course content includes the study of both secondary research methods and primary research methods, with the emphasis on survey



methods. There is a strong statistical analysis component, and students learn to use SPSS, statistical software used extensively in organizations that perform quantitative research. Students design and implement a marketing research study. **Prerequisites:** MKTG 300 and STAT 201

#### **MKTG 449 - Fundamentals of Purchasing Management (2 credits)**

This course acquaints students wishing to explore career opportunities in professional purchasing. It explains the functions of the professional purchasing manager, the contributions of purchasing to organizational goals, purchasing systems and controls, supplier selection procedures, and performance evaluation of purchasing personnel.

#### **MKTG 451 - Materials Management (2 credits)**

This course focuses on activities concerned with materials and inventory requirements, from receiving the materials to their introduction into the manufacturing processes. Topics discussed include objectives and organization for materials management, total quality management, materials requirement planning, traffic management, warehousing, automated inventory control systems, and legal and ethical considerations in materials management.

#### **MKTG 455 - Logistics in Supply Chain (4 credits)**

This course examines those activities involved in planning, implementing and controlling the flows of raw materials, in-process inventories, and finished goods from the points of origin to the points of consumption at the lowest total cost. Topics covered include enterprise resource planning; forecasting; inventory management; transportation modes, services and rates; warehousing; information systems; performance measurement; quality; materials handling; customer services; and the overall management of logistical functions. The computerized information programs intending to support the management functions are also treated. Special emphasis is placed on building business analysis skills to assess the feasibility and cost benefit of its functions to support logistics operations.

#### **MKTG 480 - International Marketing (4 credits)**

This course introduces students to the concepts and disciplines of international marketing. Students develop an understanding of the international environment and its impact on marketing. Topics include: social and cultural influences, political, legal and financial considerations, exporting and importing; organizational alternatives, information sources, market-entry strategies, pricing and distribution, sales and communications practices, counter trade, and other current international marketing issues. Major geographic marketing areas are discussed. **Prerequisites:** MKTG 300

#### **MKTG 490 - Issues in Marketing (4 credits)**

This course is positioned as the capstone for marketing majors. Students critically examine contemporary issues in marketing including brand strategy, consumer behavior, marketing communications, pricing, positioning, the marketing of services, interactive marketing, and ethical issues in marketing. Students analyze case studies and read articles from a wide variety of business journals and texts. Special emphasis is placed on developing analytical skills and business writing and presentation skills. Emphasis is placed on understanding complex marketing situations, drawing conclusions, and making sound marketing recommendations. **Prerequisites:** MKTG 300 and MKTG 343 and MKTG 310

### **MUSC**

#### **MUSC 133 - Class Guitar I (4 credits)**

This course is designed for students who wish to learn to play the steel string or classic acoustic guitar. It accommodates beginning and advanced beginning students. Students study hand positions, fingering techniques, music notations and other fundamentals. They are introduced to a variety of musical styles and have an opportunity to concentrate on one particular style. Students also basic music theory and guitar history, Students must have access to a guitar. Students may register twice for credit.

#### **MUSC 333 - Applied Guitar Study (4 credits)**

This private study course is designed for students who wish to learn to play the steel string or

classic acoustic guitar. It accommodates advanced beginners, intermediate and advanced players. Students study hand positions, fingering technique, music notation and other fundamentals. They are introduced to a variety of musical styles and have an opportunity to concentrate on one particular style. Students must have access to a guitar. Students may register six times for credit.

#### **MUSC 350I - Music Individual Internship (1-9 credits)**

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

#### **MUSC 360I - Music 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.

#### **MUSC 365I - Music Prior Learning (1-8 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.

### **NSCI**

#### **NSCI 201 - Minnesota Ecology and Conservation Biology (4 credits)**

An introduction to the science of conservation biology applied to the ecology of Minnesota, focusing on Minnesota's natural ecosystems and the connections between humans and the environment. Lab activities vary with the season and the instructor's expertise. Field trips to forest, prairie and/or wetland ecosystems are a required part of class; check the class schedule for the dates and times of field trips. Includes lab. Intended for general education students. **Prerequisites:** MATH 098 and WRIT 131 or WRIT 131 or WRIT 131 and MATH 102

#### **NSCI 204 - Environmental Science (4 credits)**

An introduction to environmental science and the range of environmental issues that affect people on a global, local and personal level. Topics include drinking water supply, wastewater treatment, solid and hazardous waste management, air pollution, acid rain, global warming and home environmental audits. Includes lab. Intended for general education students. **Prerequisites:** MATH 098 or MATH 102

### **NURS**

#### **NURS 270 - Health Promotion and the Role of the Professional Nurse (9 credits)**

This course introduces the student to the role of the professional nurse. The emphasis on health promotion across the lifespan includes learning about self-health, as well as holistic client health practices. Students learn to access and apply research evidence to guide safe preventative care. The student will incorporate communication and growth and development theory in a caring and culturally sensitive manner. The student will work as an ethical member of multi-disciplinary teams giving and receiving feedback about performance and use

reflective thinking about their practice. Within the context of the nursing process, populations studied will include children, adults, older adults and the family experiencing a normal pregnancy. **Co-requisites:** NURS 275

#### **NURS 275 - Nutrition and the Role of the Professional Nurse (2 credits)**

This course introduces the student to the role of the nurse in promoting and supporting nutritional health. Emphasis is on the role nutrition plays in health promotion/prevention of illness, recovery from acute illness and/or management of chronic illness. Students learn to access evidence to support healthy nutritional choices that reduce risk factors for disease and/or illness across the lifespan. Students explore how culture, ethnicity, socio-economic status, nutritional trends and controversies, and integrative therapies influence the nutritional health of the client.

#### **NURS 280 - Chronic and Palliative Care (7 credits)**

This course focuses on the nursing care of clients experiencing chronic illness and/or end of life. Emphasis is placed on understanding the lived experience of clients and families. Ethical issues related to advocacy, self-determination, and autonomy are explored. Evidence-based practice is used to support appropriate focused assessments and management of care of clients experiencing concurrent illnesses/co-morbidities. **Prerequisites:** NURS 270 and NURS 275 or NURS 272

#### **NURS 282 - Pharmacology and the Role of the Professional Nurse (3 credits)**

This course introduces theoretical concepts that enable students to provide safe and effective care related to pharmaceuticals and natural products to diverse clients across the lifespan. A framework is presented for approaching the study of pharmacotherapeutics including pharmaceutical research and regulation, quality and safety, major drug classifications, and clinical management. **Prerequisites:** NURS 275 and NURS 270 or NURS 272

#### **NURS 285 - Applied Pathophysiology for Nursing I (2 credits)**

This course introduces a holistic perspective of pathophysiological processes and the disruption in normal body function. Emphasis will be on objective and subjective manifestations of common chronic health problems resulting from environmental, genetic, and stress-related maladaptation to provide a foundation for nursing care. This course complements selected topics addressed in Chronicity and End of Life to provide a comprehensive understanding of disease processes. **Prerequisites:** NURS 275 and NURS 270 or NURS 272

#### **NURS 301 - Theoretical Foundations for Nursing Practice (3 credits)**

This course examines the theoretical foundation for the practice of professional nursing with emphasis on the values and theoretical perspectives that support practice. A holistic framework is introduced with emphasis on the application of Modeling and Role-Modeling theory. The concepts of nurturing, facilitating, healing, and transformational self-care are emphasized.

#### **NURS 302 - Introduction to Baccalaureate Nursing (1 credit)**

This course builds on the registered nurse's previous knowledge and experiences and provides an overview of concepts basic to the development as a baccalaureate prepared nurse. Course content includes exploring many of the roles of the baccalaureate-prepared nurse and one's own professional development.

#### **NURS 304 - Fundamental Concepts of Professional Nursing (5 credits)**

This course introduces students to the concepts and skills that serve as a foundation for professional nursing practice. A holistic framework for practice, grounded in Modeling and Role-Modeling theory, is utilized to examine factors affecting the health of diverse and vulnerable populations. Clinical decision making skills are practiced in simulated settings.

### NURS 306 - Essential Concepts of Pharmacology I (1 credit)

This course introduces the student to relationship between pharmacologic knowledge and nursing practice through exposure to concepts of pharmacodynamics, pharmacokinetics, and pharmacogenomics. Students will explore drug prototypes from major drug categories, including their actions, therapeutic and adverse effects, contraindications and interactions with other drugs, used with diverse individuals across the lifespan. Competence Statement: Knows concepts of pharmacology well enough to identify risks and benefits associated with pharmacological interventions.

### NURS 307 - Integrative Nursing Care (2 credits)

This course focuses on foundational aspects of integrative nursing care to promote holistic health and wellness. A theoretical basis for integrative care is explored. The inter-relationships of important concepts are utilized to identify methods for creating optimal healing environments for clients. Students evaluate evidence related to integrative therapies and explore strategies for implementing appropriate integrative approaches to clinical practice and self-care.

### NURS 309 - Holistic Nursing Care of the Adult I (3 credits)

This course focuses on the foundational principles of holistic nursing care of adults throughout the health/illness continuum. Students will utilize principles of evidence-based practice, theory, and holism during the assessment, planning, implementation, and evaluation of case-based nursing care. Emphasis will be placed on health promotion, illness prevention, and management of alterations of health and wellness in diverse persons and populations.

### NURS 325 - Health Assessment (2 credits)

This course focuses on the student's ability to perform a comprehensive health history and physical examination. This skill enhances the student's ability to model the client's world, which is central to effective intervention. The

development of a holistic database reflecting an understanding of developmental, sociocultural, environmental, sexual and family influences is emphasized. Further emphasis is on the development of cultural competence, communication skills and health promotion. History and physical examination skills focus on the identification of normal patterns and functions across the lifespan.

### NURS 335 - Introduction to Evidence-Based Practice (3 credits)

This course focuses on research as a basis for developing nursing as a discipline and for improving the practice of professional nursing. The historical development of nursing research and theory is reviewed. The usefulness of theory as a guide for practice and research is emphasized. Ethical issues surrounding the use of human subjects in research are explored. Emphasis is placed on assisting students to become effective consumers of research and developing evidence-based practice skills. Competency Statement: Understands evidence-based nursing practice well enough to apply research to nursing care. **Prerequisites:** NURS 446 and NURS 302 and NURS 301

### NURS 361 - Acute and Complex Care (7 credits)

This course focuses on the nursing care of clients experiencing acute disruptions of health and/or end of life issues. Emphasis is placed on understanding and application of theory and skills required to provide nursing care to clients with complex and/or unstable conditions. Evidence-based practice is used to support appropriate focused assessments, and effective, efficient nursing interventions. Knowledge of life span, developmental factors, cultural variables and legal aspects of care guide the ethical decision making in delivery of care. **Prerequisites:** NURS 280 and NURS 285 and NURS 282

### NURS 362 - Applied Pathophysiology for Nursing II (2 credits)

This course will facilitate ongoing critical thinking and analysis of pathophysiological concepts. Emphasis will be on interpretation and prioritization of data resulting from

environmental, genetic, and stress-related maladaptations. This course complements the selected topics addressed in Acute & Complex Care to provide a comprehensive understanding of disease processes. **Prerequisites:** NURS 280 and NURS 285 and NURS 282

#### **NURS 364 - Nursing Leadership I (3 credits)**

This course focuses on prioritization, delegation, and supervision of nursing care of clients across the lifespan. Healthcare policy, finance, and regulatory environment issues are analyzed. Emphasis is on planning, collaborating and coordinating care for individuals and groups across the care continuum. **Prerequisites:** NURS 280 and NURS 285 and NURS 282

#### **NURS 400P - Intensive Practicum I (2 credits)**

A clinical course which focuses on the application and integration of healthcare and nursing concepts, assessment skills and interventions necessary to provide basic safe and effective holistic nursing care to adults with acute, chronic, and traumatic conditions. Emphasis is placed on the examination of dynamic interrelationships between professional practice and the health and wellbeing of diverse persons and populations. Clinical experiences will occur on adult medical-surgical units with a focus on clinical decision-making and fundamental nursing skills.

#### **NURS 404 - Essential Concepts of Pharmacology II (1 credit)**

This course builds on the content presented in NURS 306. Students will explore principles of pharmacodynamics, pharmacokinetics and pharmacogenomics in relation to specified categories of pharmacotherapeutics. Students will explore drug prototypes from major drug categories, including their actions, therapeutic and adverse effects, contraindications and interactions with other drugs, for adults and older adults. Competence Statement knows essential concepts of pharmacology well enough to identify risks and benefits associated with specified categories of pharmacotherapeutics for adults and older adults.

#### **NURS 405 - Essential Concepts of Pharmacology III (1 credit)**

This course builds on the content presented in NURS 306 and NURS 404. Students will explore principles of pharmacodynamics, pharmacokinetics and pharmacogenomics in relation to specified categories of pharmacotherapeutics. Students will explore drug prototypes from major drug categories, including their actions, therapeutic and adverse effects, contraindications and interactions with other drugs, for select specialty populations with complex health needs. Competence Statement Knows concepts of pharmacology well enough to identify risks and benefits associated with specified categories of pharmacotherapeutics for select specialty populations with complex health needs. **Prerequisites:** NURS 409 and NURS 404

#### **NURS 406 - Nursing Care of the Family (4 credits)**

This course focuses on holistic nursing care of families across the lifespan. Emphasis is on application of multiple theories relevant to families experiencing transitions. Relationships between genetics and genomics to family health are discussed. Students provide care to families utilizing evidence-based nursing practice. **Prerequisites:** NURS 361 and NURS 364 and NURS 362

#### **NURS 407 - Family Health Nursing (4 credits)**

This course focuses on holistic nursing care of diverse and contemporary families across the lifespan. Major theoretical foundations relevant to families are presented and applied. Use of current evidence-based resources will direct the clinical decision-making skills of assessment, diagnosis, intervention, and evaluation are applied to families experiencing a transition or a chronic health problem. A culturally sensitive approach will be utilized to understand the interactions and relationships to enhance family well-being. **Prerequisites:** NURS 446 and NURS 301 and NURS 302

#### **NURS 409 - Holistic Nursing Care of Women, Children, and Families (4 credits)**

This course focuses on the holistic nursing care of women during childbearing, children, and



families. Students will utilize principles of evidence based practice, theory, and holism in simulation and didactic experiences. Emphasis will be placed on health promotion, illness prevention, and management of alterations of health and wellness in women during childbearing, children, and families.

#### **NURS 410 - Applied Pathophysiology (3 credits)**

This course introduces the nursing student to human pathophysiology and disruptions in homeostasis resulting in, or as a result of, alterations in tissue or organ function due to genetic, genomic, cellular, biochemical, structural or environmental causes. Topics focus on select conditions or diseases linked to physiological systems (respiratory, cardiovascular, neurological, gastrointestinal, renal, endocrine, immune/inflammatory, hematological, and skeletal/integumentary) that occur throughout the lifespan. Emphasis is placed on integrating pathophysiology, clinical presentation, therapeutic modalities and nursing interventions for effective clinical nursing practice.

#### **NURS 414 - Geriatric Nursing (2 credits)**

This course focuses on issues related to the provision of holistic nursing care to the aging population. Emphasis is placed on health promotion, chronicity and cultural aspects of aging. Additional focus is on end-of-life care and ethical dilemmas related to the aged population. Current theories of aging are examined.

#### **NURS 416 - Epidemiology in Nursing (3 credits)**

This course examines the scientific principles and the conceptual framework of epidemiology. Students interpret scientific research as it pertains to health and disease at the population level. Students gain an understanding of epidemiology as the science of public health nursing by examining the range of health issues. **Prerequisites:** NURS 362 and NURS 361 and NURS 364

#### **NURS 420 - Lifespan Transitions: Aging and Health (4 credits)**

This course focuses on holistic nursing care of clients experiencing transitions related to aging and alterations in health across the lifespan.

Cultural and social conceptualizations of health and illness, and their impact on the planning and delivery of nursing care, will be explored. Emphasis will be placed on the role that poverty, racism, and trauma play in health and chronic illness. Ethical issues related to advocacy and the utilization of culturally responsive ethical approaches are addressed. **Prerequisites:** NURS 335

#### **NURS 440 - Nursing Internship (1 credit)**

This course focuses on the application and integration of healthcare and nursing concepts, assessment skills and interventions necessary to provide safe and effective holistic nursing care. Emphasis is placed on the examination of dynamic interrelationships between professional practice and the health and wellbeing of diverse persons and populations. Internships will occur in a variety of settings with a focus on clinical decision-making and the development of the professional nursing role. Internships will occur with a nurse preceptor in a variety of acute-care clinical setting. **Prerequisites:** NURS 361

#### **NURS 446 - Nursing Informatics (2 credits)**

This course expands on foundational knowledge of nursing informatics with emphasis on how technology can be used as a tool to improve client care in a variety of settings. The role of the baccalaureate prepared nurse in evaluating information systems in a variety of practice settings is examined. The issues of ethics, ergonomics, and nursing workflow as they relate to nursing informatics are explored.

#### **NURS 456 - Community Health Nursing (4 credits)**

This course focuses on the origins and trends in community and public health nursing, conceptual models for practice, and contemporary public health problems and issues. Students synthesize knowledge from nursing, public health and the social sciences to provide holistic care with community as client. Emphasis is on prevalent population-based health issues. **Prerequisites:** NURS 307 and NURS 420



#### NURS 456P - Community Health Nursing Practicum (2 credits)

The clinical experience in this course focuses on application of concepts of community health nursing in diverse community settings, emphasizing primary prevention, health promotion and cultural competence within the holistic framework. Students must register concurrently for NURS 456 Community Health Nursing.

#### NURS 459 - Population Based Care (7 credits)

This course prepares students in the practice of community and public health nursing. Students synthesize knowledge from nursing, public health and the social sciences to provide holistic care with community as client. Emphasis is on prevalent population-based health issues. **Prerequisites:** NURS 416 and STAT 201 and NURS 406

#### NURS 460 - Mental Health Nursing (3 credits)

This course focuses on the holistic care of clients experiencing mental health challenges. Psychiatric disorders, populations at risk, and the continuum of care delivery are addressed. Emphasis will be placed on the application of assessment skills and nursing interventions relating to psychiatric clinical conditions through didactic and simulation experiences. The effects of ethical, legal, cultural, and political factors on care of the mentally ill are examined. The Healing through Caring theoretical model is used as the basis for planning, implementing, and evaluating nursing care.

#### NURS 462 - Holistic Nursing Care of the Adult II (2 credits)

This course focuses on the advanced principles of holistic nursing care of adults throughout the health/illness continuum. Students will utilize principles of evidence based practice, theory, and holism during the assessment, planning, implementation, and evaluation of case based nursing care. Emphasis will be placed on health promotion, illness prevention, and management of alterations of health and wellness in diverse persons and complex populations.

#### NURS 464 - Nursing Leadership II (4 credits)

This course reinforces and expands leadership concepts introduced in previous courses and focuses on how nursing leadership influences client care and practice in the larger health care delivery system. Emphasis is on use of outcome data to evaluate care delivery systems and to propose performance improvement initiatives, considering enduring practice issues, policy debates and historical solutions. **Prerequisites:** NURS 416 and NURS 406

#### NURS 465 - Leadership and Management in Nursing (4 credits)

This course focuses on individual development necessary to prepare nurses to act as leaders and advocates in a variety of health care environments. Students will analyze and apply the roles of the baccalaureate prepared generalist nurse within systems utilizing a holistic, theoretical, and evidence based perspective.

#### NURS 485 - Global Health Perspectives for Nursing (3 credits)

This course examines global health issues that influence the delivery of holistic care at the local, national and global level. Emphasis is on recognition of the global, cultural, and societal factors that influence care at the local level. Theoretical frameworks are presented to guide planning of global health care delivery. The role of nursing in advocating for culturally responsive care of diverse and vulnerable populations is examined. Students are challenged to define themselves as global citizens. **Prerequisites:** NURS 459 and NURS 464

#### NURS 490 - Integrative Seminar and Practicum (7 credits)

This clinical practicum course provides a bridge for the role transition from student to baccalaureate nurse generalist. Emphasis is placed on synthesizing theories, principles, concepts, and skills from nursing and other disciplines as a basis for implementing and evaluating holistic nursing care within systems and to diverse populations across the lifespan. This course may include seminar, self-directed study, service learning, simulation and clinical

learning experiences. **Prerequisites:** NURS 464 and NURS 459

#### **NURS 499 - Special Topics in Nursing (1-6 credits)**

This independent study is designed for transfer students whose course or courses from another college or university fulfills some but not all of the requirements of a Metropolitan State undergraduate nursing course. The student and faculty evaluator negotiate the number of credits to be completed and the specific course objectives and requirements to be satisfied. Through guided study, the student completes these requirements.

#### **NURS 520 - 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 521 - WOC Nursing, Skin and Wound Management (3 credits)**

The course focuses on the care of the client across the lifespan who may be at risk for skin breakdown, who has a break in skin integrity or who has an existing wound. Specifically, students will gain knowledge of the etiology, differential diagnoses, clinical findings and management options of the wounds or skin complications affecting these groups. Focus will also be on the adept skill of obtaining a physical assessment and medical history, incorporating data from diagnostic tests, and documentation of

assessments and evaluations to attain optimal patient outcomes.

#### **NURS 522 - WOC Nursing, Ostomies and Continent Diversion (3 credits)**

This course will address the immediate and long term care of clients across the lifespan experiencing acute and chronic health concerns that may result in an ostomy or continent diversion. Specifically, students will gain knowledge of the etiology, differential diagnoses, clinical findings and management options of the common conditions necessitating an ostomy or continent diversion. In addition, students will gain knowledge of the etiology, differential diagnoses, clinical finds, and management protocols of the common conditions affecting the ostomy or continent diversion patients. Emphasis will be placed on the psychosocial and educational needs of these patient groups from the preoperative, postoperative and long-term follow-up perspective.

#### **NURS 523 - WOC Nursing, Bowel and Bladder Continence (3 credits)**

This course will address the immediate and long term care of clients across the life span experiencing acute and chronic health concerns that often result in urinary or fecal incontinence. Specifically, students will gain knowledge of the etiology, differential diagnoses, clinical findings and nursing, medical and surgical management options for urinary and fecal incontinence. Emphasis will also be places on the psychosocial and educational needs of these client groups including behavioral strategies, environmental modifications, physical assessment and examination, containment, skin protection, pharmacological interventions and relevant procedures.

#### **PFIN**

#### **PFIN 101 - Personal Finance and Investing (3 credits)**

People make financial decisions daily and, with increasing frequency, decisions affecting their long-term financial well-being. This course provides an introduction to the world of personal investing and finance including the

formulation of intelligent and practical investment and personal financial plans.

#### **PHIL**

##### **PHIL 100 - Multicultural Introduction to Philosophy (4 credits)**

Have you ever wondered how people from different cultures think about important life questions differently from one country or culture to the next? How do different cultures understand life's meaning? How do different cultures understand the nature of death? How do people in different cultures make sense of their place in the world? How do they see their moral responsibilities to one another? Through philosophical readings from a wide variety of cultures, this course explores these and other questions of inter-cultural philosophical significance. You will leave the course with a greater understanding of how people from a variety of cultures attempt to answer these important life questions.

##### **PHIL 102 - Philosophy, Film and the Meaning of Life (4 credits)**

Does human life have a meaning? If so, where or how can it be found? How should one live? What kind of people should we want to be? How does the nature of one's community and one's position in it affect one's answers to these questions? Do only certain kinds of communities offer opportunities for a good life? This course uses movies and philosophical essays from classical and contemporary sources to discuss these and other matters concerning life's meaning.

##### **PHIL 204 - Introduction to Symbolic Logic (4 credits)**

Symbolic logic uses formal methods in order to study the properties of arguments in a precise and rigorous manner. In this course, we learn about both the propositional calculus, which deals with the logical relations that hold among whole propositions, and the predicate calculus, a system which allows more precise analysis of linguistic structure. The course will focus on both translation of natural languages into symbolic form, and proofs using natural deduction.

##### **PHIL 301 - Ethical Inquiry (4 credits)**

What does it mean to be an ethical person? What thinking should guide a person's decisions about doing (or not doing) what is right or wrong? Can we know when something is right or wrong or this only a matter of personal feeling? Do the affluent have moral duties to help the poor of the world with their plight? This course explores these questions and others like them, using a variety of philosophical materials and approaches. It examines major moral theories and related moral dilemmas concerning, for example abortion, economic justice, war and morality, and the moral status of animals. This course also examines ideas about how race, class and gender may affect concepts of ethics.

##### **PHIL 303 - Principles of Inquiry: Ways of Knowing (4 credits)**

This course will consider a number of questions about knowledge: What is the difference between knowing that something is true and just believing (or being of the opinion) that it is true? What sorts of methods or modes of inquiry can reliably produce knowledge? Are there various methods for acquiring knowledge or is there really only one method (perhaps something called "the scientific method"). Is science the only reliable 'way of knowing', or are there others (faith or intuition or personal experience or...)? Should we accept claims that non-Western cultures have distinctive 'ways of knowing'? What about the idea that there are (as a popular book title suggests) 'women's ways of knowing'? The course will treat these questions as practical questions: In the public sphere of politics and the marketplace, as well as in our personal lives, claims and counter-claims abound. Many people claim to know one thing or another, and many others claim to know that those very claims are false or ill founded. How can we sort through the spin and the propaganda and figure out what's really going on? How, in particular, can we know what we need to know in order to be good citizens in a democratic society? Part of what we need is to understand better how our minds work and what errors they are prone to. We will also need to think about how the mass media inform and misinform us.

#### PHIL 306 - Philosophy and Sexuality (4 credits)

This introductory course explores the most basic ideas about human sexuality and sexual identity: What does it mean to be a woman or a man? What does it mean to have a sexual identity? Is there such a thing as “normal” sex? How has sexuality been socially regulated in the past and how is it currently regulated? How can people evaluate such “regulations?” How do ideas about sexuality influence gender, ethnic, racial and other stereotypes? What sorts of ideas do people have about the nature of their bodies? Students develop basic philosophical skills in order to sort out these questions. Topics usually include: eroticism, desire, homophobia, sexual violence, pornography, prostitution, and sexual imagery in popular culture, love and romance.

#### PHIL 310 - Environmental Philosophy (4 credits)

In this course we use various philosophical approaches to explore the relations among persons, non-human animals and the worlds they inhabit separately and together. We will look closely at the grounds for claiming that we have obligations and duties in relation to non-human animals and the environment, as well as the ways in which these relations provide inspiration, companionship, solace and love. Topics may include: environmental justice and the disposal of electronic waste; animals and factory farming; the real cost of cheap consumer goods; the historical evolution of the concept of environment protection, of a land ethic, and of the development of natural parks; human stewardship; the possibility that natural creatures have a value that is independent of human benefit and whether it makes sense to grant them legal standing; global climate change; the connections between feminism and environmental ethics; the population time bomb and current responses; green politics; the role of scientific expertise in a democratic society; shallow vs deep environmental movements.

#### PHIL 320 - Business Ethics (4 credits)

Do business firms have obligations besides making as much money as possible for their stockholders? What are their responsibilities, if any, to their employees, their customers, and

the wider community? Is it enough to obey the law, or does the law sometimes allow people to do things that are wrong? Do employees have any right to privacy on the job? To ‘living wages’? To ‘decent’ working conditions? Does a seller have any obligation to look out for the interests of the buyer? Isn’t it necessary to put the best possible ‘spin’ on your product and let the buyer look out for him or herself? This course will examine questions like these in light of various theories of ethics and current theories of justice. In addition to considering how we might ideally like people to act, it will also consider the challenges to personal integrity and ‘doing the right thing’ posed by the real world of business and by the kind of large bureaucratic organizations that dominate it.

#### PHIL 321 - Medical Ethics (4 credits)

Is it ever right to try to hasten a patient’s death? Should people ever be given medical treatment against their will? How should we decide who will get access to scarce medical resources (like organ transplants)? Do people have a right to get the care they need, even if they can’t pay for it? This course will use ethical theories and theories of justice to explore these questions and others like them. It is intended to be helpful not only to (present or future) health care practitioners, but also to anyone who wants to think about these issues, which confront us in our roles as patients and as citizens whose voices can contribute to the shaping of health care policies.

#### PHIL 327 - Ethics in the Information Age (4 credits)

This course explores a range of moral issues raised by the introduction of new technologies for the production, distribution and use of information -- issues about privacy, surveillance and data-mining, freedom of speech, copyright, computer crime and abuse, justice in access to information, the political and social significance of the Internet, and so on. The course is intended to be helpful not only to information technology professionals, who will encounter some of these issues in connection with their work, but also to anyone who has an interest in the way information technology is changing our lives.

Students will study moral theory, professional codes of ethics and a variety of case studies.

#### **PHIL 352 - Borders, Walls, Us and Them (4 credits)**

This course offers an introduction to the philosophical issues raised by political and economic relations in the global system. Classes typically deal with challenges such as just distribution of goods and services; the morality of war; the complexity of humanitarian intervention; recognition across national boundaries; and environmental justice.

#### **PHIL 354 - Economic Justice: Who Gets What and Why? (4 credits)**

Does the fact that some in the world have more than they need in order to live and others have too little to survive show that the world is unjust? Do people in affluent countries have a moral obligation to help those in impoverished countries? Should material well-being be more equally distributed in a just world? Should people who contribute more get more? Do smart people, beautiful people, and hard-working people deserve to get more than those who are less so? Should the world's bounty be seen as belonging to all equally? These and other questions regarding the controversial issue of economic justice will be addressed through a variety of philosophical materials.

#### **PHIL 360I - Philosophy 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.

#### **PHIL 365 - The Cultural Politics of GLBT Sexuality (4 credits)**

This course studies the socio-cultural, political, and conceptual bases of contemporary identity formation in gay, lesbian, transgender and bisexual communities. Variable topics of study, focused primarily on the United States, examine the development of communal and political LGBT identity rooted in the philosophical, social, and political debates and challenges among and between LGBT people since 1945: the Homophile movement of the 1950's and 1960's, the Stonewall Riot of 1969 and Gay Liberation movements of the 1970's, lesbian feminism and the politicization of sexuality, the HIV crisis, LGBT civil rights and public policy, transgender politics, race and its relationship to sexuality, and cultural, literary, and filmic expressions of LGBT identity. Overlap: GNDR 365

#### **PHIL 366 - Race and Racism: Philosophical Problems (4 credits)**

What exactly is a race? How have conceptions of race changed over time? What does it mean to say that race is socially constructed? What is the relation between the idea of race, racial prejudice and racial oppression? What exactly is racism? What is the precise nature of the harm of racism? What can and should we do about racism -- its historical legacy and its contemporary manifestations? This course uses the tools and methods of philosophy to examine a variety of conceptual and ethical questions about race and racism.

#### **PHIL 375 - Ancient Greek Philosophy (4 credits)**

This course examines the birth of European philosophy in ancient Greece. We will study the two Greek thinkers who are still regarded by many as the greatest of all philosophers - Plato and Aristotle - and may also examine the work of other thinkers who came before and after them. Topics include the nature of reality, the ways we might come to have knowledge, and the good life for human beings.

#### **PHIL 378 - Contemporary Epistemology and Metaphysics (4 credits)**

Recent developments in the philosophical understanding of knowledge and reality. Texts



will include both analytic and continental approaches, as well as the work of members of previously marginalized groups. Topics may include developments in social epistemology, feminist work on the concept of identity, or the rise of interest in cognitive science and experimental philosophy.

**PHIL 499 - Philosophy Capstone Seminar (4 credits)**

This capstone course for Philosophy majors is intended to support students in doing advanced work in philosophy. Students will work together as a community of inquiry to study a particular author, genre, period or problem selected by the instructor. Texts and topics will be chosen to illustrate the variety of styles and strategies employed by philosophers of varying cultural backgrounds and to include the critiques and contributions of authors from marginalized communities/communities of color. Each student will complete a course paper or project using concepts and methods derived from this and other philosophy courses to explore a philosophical topic of personal interest connected to the seminar topic. Prerequisite: Open to philosophy majors near graduation and to others with appropriate preparation (non-majors need instructor's permission to register).

**PHYS**

**PHYS 101 - Introduction to Astronomy (4 credits)**

This course examines the evolution of the universe and the movements within the solar system and life cycles of stars. It is designed for students with a natural interest and fascination for planets, stars, and the universe. The class has access to a large telescope, a planetarium and color slides of recent space probes. Also, it explores special topics of interest including supernovas, quasars, gas giant planets and other wonders of the unfolding universe. Lab included. Intended for general education students and students majoring in Life Sciences Teaching. Prerequisites: MATH 098 or MATH 102

**PHYS 105 - Air, Weather and Climate (4 credits)**

This course is an introduction to the atmospheric sciences, including meteorology, climatology, and atmospheric chemistry. This course

emphasizes scientific method, human impact on the environment, and the climate and weather in Minnesota. Includes lab. Intended for general education students and students majoring in Life Sciences Teaching. Prerequisites: MATH 115 or MATH 120 or STAT 201

**PHYS 110 - Introduction to Physics (4 credits)**

This is an introductory course in physics covering one-dimensional and two-dimensional linear motion and forces, vibrations and wave motion, the behavior of light, and electricity and magnetism. Laboratories emphasize real world applications of the concepts and problem solving skills taught in this course. Includes lab. Intended for general education students and students majoring in Life Sciences Teaching. Prerequisites: MATH 115 or MATH 120

**PHYS 211 - Calculus Based Physics I (5 credits)**

This is the first course of a two semester sequence covering the fundamental concepts of physics. This course covers Newton's laws of motion, work, energy, linear momentum, rotational motion, gravity, equilibrium and elasticity, periodic motion, fluid mechanics, temperature, heat, and the laws of thermodynamics. Laboratories emphasize application of physics concepts and quantitative problem solving skills. Intended for science majors and general education students with strong mathematical background. Prerequisites: MATH 210 or MATH 208

**PHYS 212 - Calculus Based Physics II (5 credits)**

This is the second course of a two semester sequence covering the fundamental concepts of physics. This course covers oscillatory motion, waves, superposition and interference of waves, diffraction, electricity and magnetism, electric circuits, light, mirrors and lenses. Laboratories emphasize application of physics concepts and quantitative problem solving skills. Intended for science majors. Prerequisites: PHYS 211 and MATH 208 or MATH 210 and PHYS 211

**PHYS 351 - Thermodynamics (5 credits)**

This course introduces the concepts of thermodynamics. Topics include the first law of thermodynamics, the second law of thermodynamics, entropy, statistical mechanics,



specific heat capacities of gases and solids, efficiency and the Carnot cycle, chemical potential, chemicals and phase equilibria, etc. Applications explored will include the behavior of gases and the operation of heat engines. Laboratories emphasize real world applications of the concepts and problem solving skills taught in this course. **Prerequisites:** MATH 210 and MATH 211 and PHYS 212

#### **PHYS 355 - Modern Physics (3 credits)**

This course covers special relativity, elementary quantum theory, atomic structure and spectra. It is intended for students pursuing chemistry and physics major/minor. **Prerequisites:** MATH 211 and PHYS 212

#### **PHYS 357 - Modern Physics Lab (2 credits)**

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

#### **PHYS 489 - Directed Research in Physics (1-5 credits)**

This is a faculty designed independent study (FDIS) which provides students the opportunity to do independent research in the field of theoretical and/or computational physics under the supervision of a resident physics faculty member. This course will improve problem solving, numerical/computational, and mathematical skills of the students. At the end of the course, students must complete a research report which must be approved by the instructor. The number of credits will be decided by the faculty and the student. **Prerequisites:** PHYS 212 and MATH 350 and WRIT 231

### **POL**

#### **POL 101 - Introduction to American Government and Politics (4 credits)**

This course introduces students to the structure of American government, the core ideas and values that underlie it, and approaches to effective civic engagement. Through reading, class exercises, and case studies students gain an understanding of how American political institutions function and how to engage in meaningful political action.

#### **POL 301 - Citizenship in a Global Context (4 credits)**

This course investigates the theory and practice of citizenship in local communities, the United States and the world. Students draw on core concepts from political science to explore contrasting ideas about citizenship and the political, economic and cultural dimensions of critical issues facing the global community. Classroom inquiry is supplemented by field experiences and investigation. **Prerequisites:** WRIT 131

#### **POL 302 - Political Ideas (4 credits)**

This course examines political ideas from a variety of historical, cultural and social contexts. It includes perspectives from both the "mainstream" of traditional European-American political thought, and perspectives from other cultures, ideologies and traditions that often challenge the assumptions of dominant thinking in both the United States and the international community. The goal is to provide students with the understanding necessary to evaluate U.S. political institutions and ideas, and participate as citizens. **Prerequisites:** WRIT 131

#### **POL 304 - Social Movements in Global Perspective (4 credits)**

This course draws on key concepts from social theory to examine select social movements through a global perspective. Using case studies of movements that focus on such central themes as democracy, human rights, and economic justice, the course will explore how movements begin, the development of ideology and world view, and contrasting approaches to organization, tactics, strategy and leadership. On a broader level, students will examine the relationship between tradition and change, and movement and counter-movement, in order to evaluate how social movements have influenced-and continue to influence-the world we live in. **Prerequisites:** WRIT 131

#### **POL 305 - Elections and Political Parties (4 credits)**

This course uses the current campaign as the basis for studying voter behavior, polling, the impact and role of the media, political parties,

and general election strategy on behavior. Special emphasis is placed on the role of race, class and gender in shaping political participation. Campaign involvement is encouraged. **Prerequisites:** WRIT 131

#### **POL 311 - Community Organizing and Social Action (4 credits)**

This course examines the theories, current trends and practical dimensions of how people with common goals and grievances organize themselves to effect change. Topics include the nature of community organizing, organizing models from a variety of cultural and historic traditions, practical approaches to identifying issues, bringing constituencies together and nurturing grass roots leadership, and choosing and implementing effective strategies and tactics. Case studies include organizing projects in communities of race and ethnicity, social class and gender. **Prerequisites:** WRIT 131

#### **POL 312 - Advocacy for Policy Change (4 credits)**

Democratic governments are assumed to be more legitimate than and preferable to other forms of government due to their openness and responsiveness to citizen influence. Yet many citizens and residents in the United States express feelings of powerlessness when it comes to influencing legislators and engaging in politics. In this course, students will learn about the state legislative process in Minnesota and develop a wide range of democratic skills necessary for becoming citizen advocates and influencing elected officials. Over the course of the semester, students will identify an issue area they want to work in; choose legislation related to that issue area to advocate for; identify and build relationships with community organizations working in the issue area; work in coalition with at least one community organization; develop a range of political communication materials for influencing legislators; and meet with state legislators to advocate for their preferred policies. The skills students will develop in this class will be applicable to participating in democracy at the local, state, and national level.

#### **POL 313 - Democracy, Politics, and Punishment (4 credits)**

This course explores the way in which our policing and punishment policies affect democratic decision-making and vice-versa. The central question considered is this: How do our policing and imprisonment practices affect democratic legitimacy in the United States? To answer this question, students will examine theories of participatory democracy that link widespread political participation to democratic legitimacy. Students will then consider the interconnections between several important public institutions such as the police, prisons, schools, voting, elections, and the interest group system. Significant focus is given to issues of race and racism. **Prerequisites:** WRIT 131

#### **POL 319 - Politics, Markets and Society (4 credits)**

This course explores the contrasts and inter-relationships between three approaches to organizing our public life: democratic politics, economic markets, and the multiple associations that make up civil society. Students will investigate the basic characteristics and underlying principles of each approach and apply what they learn to an analysis of contemporary public issues. Students will evaluate the basic strengths and limits of each approach to civic engagement and public problem solving, and reflect on the ethical dimensions of their roles as citizens, consumers and members of civil society. **Prerequisites:** WRIT 131

#### **POL 321 - World Politics (4 credits)**

This course examines critical global issues and the organizations and institutions that are attempting to address them. Drawing on concepts from political science and international relations, students explore such issues as human rights, the global environment, violence within and between nations, and the gap between “have” and “have not” nations. The course investigates the response of the United States to these issues as well as the effectiveness of formal international organizations like the United Nations and emerging transnational citizen organization. Classroom inquiry is

supplemented by field experience and investigation. **Prerequisites:** WRIT 131

#### **POL 323 - The Middle East and International Conflict (4 credits)**

The course is for students who wish to gain an understanding of the political, economic, religious, and social roots of the conflicts in the region. Students examine the conflicts between Israel and Palestine, US wars in Iraq and Afghanistan, and the rise of terror groups like the Islamic State and Al-Qaeda. **Prerequisites:** WRIT 131

#### **POL 331 - Law and the Legal Process (4 credits)**

This course begins to examine law, both what it is and how it is practiced. The course focuses on the limits of law, the practice of law, and the strengths and weaknesses of the U.S. legal system. Students analyze these issues in the context of current controversial legal disputes. **Prerequisites:** WRIT 131

#### **POL 333 - Constitutional Law: Civil Rights and Civil Liberties (4 credits)**

This course focuses on the relationship between the individual and the government. By studying Supreme Court decisions and various pieces of legislation, freedom of speech, privacy, freedom of the press and discrimination are investigated. Responses to issues of equality and justice are analyzed. **Prerequisites:** WRIT 131

#### **POL 360I - Political Science 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.

#### **POL 365I - Political Science Prior Learning (1-8 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.

#### **POL 381 - Community Leadership: Principles and Approaches (4 credits)**

What is leadership? What skills and qualities make a good leader? What is the relationship between leadership, civic participation and the common good? Open to both experienced leaders and those who are just starting out, this course will explore a variety of leadership principles and approaches as well as the relationship between civic engagement and social justice. Students will investigate a variety of community participation strategies including: volunteer service, citizen organizing, electoral politics, public and non-profit boards and commissions, and community development. On-line and community resources and assignments will supplement class-room based learning. Students will be able to apply previous community experience to completion of course requirements. **Prerequisites:** WRIT 131

#### **PRSP**

#### **PRSP 301 - Perspectives: Educational Philosophy and Planning (4 credits)**

This course considers, from a multidisciplinary perspective, the questions “What is an educated person? What character traits mark an educated person? And how does becoming educated impact one’s personal, family and social life?” While it is a required course for all students who plan to complete an Individualized B.A., it is also a helpful course for students in any of the other colleges who are not sure about their major focus. The course helps students develop their

own individualized degree plans or program outlines by providing time to reflect on what they want to learn and the best way to learn it. Students assess their own academic strengths and weaknesses and meet resource people from around the university who challenge them to think about education in a broad and liberating manner. While most students often focus first on their vocational goals in higher education, this course challenges students to think also about their community involvement and lifelong learning needs.

#### **PRSP 370 - The American Legal System (2 credits)**

A William Mitchell College of Law course, this course covers some basic elements that make up the American legal system, starting with the way lawyers think (in tandem with the PRSP 371 Legal Reasoning and Writing). The course describes the process of law, and goes into units which cover the basic application and interpretation of law. These units focus on examples and applications in two areas of law - torts and criminal law. Students are given a mix of case law and statutory law, and are shown how the law is applied in factual, hypothetical situations. The classroom instruction is given as a standard law school presentation. The final exam tests students in the same way law students are tested, by applying law to hypothetical fact situations. **Co-requisite:** PRSP 371

#### **PRSP 371 - Legal Reasoning and Writing (2 credits)**

A William Mitchell College of Law course, this course covers basic legal reasoning, the logical process used in legal thought and analysis. This course includes some basic writing and exercises to demonstrate new analytical skills. This course is a preview of the legal writing program that most law students must take in their first year. **Co-requisite:** PRSP 370 The American Legal System.

#### **PRSP 499 - Capstone (4 credits)**

This course is the culminating experience in a student's College of Individualized Studies program and is required of graduating seniors. Students demonstrate the relationship between what they have learned and the university's

philosophical tenets and academic outcomes related to communication skills, critical thinking, multicultural understanding, global perspectives and citizenship. Students also consider their lifelong learning plans, possible career changes and future liberal learning opportunities. Students should register for this course in one of their final university semesters.

#### **PSYC**

##### **PSYC 100 - General Psychology (4 credits)**

This course introduces students to scientific and applied psychology, and suggests its application to everyday life. The course familiarizes students with concepts, principles, research methods and theories of psychology.

##### **PSYC 102 - Dynamics of Parent/Child Relationships (3 credits)**

This course is designed to increase knowledge of child growth and development and child-rearing principles and techniques. The focus is on parents' roles as facilitators for their children in areas such as achieving a purposeful life, becoming self-reliant and developing communication skills. It includes understanding and meeting the needs of single parents and their children.

##### **PSYC 106 - Stress Management and Wellness (4 credits)**

This class focuses on theories of stress management and practical tools for reducing stress. The objectives include helping each student identify personal stressors; becoming familiar with the theories of stress management; applying cognitive and behavioral stress reduction techniques, including progressive relaxation, visual imagery, assertiveness, time management and thought stoppage; and developing a personalized stress-reduction plan. Students are evaluated in part on the basis of their complete individualized stress-reduction plan.

##### **PSYC 108 - Career and Life Planning for Women (3 credits)**

This course seeks to help women maximize their potential career choices and take control of their lives. The objectives include helping each woman identify and understand her own values,

interests and abilities; becoming familiar with and applying theories of career development and adult development as they pertain to women; using an effective decision-making process; and developing a personal career and life plan, and determining strategies to implement, review and revise the plan.

#### **PSYC 200 - Fundamentals of Psychological Science (2 credits)**

This course is designed to help students understand and be able to apply ethical principles and the fundamental components of the scientific method. Students will be introduced to statistical theories and operations, and the basics of reading and writing in APA style as they relate to the study of psychological science. Students will learn to think critically about scientific research and the process of using the scientific method to quantify, measure, and make predictions about human behavior.

#### **PSYC 212 - Introduction to Diversity and Ethics in Psychology (3 credits)**

In this course students explore questions related to psychology's response to diversity and ethical principles, including: How has psychology dealt with issues of culture, race, ethnicity, class, gender, sexual orientation and ableism? How has this influenced basic theories in psychology? How does this affect specific groups or individuals in areas of research, assessment and therapeutic practice? What are the ethical standards that guide, and the ethical dilemmas that currently face, the field of psychology? How do issues of diversity and ethical principles influence and intersect with each other? Further, this course is designed to develop and expand students' critical knowledge of the central role of race, racism, and anti-racism in multiple contexts of society and aspects of everyday life. Students are asked to think critically about the societal and individual effects inherent in the information covered in this course. **Prerequisites:** PSYC 100

#### **PSYC 300 - Abnormal Psychology (4 credits)**

This course explores the nature and causes of abnormal behavior and the terminology used in describing and discussing abnormal behavior.

Students study the major categories used to classify abnormal behavior and the diagnostic criteria involved. **Prerequisites:** PSYC 100

#### **PSYC 301 - Adolescent Psychology (4 credits)**

This course covers the theory and developmental processes of adolescence, including viewpoints of adolescence, self and adolescent identity, biological influences, thinking and intelligence, and development of moral values and adolescent pathologies. Students learn to identify and describe these variables as interactive in the developmental process. **Prerequisites:** PSYC 100

#### **PSYC 302 - Adult Development and Lifelong Learning (4 credits)**

This course examines adults in transition in the broad context of "the learning society" and explores practical applications of individual differences in learning styles and research on adult learners. Students complete individual study projects which may relate to their personal development or to their professional development particularly as it applies to the workplace. Periodically, focus or topic courses are offered for students with specific interests. See PSYC 319 The Impact of Technology on Human and Organizational Behavior and PSYC 342 Adult Development and Lifelong Learning II: Continuing Education and Training.

#### **PSYC 303 - Artificial Intelligence (4 credits)**

This course investigates current and past work in the field of artificial intelligence (AI). Definitions of intelligence are considered and mechanisms and performance of AI application systems are studied. Comparisons are made to human intelligence as the class evaluates achievements in the AI application areas of problem solving, expert systems, neural networks, natural language processing, speech recognition, computer vision, machine learning and robotics. The philosophy of consciousness and the future of AI are also explored. Online videos, computer demos, and discussions are featured. Students can choose to write a critical paper or develop and test a toy AI system. English language competence is required. **Prerequisites:** PSYC 100



**PSYC 305 - Behavior Disorders in Children (4 credits)**

This course focuses on common behavior and emotional problems of children and youth, with less emphasis on adolescence. Topics include dependency, anxiety, control issues, motivation, aggression and social behavior. The course balances theory and practice related to behavioral disorders with the focus on practical solutions. **Prerequisites:** PSYC 100

**PSYC 306 - Child Abuse (4 credits)**

This course covers major areas of child maltreatment. Topics include definitions of physical, sexual and emotional abuse and neglect; methods of prevention, intervention and treatment; and community resources. **Prerequisites:** PSYC 100

**PSYC 307 - Data/Statistical Analysis for the Behavioral Sciences (4 credits)**

Students learn the basic procedures used in the collection and analysis of data in the behavioral sciences. Statistical software is used to conduct descriptive and inferential analyses of both small and large data sets. Students learn to write conceptual conclusions supported by statistical analyses. **Prerequisite:** Completion of math general education requirements.

**PSYC 308 - Child Psychology (4 credits)**

This course provides an overview of the science of child psychology. Major theories and research related to a child's perceptual, motor, emotional, social and cognitive development are reviewed, and their practical applications are explored. **Overlap:** PSYC 308T Child Psychology Theory Seminar. **Prerequisites:** PSYC 100

**PSYC 309 - Cognitive Psychology (4 credits)**

This course covers topics that span the full range of specializations within the field of cognitive psychology; such as attention, learning, memory, thinking and problem solving, decision making, language, intelligence and creativity. Applications of this information to education, business and mental health are provided. This course is well-suited to students interested in education, as well as psychology, and is often preparation for graduate study in psychology or education. **Prerequisites:** PSYC 100

**PSYC 311 - Life Span Developmental Psychology (4 credits)**

Life Span Developmental psychology reviews concepts, theories and principles of human development from conception and prenatal development through late adulthood. This course will emphasize cognitive and social development topics that will explore maturation, human growth experiences and the various stages of physical development as key components influencing human behaviors. **Prerequisites:** PSYC 100

**PSYC 312 - Research Methods (5 credits)**

This course introduces students to scientific research methods in psychology, emphasizing the experimental method. Topics include developing research questions, reviewing background information, deciding on appropriate methodology, and collecting and interpreting data. This course prepares students to think critically about psychological claims and is generally required preparation for graduate study. This course includes assignments in the Psychology Laboratory. **Prerequisites:** PSYC 100

**PSYC 313 - Family Systems (4 credits)**

In this course, students learn how family life affects individuals by examining the current theories and research on family systems. Learning strategies include role-playing demonstrations. Evaluation is based in part on individually-designed projects on the family of origin. **Recommended:** An introductory sociology or psychology course.

**PSYC 314 - Group Dynamics and Facilitation (4 credits)**

Students learn the theory and practice of group membership skills, including group development, roles, norms and leadership responsibilities. Students also learn situational leadership styles and roles, interpersonal communication styles, conflict management, problem solving, feedback skills, and group activity planning, presentation and processing. **Overlap:** COMM 351 Communication in Work Groups and COMM 351T Communication in Work Groups Theory Seminar.



#### PSYC 317 - Human Factors (4 credits)

Human factors psychology (ergonomics) is the study of human capacities and limitations affecting people's interaction with machines. Topics include perception, cognition, memory, psychomotor learning, display and control design, vehicular and roadway design, the human-computer interface, airplane crashes, and product liability. The course includes psychology laboratory experiments and research reports, exercises in human factors design, and a field trip in which students fly a flight simulator. Experimental methodology underlies the content of this course. **Prerequisites:** PSYC 100

#### PSYC 319 - The Impact of Technology on Human and Organizational Behavior (4 credits)

The impact of technology on human and organizational behavior is examined within the context of psychological theory. Topics include challenges that technologies have created for individuals, social relations, and businesses; the effects of emerging technologies on self and others; and technology's effect on mental health and well-being. Students will explore psychological theories that address how and why we engage with technology and its products as well as the social and practical impacts of technology on the world today.

#### PSYC 323 - The Nature of Creativity: A Psychological Perspective (4 credits)

This course examines creativity's role in the therapeutic process. Writings by psychologists and artists are explored to help students better understand psychological creativity. The class studies questions such as: how is art therapeutic? and, how does the therapeutic process help one see and live life more creatively? **Prerequisites:** PSYC 100

#### PSYC 327 - Psychological Testing (4 credits)

This course provides an understanding of the basic concepts and techniques involved in selecting, administering, scoring and interpreting psychological tests. Validity, reliability, standardization, norms and ethical issues are covered in the measurement of intellect, aptitude, achievement, interest and personality. Learning strategies include test

demonstrations. Students take, score (where possible) and interpret several different tests. **Prerequisites:** PSYC 100

#### PSYC 328 - Psychology of African Americans (4 credits)

This course investigates the African-American experience from a social psychological perspective. The course gives students insights on one of the largest racial cultural groups in the United States, and the impact of African Americans on the American social system. **Prerequisites:** PSYC 100

#### PSYC 330 - Psychology of Learning: Contemporary Theories and Applications (4 credits)

This course introduces students to the history of learning theories, and the development of current theories of learning such as classical conditioning, operant conditioning and observational learning. An emphasis is on the basic methods of inquiry, as well as on applications of learning theories to areas such as education, business and behavioral change. This course is well-suited to students interested in education, as well as psychology, and is often preparation for graduate study in psychology and education. **Prerequisites:** PSYC 100

#### PSYC 331 - Psychology of Men (4 credits)

This course, developed for men and women interested in understanding the male experience and their own personal journeys, explores the male experience amid the cross-currents of change in contemporary American society and related implications for counseling. It takes into account the feminist critique and moves toward a new understanding of today's masculinity. The course covers issues of power, dominance, nurturance, aggression, competition and emotional expression. Students gain a perspective of the historical, biological, anthropological, sociological and psychological theories of sex-role development and the politics surrounding it and how both men and women have been affected by the imposition of limiting roles and expectations. **Prerequisites:** PSYC 100

#### PSYC 332 - Psychology of Personality (4 credits)

This course covers similarities and differences in major personality theories and the “real life” implications for holding different theoretical views. Students take an active part in class discussions and give a class presentation on an in-depth study of a major theory. **Prerequisites:** PSYC 100

#### PSYC 333 - Psychology of Victims (4 credits)

This course defines the psychosocial dynamics of victimology, identifies the psychological stages of victimization, and defines relationship dynamics between the victim and the victimizer. It describes the concepts of secondary victimization, stress response syndrome, and anomie and victimization. Students examine the roles of women and human service professionals as victims in a class discussion format. Overlap: PSYC 333T Victimization Theory Seminar. **Prerequisites:** PSYC 100

#### PSYC 334 - Peace Studies and the Psychology of Peace (4 credits)

Can we manage the conflict in our personal life, our society and our world so it results in development and justice rather than oppression and destruction? We consider four paths towards peace: strength, negotiation, justice through nonviolent and political action, and personal transformation. Students are asked to develop their own stance towards achieving peace, to act on the basis of that stance and to report what they discover.

#### PSYC 336 - Social Psychology (4 credits)

In this course, students learn social psychological theories and concepts. They also learn how to understand the research methods on which these theories are based. This knowledge includes an awareness and respect for the diversity of human experience, the importance of social influence on individual behavior, the social significance of groups, and the nature of social change. **Prerequisites:** PSYC 100

#### PSYC 337 - Sports Psychology (4 credits)

In this course students gain an understanding of the application of principles from sports psychology literature and how they are used to enhance perceptions and behaviors of athletes

and coaches. It also presents an overview of sports psychology history and development as well as the field’s future directions. The course looks at psychological variables applicable to understanding sport performance--personality and theories related to human behavior, motivation, anxiety, concentration, the use of imagery and mental rehearsal; aggression in sport performance; and psychological considerations of burnout, injury and termination from athletics. **Prerequisites:** PSYC 100

#### PSYC 338 - The Unconscious and Dreamwork (4 credits)

This course covers the history and therapy of, and therapeutic intervention with, the unconscious. It may include such topics as creativity, dreams and dream interpretation.

#### PSYC 340 - Understanding Death and Dying (4 credits)

This course examines the many meanings death has for individuals. Its goals are to convey information, stimulate thought and promote a deeper awareness of this subject through readings from literature (fiction, poetry and essays) and humanistic psychology. Topics include death as an idea, death anxiety, children and death, the dying process, grief and loss, death metaphors, suicide, and longevity, survival and immortality. **Prerequisites:** PSYC 100

#### PSYC 343 - Drugs and Behavior: An Introduction to Behavioral Pharmacology (4 credits)

This course reviews current information on the clinical use of psychoactive medication. The course focuses on standard clinical psychopharmacology, applications of psychoactive medication, and relative merits of medication vs. psychotherapy rather than on illicit drugs. This course examines several classes of therapeutic drugs, such as neuroleptics, antidepressants, tranquilizers and hypnotics, their mechanisms of action and side effects, and research/experimental issues. **Prerequisites:** PSYC 100

#### PSYC 344 - Personnel and Industrial Psychology (4 credits)

This course focuses on principles and techniques of personnel and industrial psychology and applications of scientific psychology to business and industrial settings. Topics include: psychology as a science and professional practice issues; employee selection, psychological testing, performance appraisal, and training and development; leadership in organizations; motivation, job satisfaction and job involvement; organizational structure; work conditions, engineering psychology, employee safety and health, and work stress; and consumer psychology. This course is appropriate for general management, business administration and psychology students in addition to human resource management professionals. Overlap: HRM 330 Personnel and Industrial Psychology. **Prerequisites:** PSYC 100

#### PSYC 345 - Biopsychology (5 credits)

This course examines the biological basis of behavior. Topics include structure and function of the nervous system, psychopharmacology, electrophysiology, and higher order function of the nervous system. Laboratories include brain dissection, nerve histology, electrophysiology and behavioral experiments. **Prerequisites:** PSYC 100

#### PSYC 346 - Health Psychology (4 credits)

This course will provide an introduction to the field of health psychology, which is concerned with the roles of behavioral/lifestyle, psychological, and social/cultural factors on health/wellness, illness and chronic disease. The course will address four general subject areas: 1) attitudes, behavior, and lifestyle factors affecting disease prevention and development; 2) stress and the related psychological and social processes associated with disease development and progression; 3) social and psychological factors involved in the illness experience; and 4) long-term social and psychological implications of chronic illness (e.g., heart disease, cancer). **Prerequisites:** PSYC 100

#### PSYC 347 - Positive Psychology (4 credits)

Historically, as a discipline, psychology focuses on decreasing maladaptive emotions and behaviors. As a complement to this focus, Positive Psychology seeks to identify and enhance the human strengths and virtues that make life worth living and allow individuals and communities to thrive. This research-based course will address the differences and assumptions inherent in this approach. In particular, the course will serve as an introduction to the study of positive emotions, positive character traits, and positive institutions. A distinction among the pleasant life, the good life, and the meaningful life is drawn. Topics may include happiness, hope, flow, gratitude, mindfulness, etc. **Prerequisites:** PSYC 100

#### PSYC 349 - Motivation, Emotion, Physiology and Behavior (4 credits)

This course covers fundamental theories of motivation, emotion, and physiology as they relate to behavior. The course will explore conditions within the person, environment, and culture that explain why we want what we do, and why we feel as we do with special emphasis on behaviors such as (sleep, sex, drinking and eating, learning and memory, habits, stress, goal-setting, emotional communication in interpersonal relationships).

#### PSYC 350T - Early Childhood Programs: Management Principles and Applications (4 credits)

This seminar has been developed for individuals who have experience managing early childhood programs. The seminar identifies and evaluates critical success factors leading to effective managerial performance in the roles of planner, decision maker, organizer, leader and motivator. Lecture, discussion and readings examine current management theory and practices and apply them to early childhood programs. **Prerequisites:** PSYC 308

**PSYC 351T - Early Childhood Programs: Regulatory/Financial/Facility Management (4 credits)**

This theory seminar is designed for administrators of early childhood programs. Students review major historical events and discuss current trends in the development of regulations and standards for early childhood programs including licensing regulations, accreditation standards, Americans with Disabilities Act (ADA), Child Abuse and Neglect Mandated reporter regulations, Occupational Safety and Health Administration (OSHA) regulations, and Child Custody regulations. Students examine the elements of a business plan and budget including accounting, fund-raising and computer application. Students also evaluate the design and maintenance of the physical facility of an early childhood program. **Prerequisites:** PSYC 308

**PSYC 352T - Early Childhood Programs: Advocacy and Communications (4 credits)**

This theory seminar is designed for teachers, administrators and advocates of early childhood programs. Students explore personal, public policy and private-sector advocacy. The structure of the state and federal government and the role and regulatory processes of the legislative branch are reviewed. Students discuss political activities and nonlegislative opportunities for making public policy at the state and local levels including organizing a grassroots network. Students identify organizational resources and explore various means of communication including tips for communicating with legislators and using the media effectively. **Prerequisites:** PSYC 308 or PSYC 308T

**PSYC 353 - Selected Topics in Early Childhood (1-8 credits)**

The topics covered in the different sections of this course vary from semester to semester. The focus of each section is on young children birth to age five. The purpose of the course is to familiarize students with specific subjects in the field of early childhood. Possible topics include: curriculum approaches such as Montessori or

Reggio Emilia, infant-toddler mental health, assessment tools, parent education, or issues in early childhood special education. Students should consult the Class Schedule for the topics featured each semester. Note: This course may be taken four times for credit as long as the topic is different. **Prerequisites:** PSYC 308

**PSYC 356 - Early Childhood Development within a Social/Cultural and Historical Context (3 credits)**

This course explores the social, cultural, and historical contexts which impact child development. Students learn how children have been perceived during historical periods as well as the roles that children play in a variety of cultures. Emphasis is on racism, classism, sexism, ethnocentrism, ableism and heterosexism. Strategies for reducing the negative impact on children's lives and promoting healthy development of children within the social-political context are explored. The roles of parents, family and the community are considered as they relate to current policies affecting the needs of young children. **Prerequisites:** PSYC 308 or PSYC 308T

**PSYC 357 - Observing and Assessing Young Children: Birth Through Age Five (3 credits)**

This course is an introduction to formal and informal assessment strategies and their application to work with young children. The emphasis is on observing, recording and using authentic performance-based assessment, communicating assessment results to colleagues and parents, and applying assessment data to curriculum planning. **Prerequisites:** PSYC 308 or PSYC 308T

**PSYC 359 - Positive Behavior Guidance (3 credits)**

This course addresses the developmentally appropriate strategies to support learning of socially appropriate classroom behaviors for young children. Strategies examined for the course support social development, personal values and citizenship. The developmental and philosophical rationale for selection of behavior guidance strategies and practices are the foundational focus of the course. Students address the differences between discipline,

classroom management and positive behavior guidance with particular focus on the cultural and contextual experiences of children in urban communities. **Prerequisites:** PSYC 308 or PSYC 308T

#### **PSYC 360 - Friday Forum Topics (0-2 credit)**

Forums are on topics of current importance in the field of psychology and are offered in collaboration with the Minnesota Psychological Association. Students are asked to write papers summarizing the content and discussing the relevance of principles and practices presented to their own activities or within a specified hypothetical context. Specific topics are listed in the Class Schedule or announced in the Catalyst. Note: At least 12 credits in psychology, human services, or social work prior to registration.

#### **PSYC 363 - Community Psychology (4 credits)**

This course surveys the principles and applications of community psychology, emphasizing person-environment interactions and societal/cultural impacts upon individual and community functioning. Attention is given to community-based interventions that facilitate individual and community competence and empowerment, prevent disorder, and promote health and social change. Students select and research an issue of their choice (such as, mental illness, violence, alcohol or substance abuse, HIV/AIDS, discrimination) utilizing a community psychology lens. **Prerequisites:** PSYC 100

#### **PSYC 367 - Human Sexuality (4 credits)**

This course addresses the physiological, psychological and social aspects of human sexual development, functioning and experience, with an emphasis on the diversity of human sexuality. Major theoretical approaches to understanding sexuality over the life cycle, the dynamics of intimate relationships, and the etiology of sexual health and dysfunction are explored, along with contemporary sociosexual issues such as gender and power, sexual orientation and homophobia, AIDS and prevention education, sexual abuse and violence.

#### **PSYC 370 - 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 concepts 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. **Prerequisites:** PSYC 100

#### **PSYC 371 - Psychology and the Criminal Justice System (4 credits)**

This course is an interdisciplinary study of psychology in the criminal justice system. Students will focus on the application of psychological theories (e.g., developmental, neuropsychological, and social learning approaches) to criminal behavior, as well as the influence of psychological principles on law enforcement, court processes and corrections. Some topics may include forensic psychology, race and policing, wrongful convictions, jury decision making and effective interventions in corrections. **Prerequisites:** CJS 101 or PSYC 100

#### **PSYC 373 - Evolutionary Psychology (4 credits)**

Evolutionary psychology is a branch of psychology that explores how a variety of physiological and psychological traits have evolved through the mechanisms of natural selection and adaptation. Psychological traits such as aggression, attraction, communication, and cooperation are explored as a means of facilitating survival among humans and how human behaviors have adapted as a means of improving survival and reproductive fitness. Evolutionary psychology combines the concepts of biology, anthropology, cognitive psychology and the neurosciences to provide students with a contemporary perspective in understanding human behavior.



#### PSYC 380 - Adlerian Psychology (4 credits)

This independent study familiarizes students with the basic concepts and techniques of Adlerian counseling/psychotherapy. The teachings of Alfred Adler and Rudolph Dreikurs are examined in detail, including lifestyle analysis, early recollections and impact of ordinal position. Evaluation is based on an objective test, several papers and a lifestyle analysis.

#### PSYC 381 - The American Male (4 credits)

This independent study looks at traditional patterns of male socialization in the United States and their effect on men's personal well-being, health, relationships and roles in business, family and society. Topics include the historical genesis of male socialization in American culture, stages of male development, men's reactions to the feminist movement, work as a primary focus of male identity, men and competition, homophobia--(men's fear of men), men and violence, and options for new male roles.

#### PSYC 385 - Educational Psychology (4 credits)

This course introduces psychological perspective to teaching and learning in classroom contexts through an overview of theories, principles, issues, and related research in educational psychology. Through readings, lectures, discussions, videos, activities and assignments, we will explore thinking, learning and memory in both classroom and daily life situations. Topics include, but not limited to: child and adolescent development, research in educational psychology, cognitive process and motivation, information processing, assessment of student learning, classroom management, and instructional strategies in education. **Prerequisites:** PSYC 100

#### PSYC 391 - Sensation and Perception (4 credits)

This course introduces students to the major concepts and methods used in the study of perception. Topics include the eye and seeing, spatial vision and pattern perception, depth perception, auditory perception, touch, smell, taste, and knowledge and perception. Applications of research findings to everyday life are also explored.

#### PSYC 392 - Psychology and Education of the Gifted (4 credits)

This independent study provides an introduction to terminology, theories and research findings related to the development and education of gifted individuals. Topics include the origins, identification and characteristics of giftedness and the relationships of social beliefs, and child-rearing and educational practices leading to the development of talent. **Prerequisites:** PSYC 100

#### PSYC 395 - Coaching Psychology (4 credits)

This class introduces students to the theory and application of the art of motivating, nurturing and leading groups and individuals to achieving goals. Students gain an understanding that the theories and practical uses of sports psychological principles are relevant and can be applied in a variety of settings including the corporate arena, athletic field and educational environment. Students develop and experiment with leadership and team-building strategies assisting them in developing effective people-management skills. **Prerequisites:** PSYC 100

#### PSYC 397 - Developmental Disabilities: Issues, Concepts and Problem Solving (4 credits)

This course gives an overview of issues and concepts of developmental disabilities. We will explore the cognitive and behavioral science evidence that helps us to better understand developmental disabilities, as well as the psychological, and cultural contexts that are experienced by individuals with developmental disabilities and their families. Through readings, lectures, discussions, activities and assignments, we will explore evidenced-based practices and psychological theory and research. Topics of developmental disability across the life span will include, but not limited to: etiology, diagnoses, risk factors, prevention, integration of individuals with specific types of developmental disabilities, family and community support.

#### PSYC 399 - Applied Psychology Research Internship (3-4 credits)

This internship is for students interested in doing research in community agencies or other settings which meet requirements for the psychology major; or in working as assistants in



the Saint Paul Campus Psychology Lab. Special topics or internships settings are in the Class Schedule.

#### [PSYC 405 - History and Systems of Psychology \(4 credits\)](#)

This advanced psychology course is designed as a capstone course for students with a degree plan focus in psychology. In it, students review historical trends, individuals, and the political and social influences which have influenced psychology as a science and profession in twentieth-century America. Note: Students should plan to take this course near the end of their degree plan.

#### [PSYC 406 - Introduction to Clinical Psychology \(4 credits\)](#)

This course gives students an introduction to the formal assessment and diagnostic procedures used in hospitals and other healthcare settings. It reviews the American Psychiatric Association's DSM-IV and discusses the implications for therapy of differing diagnoses with similar symptoms. This course is recommended for students considering graduate study in psychology, counseling and related human service areas. **Prerequisites:** PSYC 300

#### [PSYC 415 - Principles of Teaching and Learning in Early Childhood \(4 credits\)](#)

This course examines principles of teaching that can be derived from psychological theories and research, including behavioral, cognitive and social cognitive theories. Students plan and implement appropriate instructional practices based on knowledge of individual children, home culture, the urban community, curriculum goals and content. **Prerequisites:** PSYC 308

#### [PSYC 416 - Comparative Study of Early Childhood Program Models \(3 credits\)](#)

This course focuses on a comparative study of traditional, current and culturally-based program models designed for children from birth through eight years of age. Students are introduced to early childhood program models including Reggio Emilia, Head Start, Montessori, cognitively-oriented preschools (High Scope), behavioral approaches to learning (Portage,

Distar), even start, early childhood family education, and school readiness.

#### [PSYC 417 - Language and Communication Development in Early Childhood Education \(4 credits\)](#)

This course provides students with foundational knowledge of the development of the communication skills in young children from birth through age eight. Topics include: hearing and speaking, speech and language development, vision and visual motor skills, and emergent literacy and small motor skills development. The process of learning more than one language is addressed as well as strategies for working with children for whom English is not the first language. The application of knowledge in the areas of assessment, individualization and referral are addressed and practiced. **Prerequisites:** PSYC 308

#### [PSYC 420 - Early Childhood Studies Capstone: Professionalism and Ethical Issues \(4 credits\)](#)

This capstone course is an exploration of the dilemmas facing early childhood professionals today through analysis of historical studies, recent reports and autobiographical reflections. Consideration is given to social policy issues, advocacy, leadership, ethics and organizational change. Students should register for this course in their final university semester. **Prerequisites:** PSYC 415

#### [PSYC 425 - Administration of Early Childhood Programs \(4 credits\)](#)

This course covers the nature of early childhood program administration, decision making and communication, leadership images, human relations, time management, employee motivation and evaluation, planning and organizing, and budgeting. Special attention is paid to the geographic location, ethnic composition and ages of the population being served, legal requirements for centers in Minnesota and other states, philosophies of child care and their impact on curriculum, and staff qualifications.

#### **PSYC 499 - Advanced Topics in Psychology (1-5 credits)**

This course considers topics of current or relevant importance to the field of psychology and is offered for variable credit. Since the topics change from semester to semester consult the Class Schedule for specific topic listing. If more than one topics course is taken in fulfillment of the major, they must be different topics course titles.

#### **PSYC 508 - Mental Health and the Law (4 credits)**

This course addresses some of the major issues arising from the interaction of law and the mental health system. Following a legal system overview, topics include civil commitment, the right to treatment and to refuse treatment, legal and policy issues affecting the community mental health system, mental health considerations in the criminal justice process, and malpractice and other legal concerns affecting mental health professional practice. **Prerequisites:** PSYC 100

#### **PSYC 560I - Psychology Student-Designed Independent Study (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 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.

#### **PSYC 580 - 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.

#### **RDNG**

#### **RDNG 112 - The Educated Reader: Analytical Reading (4 credits)**

This course is intended for students wanting to become more proficient college readers. Readings address a number of current topics from multiple perspectives. Students are exposed to materials in areas such as the social and natural sciences, business, and literature. The course emphasizes the importance of reading analytically and interacting effectively with visual information. In order to enhance their reading comprehension, students engage in ongoing communication about lengthy readings through small group discussion, in-class exercises, written assignments and periodic oral presentations. Some library work is included.

#### **RDNG 350I - Reading Individualized 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. Faculty members serve as liaisons and evaluator between the internship sites and the university, providing information to students and potential supervisors and supervising the learning experience. Internships normally earn between one and four credits, required 40 work hours per credit, and may be served through a standard hours/work schedule or with flexible work hours scheduling, depending on the nature of the internship and site preferences.

#### **RELS**

#### **RELS 301 - Introduction to Religious Studies (4 credits)**

This course examines various interpretations and comparative understanding of the definition of religion from perspectives of sociologist, anthropologist, psychologist and theologians. The course also explores theoretical concepts and approaches to major categories and themes in the study of religion. The main purpose of the

course is to introduce students to key concepts and categories in the field of religious studies and how they influence their understanding of religious belief and experience.

#### **RELS 302 - Introduction to the Hebrew Bible (the Old Testament) (4 credits)**

This course is an introduction to the contents of the Hebrew Bible (often called the Old Testament by Christians, Tanak by Jews), and to the historical conditions that gave rise to and shaped them. Our goals include your familiarity with selected aspects of the ancient Near Eastern context; the contents (including organization, distinct genres, story lines, and select passages) of the Hebrew Bible; scholarly perspectives on Israel's formation and history, and the way that history shaped these writings; awareness of different interpretive stances among different communities today.

#### **RELS 304 - Introduction to World Religions (4 credits)**

Understanding today's world and how nations interact requires some degree of awareness of different religious traditions. This course is an introduction to selected religious traditions and cultures through exploring the history of different religions, reading of classic texts and examination of ways of being religious in a variety of traditions. Religions studied may include Buddhism, Judaism, Islam, Christianity, Confucianism, Hinduism and Shamanistic/Indigenous traditions.

#### **RELS 306 - The Spiritual Journey (4 credits)**

What is the difference between religion and spirituality? This class explores some of the literature on spirituality by identifying common themes in a diversity of readings. Students work with those themes analytically and have opportunities to share personal responses to the readings. Key issues include how people come to know the divine, names people give the divine, dimensions of the inward experience, mystery and complexity, disciplines of ritual and practice, and ethical and social concerns.

#### **RELS 308 - World of Islam (4 credits)**

Islam is the second largest world religion today, yet the least understood of any. This course will

begin with Muhammad and the historical origins, pre-modern history, and key teachings of Islam as found primarily in the Quran. We will also consider major historical developments such as the division between the Sunni and Shia branches of the religion, in addition to the vital contributions of Islamic theology, law and mysticism (Sufism). In the second half of the semester we will address issues involving Islam in the modern period--for example, "fundamentalism" or revivalism, neo-revivalism, "religion and politics" in various countries, Islam in the West, and Islam as perceived in the West. Attention will also be given to Muslim ideas and practices regarding sexuality and gender as well as racial, ethnic and class issues.

#### **RELS 312 - Religious Traditions of China (4 credits)**

This course invites students to discover the range of Chinese religious traditions, in both their ancient origins and their modern expressions. It explores indigenous forms of Chinese religious practice; the development of high/deep traditions of Confucianism and Daoism/Taoism; the impact of foreign religions, such as Buddhism, Islam and Christianity; and seeks to understand the ways in which all of these traditions are changing in the context of contemporary China's economic growth and social progress. Wherever possible, the course will provide students with opportunities to explore the experience of Chinese people and their distinctive spiritual and religious concerns.

#### **RELS 322 - American Indian Spirituality (4 credits)**

American Indians have a wonderfully rich tradition of wisdom and spirituality. This course looks at the spirituality of at least two nations of American Indians from a variety of perspectives including historical, sociological, anthropological and political. Students have the option to explore other American Indian nations if desired. Some community research is expected. Significant focus is given to issues of race and racism.

#### **RELS 333 - Race and Religion (4 credits)**

Does religious belief matter in our daily lives? Can religious teachings and values be applied

universally or must the history of the people be taken into consideration? This course explores these questions in the lives of American racial and ethnic groups. It examines the role and function of religious belief in their struggle for survival and liberation. Topics of discussion include the concepts of identity, selfhood, community, spirituality, social responsibility, salvation and freedom. Certain religious traditions, for example, African American, American Indian and Asian American, are discussed in the light of histories of these groups.

#### **RELS 344 - Religion and Psychology (4 credits)**

What common and contrasting views of human nature do religious thinkers and psychologists hold? How are religious and psychological concepts blending together in "self-help," recovery and humanistic psychology movements? How do emerging new religions reflect changing understandings of human nature and religious authority? This course explores these questions and more by considering the works of such thinkers as William James and Carl Jung, as well as readings from feminist psychology and the Buddhist theory of mind.

#### **RELS 350I - RelS Internship (1-8 credits)**

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#### **RELS 390 - Zen Buddhism in American Culture (4 credits)**

This course explores the historical background and cultural impact of Zen Buddhism as it has been inherited and assimilated into American life. It includes a survey of historical Buddhism and its transmission lines from China, Japan and Vietnam, and an overview of Zen philosophy and psychology; approaches to diet and health; Zen arts and social ethics; and Zen impact on American religious seekers. The class also considers political activism among the students of Zen and American women's role in transforming traditional patriarchal Zen. Field trips to a Zen temple and a Zen center are required.

### **RMI**

#### **RMI 300 - Risk Management and Insurance (4 credits)**

The course explores the risk management issues facing firms and individuals and examines how to protect firm value and personal wealth. It covers the areas of the general risk management process, property and liability insurance, life and health insurance, annuities and employee benefits. The insurance industry and regulatory concerns are also addressed. In addition, the course touches on some of the new products emerging in the risk management arena and how the insurance industry responds to them. **Prerequisites:** MATH 115 and STAT 201

#### **RMI 304 - Life and Health Insurance (2 credits)**

This course will provide students with a thorough understanding of life and health insurance and related coverages. Topics include: life insurance needs analysis, economics of life and health insurance, nature of life, health, and pension insurance, types of life insurance policies, policy and ownership analysis, life and health insurance contract analysis, organization of commercial and social insurance, laws and regulations of life, health, and pension insurance. The course provides valuable information for anyone interested in learning about personal and business insurance needs or considering possible careers in the financial services industry.

#### **RMI 306 - Property and Casualty Insurance (2 credits)**

This course is designed to provide instruction that will provide student with a thorough understanding of property and casualty insurance. Topics covered include fire, homeowners, dwelling, auto, business and professional liability, crime and fidelity, worker's compensation, and applications from a personal and commercial perspective. The insurance industry and regulatory concerns are also addressed in this course.

#### **RMI 365I - Risk Management and Insurance 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.

#### **SCED**

#### **SCED 440 - Science Curriculum and Differentiated Instruction in Urban Grades K-6 (4 credits)**

This course prepares prospective teachers in the Metropolitan State University Urban Teacher Program to teach science in urban kindergarten to grade 6. The course will examine methods and content standards for teaching science to students in grades k-6. Included in this course is the examination of factors affecting achievement among urban learners historically underserved in science education including young girls and children from diverse cultural and linguistic backgrounds. Teacher candidates will learn approaches for enhancing instruction to improve standards-based academic achievement among urban learners. Participants will develop skills in lesson planning, instructional strategies, leading inquiry activities and assessing learning in all areas of the K-6 science scope and sequence. Urban elementary field experiences are part of the course requirements. **Prerequisites:** EDU 481 and EDU 333

#### **SCED 445 - The Practice of Science (4 credits)**

This course focuses on the nature and history of science and the implications for the teaching of science in urban middle and high schools. It examines scientific methods, the research processes in science and scientific literature. Students study the historical development of the major themes in science and the learning of those concepts by K-12 students. They also complete a science research project. It is intended for students pursuing science teaching licensure.

#### **SCED 450 - Science Methods for Urban Grades 5-12 Classrooms and Lab (4 credits)**

This course prepares students to become effective science teachers in urban middle and high schools. It examines learning methods, content standards, and concept development. Participants develop skills at lesson and unit planning, delivering instruction, leading inquiry activities, and assessing learning in all areas of secondary science. It is intended for students pursuing middle school or high school science licensure. It should be taken shortly before student teaching. **Prerequisites:** EDU 300 and EDU 306

#### **SCRW**

#### **SCRW 313 - Beginning Screenwriting (4 credits)**

The process of writing narrative screenplays will be introduced through writing exercises, screenplay readings, film viewings and discussion. Writing exercises will explore creativity, individual voice and practical skills. Writing in screenplay format will also be covered. Students will finish with at least one complete short screenplay ready for production. This course provides a foundation for further study in screenwriting.

#### **SCRW 314 - New Screenplay Forms (4 credits)**

Through writing exercises and screenwriting assignments students will explore and practice writing in a variety of forms including adaptations, webisodes, scripted series, or other emerging episodic forms. Films and screenplays will be analyzed and discussed for critical and historical perspectives. Professional development opportunities will be introduced. **Prerequisites:** SCRW 313

#### **SCRW 315 - Film Production and Editing I (4 credits)**

The course introduces the principles and practices of electronic filmmaking as a personal and creative art form. Students will engage in exercises and projects to explore and understand editing, camera work, light, composition, and sound. A variety of cinematic forms will be examined. Student screenplays may be produced. Students will film and edit individual creative projects.



### SCRW 350I - Screenwriting Individual Internship (3-4 credits)

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

### SCRW 383 - Writing For Video Games (4 credits)

In this course, students will learn how to write narrative, stories, and dialogue for video games. Video game writing is a unique kind of writing in the sense that dialogue and other visual-written feedback changes depending on the input of the player. By learning a writing for games style grounded in character creation, episodic structure, and dialogue, students in this course will learn the skills to become excellent game writers. Careers writing for video games, sometimes called game designers, are gaining in popularity and importance. In this unit, students will gain the background necessary to successfully write for video games and the video game industry. This course is part of the Game Studies Minor core. **Prerequisites:** WRIT 131 or WRIT 231

### SCRW 415 - Advanced Screenwriting (4 credits)

This course investigates the dramatic essence, creative demands, and craft of feature length screenwriting. Originality and distinctive voice will be analyzed and explored through readings and writing exercises. Students will write a rough draft feature length screenplay. Films and screenplays will be analyzed and discussed for critical and historical perspectives. Professional development opportunities will be presented. **Prerequisites:** SCRW 313 and SCRW 314

### SCRW 416 - Projects in Screenwriting (4 credits)

In a supportive workshop environment, students will complete a market ready screenplay and prepare a portfolio of previous work. Students will also participate in community engagement opportunities such as attending film festivals and related professional networking events. Career development strategies will be presented. This is an opportunity to enhance screenwriting skills at an advanced level, reflect, and participate. **Prerequisites:** SCRW 314 and SCRW 415

## SOC

### SOC 101 - Introduction to Sociology (3 credits)

This course is an introduction to the sociological perspective. Students examine the social processes that shape societies and the course of their histories. The social nature of biographies is explored through the study of the family and socialization, education and work, bureaucracy and the economy, gender, social class, and race and ethnicity.

### SOC 301 - Contemporary Sociology (4 credits)

This course introduces and explores the sociological perspective. The central theme of the course is what C. Wright Mills called the sociological imagination which enables us to grasp history and biography and the relations between the two within society. Students explore how they are embedded in ever widening social circles that range from local to global. The focus is on how social forces such as culture, race and ethnicity, nationality, religion, social class, and gender contribute to the shaping of societies and the course of their histories. Students use conceptual tools drawn from sociology to analyze a range of contemporary social issues. **Prerequisites:** WRIT 131

### SOC 302 - Interpersonal and Social Power: A View from Below (4 credits)

Power has traditionally been defined from the perspective of those who issue orders. This course examines power from the vantage point of those expected to follow orders. A model of empowerment is developed and applied to the interpersonal and social dynamics of domination



and subordination with emphasis on gender, class, race and ethnicity. Novels, movies, autobiographies, simulation games and case studies are used to explore the power dimension in everyday life. [Prerequisites: WRIT 131](#)

#### [SOC 304 - Social Movements in Global Perspective \(4 credits\)](#)

This course draws on key concepts from social theory to examine select social movements through a global perspective. Using case studies of movements that focus on such central themes as democracy, human rights, and economic justice, the course will explore how movements begin, the development of ideology and world view, and contrasting approaches to organization, tactics, strategy and leadership. On a broader level, students will examine the relationship between tradition and change, and movement and counter-movement, in order to evaluate how social movements have influenced-and continue to influence-the world we live in. [Prerequisites: WRIT 131](#)

#### [SOC 306 - Deviance and Social Control \(4 credits\)](#)

Who determines what is “normal” in society? What is the difference between deviance and social rebellion? How is labeling linked to discrimination and discrediting rather than helping and healing? This course examines the role of professionals and social institutions responsible for creating and enforcing public and private codes of behavior. Sexual orientation, mental illness and gender stereotypes are examples examined. Those who resist conforming to those codes are also studied. Students analyze theories, read criticism, view films and evaluate other forms of interdisciplinary documentation. [Prerequisites: WRIT 131](#)

#### [SOC 309 - Homelessness: Critical Issues for Policy and Practice \(4 credits\)](#)

This course explores the experiences of the homeless and the public policies that affect them. The problems of homelessness are viewed from sociological and historical perspectives, as well as from a more experiential angle. The course emphasizes assessing the needs of the homeless and students serving as their

advocates. Particular attention is devoted to race, gender, class, and age. Service learning is an integral part of this course. Students are expected to give forty-five hours of service to homeless people. [Prerequisites: WRIT 131](#)

#### [SOC 310 - City Life: Communities and Neighborhoods \(4 credits\)](#)

This course examines the changing social fabric of the U.S. city with emphasis on the making and unmaking of neighborhoods and communities. Beginning with an examination of the changing social, ethnic, and economic makeup of the city, students will conduct community-based research projects. They will also investigate challenges faced by grassroots groups seeking social change. [Prerequisites: WRIT 131](#)

#### [SOC 311 - Community Organizing and Social Action \(4 credits\)](#)

This course examines the theories, current trends and practical dimensions of how people organize to effect change. Topics include the nature of community organizing, cultural and historical models, issue identification, leadership development, approaches to social power, campaign planning and implementation, and the relationship of community organizing to other forms of social action. The class is participatory and includes intense interpersonal and reflective exercises designed to increase students organizing skills. Students will supplement classroom learning with a case study of a Metro area community organization. [Prerequisites: WRIT 131](#)

#### [SOC 319 - Politics, Markets and Society \(4 credits\)](#)

This course explores the contrasts and inter-relationships between three approaches to organizing our public life: democratic politics, economic markets, and the multiple associations that make up civil society. Students will investigate the basic characteristics and underlying principles of each approach and apply what they learn to an analysis of contemporary public issues. Students will evaluate the basic strengths and limits of each approach to civic engagement and public problem solving, and reflect on the ethical dimensions of their roles as

citizens, consumers and members of civil society. **Prerequisites:** WRIT 131

#### **SOC 321 - Food, Culture, and Society (4 credits)**

This course introduces and explores the sociological perspective through the study of food. While eating is a biological necessity and often a social activity, the meanings of food are embedded in larger socio-cultural contexts. Food is connected to individual and cultural identities, structures of power and inequality, and activism and social justice. Students will examine the social forces and social relations surrounding food, and the links between food and bodies. Lecture, discussion, multimedia materials, and a variety of readings are used to study the complex connections between food, culture, and society. **Prerequisites:** WRIT 131

#### **SOC 325 - The Body in Society (4 credits)**

This course provides a sociological perspective on the human body. While the body is a biological entity, the body is also social. The perceptions and meanings of the body are embedded in complex socio-cultural contexts. Students will examine how social processes and cultural practices shape human bodies and our everyday lived experiences. The course will also discuss bodies in relation to gender, sexuality, race, class, age, ability, and health. Lecture, discussion, multimedia materials, and a variety of readings are used to study the relationships between the body, culture, and society. Competence Statement Knows and understands the sociological perspective on the body and embodiment well enough to interpret, analyze, and evaluate the body in society at an advanced level. **Prerequisites:** WRIT 131

#### **SOC 360I - Sociology 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.

#### **SOC 381 - Community Leadership: Principles and Approaches (4 credits)**

What is leadership? What skills and qualities make a good leader? What is the relationship between leadership, civic participation and the common good? Open to both experienced leaders and those who are just starting out, this course will explore a variety of leadership principles and approaches as well as the relationship between civic engagement and social justice. Students will investigate a variety of community participation strategies including: volunteer service, citizen organizing, electoral politics, public and non-profit boards and commissions, and community development. On-line and community resources and assignments will supplement class-room based learning. Students will be able to apply previous community experience to completion of course requirements. **Prerequisites:** WRIT 131

#### **SOWK**

#### **SOWK 109 - Introduction to Social Work (4 credits)**

Students are introduced to the social work profession and the social welfare issues that it addresses. They learn about the history, values, theories and practices of social work which enables them to interact with social work professionals and to make an informed decision regarding their entry into social work. This course (or its equivalent) is a prerequisite to enter into the social work major and is open to all interested students.

#### **SOWK 160I - Social Work 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.

#### **SOWK 321 - Social Work Practice I (4 credits)**

This course examines frameworks for social work practice, social work values and ethics, ethnic competence in multicultural contexts and the professional relationship skills required for effective beginning social work practice. The stages of the problem solving process are examined in detail with emphasis on working at all levels of client systems: individuals and families; groups; and communities and organizations. An understanding of theories of culture and of multicultural interventions is emphasized. Prerequisite: Admission to social work major.

#### **SOWK 333 - Human Behavior in the Social Environment (4 credits)**

The course emphasizes ecological and theoretical perspectives for social work practice with culturally diverse populations and includes the study of human behavior and development throughout the lifespan. Students deepen their understanding of human diversity by examining ethnocentrism and racism, gender roles and sexism, and sexual identity and sexual orientation. Students apply the ecological model to better understand how social structures influence persons from diverse populations. The impact of systems of oppression, the intersectionality of oppressions and their impact on individuals, families, and communities is explored. Social work practice and policy implications are considered and applied from the biopsychosocial perspective.

#### **SOWK 341 - Comparative Racial/Ethnic Analysis I (4 credits)**

This is the first of two classes on racial/ethnic analysis that is critical to practice as a culturally competent social worker. This class provides a

framework to understand concepts of race, ethnicity, stigma, privilege and discrimination, an appreciation of the influence of social structures on the experience of communities of color in the United States, and an understanding of racial/ethnic communities in the urban Twin Cities. In addition, students will learn theory and practice effective group work using Intergroup Contact Theory.

#### **SOWK 351 - Social Research (2-4 credits)**

The social work program research curriculum emphasizes applying research findings to social work interventions, assessing the effectiveness of programs and policies, and assessing one's own practice at all levels. Special attention is paid to students' developing competence in comparative racial/ethnic analysis and in gender and class awareness. Social Research is the first of a two-course research sequence in the Social Work program curriculum and is taken at the end of the first year of the program. Students learn a range of social research theories and methods and then have the opportunity to apply them to social work practice. They apply research findings to a real-world situation either by implementing a single system research design or by conducting a program or policy evaluation. Prerequisite: Admission to social work major.

#### **SOWK 360 - Social Welfare History and Policy (4 credits)**

Students acquire a critical understanding of the historic development of social welfare policy within the social work profession. They analyze social welfare policy, paying special attention to implications for communities of color and the role of social work professionals. Students learn the historic roots of social welfare policy and the social work profession and address the European dominance and the gendered development of the profession. They learn two approaches for analyzing social welfare policies and then learn to apply one to an issue that especially concerns communities of color. Students also explore a range of approaches to affect policy change, stressing the historic role of women and people of color as change agents. Prerequisite: Admission to social work major.

#### **SOWK 381 - Community Learning Center Seminar (1-3 credits)**

Faculty facilitate the learning of small groups of students assigned to the community learning center field practicum. The field seminar offers students opportunities to integrate social work knowledge, skills and values within a culturally specific context. The seminar is largely experiential and focuses on helping students apply social work theories to real-world settings. Within this group process, students develop a learning contract for the field practicum; share knowledge and experiences in the field practicum; and discuss issues and topics in social work identified within the field setting. Students are expected to share thoughts and feelings on adjusting to a professional role; and they are expected to share their awareness of human diversity as it relates to the social work profession.

#### **SOWK 391 - Community Learning Center Practicum (2-5 credits)**

Social work majors are immersed in one of the Twin Cities communities of color in the second semester of their program. They spend 20 hours weekly in a community learning center. In this experience, students engage in supervised direct-practice activities with organizations, communities, groups, families and individuals. They apply comparative racial/ethnic analysis theories and critique the usefulness of academic theory to practice in a community of color. **Prerequisites:** SOWK 321

#### **SOWK 522 - Social Work Practice II (4 credits)**

This course emphasizes the theories and skills necessary for social workers to practice effectively at the community and governmental levels and professional ethics and legal responsibilities in individual and family work. Using a case study approach, students apply change and comparative analysis theories in multicultural community projects and in the state legislature. Students also critique psychosocial assessments and interventions of simulated case studies using social work ethics and legal responsibilities as a

guide. **Prerequisites:** SOWK 351 and SOWK 381 and SOWK 391 and SOWK 321

#### **SOWK 542 - Comparative Racial/Ethnic Analysis II (4 credits)**

This is the second of two classes on racial/ethnic analysis that is critical to practice as a culturally competent social worker. The class continues the work of SOWK 341 and emphasizes an understanding of self in relationship to the concepts of race, ethnicity, stigma, privilege and discrimination. The Eight Cross Cultural Curative Factors Model is learned and applied to individual social work practice.

#### **SOWK 552 - Community Research and Advocacy (2-4 credits)**

This course is the second course in the research sequence and is offered at the end of the senior year. Students conduct a major advocacy research project focusing on an issue of concern to a community of color within the Twin Cities. Students learn to apply research theories, practice racial/ethnic analysis and social change to a real-life situation. **Prerequisites:** STAT 201 and SOWK 351 and SOWK 542 and SOWK 522

#### **SOWK 582 - Social Work Capstone Seminar (1-3 credits)**

Students examine the field practicum experience in a mainstream agency, applying theories they have acquired throughout the program. Students write a major integrating paper on generalist multicultural social work practice. Note: Should be taken along with SOWK 552 Community Research and Advocacy. **Co-requisites:** SOWK 591

#### **SOWK 583 - Analysis Application of Social Work Knowledge and Skills (1 credit)**

Social workers review in a structured supportive environment the knowledge and skills necessary to provide a safe level of practice in accord with the Minnesota State Board of Social Work requirements for B.S.W. level licensure. **Prerequisite:** B.S.W. degree or senior status in social work major.

#### **SOWK 584 - Multicultural Child Welfare Field Seminar (1-3 credits)**

This course is designed to facilitate student learning through small student groups assigned

to a special multicultural child welfare learning center. The Multicultural Field Seminar offers students the opportunities to explore and discuss the various facets of public child welfare, while integrating social work knowledge, theories and skills through a multicultural framework. This seminar discusses real clients, with real life changing needs. Students will be required to apply their cultural competency and critical thinking skills in processing client experiences at the micro, meso and macro levels. Students are further expected to develop learning contracts that guide their own development in the field practicum; work together on a group project; share knowledge and process experiences, and continually discuss their adjustment in the field practicum. Prerequisites: Senior status in the Social Work program

#### **SOWK 591 - Social Work Senior Practicum (2-5 credits)**

Social work majors are involved in supervised social work practice in the Twin Cities for 20 hours weekly during the last semester of their senior year. Faculty assign students to an agency or setting based on students needs and interests, and the capacity of the agency or setting to meet those needs. Students practice social work in at least two of the following categories: individuals, families, groups, organizations or communities. Master's-prepared community social workers supervise the students' practica. Students are expected to contribute their knowledge of social work practice with people of color, acquired through their junior year social work curriculum to enrich the agency or setting and its services. Prerequisites: Completion of all major requirements.

#### **SOWK 592 - Multicultural Child Welfare Senior Practicum (1-5 credits)**

Senior social work majors who are admitted to the Multicultural Child Welfare Project are placed for their senior practicum at Ramsey County Community Human Services for an extensive child welfare experience. Students are involved in supervised social work practice in this setting for 20 hours weekly during the last

semester of their senior year. Students will have the opportunity to practice social work in at least two of the following categories: individuals, families, groups, organizations or communities. The scope of the environmental experience is from family preservation and child protection to foster care and adoption. A master's-prepared social worker will supervise the students' practica. Students are expected to contribute their knowledge of social work practice with people of color, acquired through their junior year social work curriculum to enrich the agency or setting and its services. Prerequisites: Completion of all major requirements.

#### **SPAN**

##### **SPAN 101 - Beginning Spanish I (4 credits)**

This course sequence builds and develops the communication skills, grammar and cultural knowledge needed to read, speak and understand Spanish at a beginning level.

##### **SPAN 102 - Beginning Spanish II (4 credits)**

This course sequence builds and develops the communication skills, grammar and cultural knowledge needed to read, speak and understand Spanish at a low-intermediate level.

##### **SPAN 201 - Intermediate Spanish I (4 credits)**

This course sequence builds on the principles and skills mastered in SPAN 101 and 102, Beginning Spanish I and II, with more focus on written and oral expression, from a high-intermediate level to an advanced level.

##### **SPAN 202 - Intermediate Spanish II (4 credits)**

This course sequence builds on the principles and skills mastered in SPAN 101 and 102, Beginning Spanish I and II, with more focus on written and oral expression, from a high-intermediate level to an advanced level.

#### **SSCI**

##### **SSCI 100 - Introduction to Social Science (3 credits)**

How is society possible? Are human beings free? Can the individual make a difference? This course explores these and other fundamental questions drawn from the social sciences. Through films, novels, classroom exercises, and topical readings students investigate the relationship between the individual and society.



Cross-cultural perspectives are integrated into the course.

#### **SSCI 300 - Seeing Like a Social Scientist (4 credits)**

Most of us are only dimly aware of how politics, culture, and society influence, and often coerce, our daily lives. The calling of a social scientist is to help us make these invisible social structures visible. In this course, students develop the skills and tools to discover, analyze, and interpret these obscure social processes. Ideally, this knowledge will have a liberating effect on their individual lives. Students will also perceive how their civic and ethical participation can change politics, culture, and society, as well as themselves. **Prerequisites:** WRIT 131

#### **SSCI 311 - Research Methods in Social Science (4 credits)**

This course provides an introduction to the basic concepts of social science research. Students learn and implement a variety of research methods, and critically reflect on the relationship of these methods to philosophical traditions within social science. The course examines two approaches to social science research, quantitative and qualitative, and the unique contribution of each approach for understanding social life. Experiential activities enhance classroom learning. **Prerequisites:** WRIT 131 and SSCI 300

#### **SSCI 365 - Leadership in Organizations and Public Life (3-4 credits)**

Students gain experience in applied social science while working as an intern in a non-profit or community-based organization, the public sector, or a social action group. Prior to registering, students meet with the instructor to select their specific internship project. Students supplement their specific field experience with participation in the group internship seminar which meets five times during the semester. Through this combination of extensive community-based experience and guided reading, writing and analysis, students develop their ability to integrate social science theory with community-based experience.

#### **SSCI 401 - Social Science Seminar: Contending Perspectives (4 credits)**

This course provides students with the opportunity to understand, integrate, and apply the core themes and contending perspectives that underline the social studies disciplines. Through guided readings, research and discussion, seminar participants further develop the capacity to analyze selected issues through multiple lenses. Students apply these multiple perspectives to teaching middle and secondary social studies. **Prerequisites:** WRIT 231

#### **SSCI 451 - Empirical Research Capstone (4 credits)**

Social scientists investigate the patterns of human interactions and then seek to interpret, explain and communicate human behavior. This seminar is designed to provide a final, integrating experience for students with a social science major. Seminar participants complete a senior project that demonstrates an ability to design a study, collect new or existing data, analyze those findings and communicate the results. **Prerequisites:** SSCI 311 and WRIT 231 and SSCI 501 and SSCI 300

#### **SSCI 452 - Conceptual Research Capstone (4 credits)**

The social sciences have been shaping our understanding of the human condition for 175 years. Students will be comparing and evaluating ideas that continue to engage and perplex thoughtful public intellectuals. The capstone project involves researching an idea that remains disputable. The goal of a student's thesis is an independent interpretation of a specific concept. **Prerequisites:** WRIT 231 and SSCI 501 and SSCI 311 and SSCI 300

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

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



Arendt. The course addresses the social and historical roots of the great ideas as well as the moral aspirations and creative impulses of these social scientists. **Prerequisites:** SSCI 300 and SSCI 311 and WRIT 231

#### **SSED**

**SSED 440 - Social Studies Curriculum and Differentiated Methods in Urban Grades K-6 (3 credits)**

This course encourages the pedagogies of reflective teaching, constructivism, and teaching for social justice and social change. Students will be introduced to current theories and research that examine effective teaching and meaningful learning in the elementary social studies. Urban teacher candidates will review content in various social studies disciplines while preparing to teach national, state, and local district social studies standards. Students will practice and model instructional strategies that encourage the development of critical thinking, problem solving, and performance skills. Students will use formal and informal assessment strategies to evaluate and help foster the continuous intellectual, social and physical development of the learner. Urban elementary field experiences are part of the course requirements.

#### **STAT**

**STAT 201 - Statistics I (4 credits)**

This course covers the basic principles and methods of statistics. It emphasizes techniques and applications in real-world problem solving and decision making. Topics include frequency distributions, measures of location and variation, probability, sampling, design of experiments, sampling distributions, interval estimation, hypothesis testing, correlation and regression. **Prerequisites:** MATH 098 or MATH 099 or MATH 102 or MATH 115 or MATH 120 or MATH 210 or MATH 211 or MATH 215 or MATH 310

**STAT 252 - Statistics Programming (2 credits)**

This course covers advanced statistical programming techniques in hypothesis testing using the statistical software SPSS and R. Topics of this course include performing T-tests, Z-tests, Chi-square tests, and simple linear regression

using SPSS and R. This course builds on the knowledge learned in STAT201 (Statistics I) and STAT251. **Prerequisites:** STAT 201

**STAT 301 - Analysis of Variance and Multivariate Analysis (4 credits)**

This course covers introductory and intermediate ideas of the analysis of variance (ANOVA) method of statistical analysis. The course builds on the ideas of hypothesis testing learned in STAT 201 Statistics I. The focus is on learning new statistical skills and concepts for real-world applications. Students will use statistical software to do the analyses. Topics include one-factor ANOVA models, randomized block models, two-factor ANOVA models, repeated-measures designs, random and mixed effects, analysis of covariance, principle component analysis, and cluster analysis. Completion of STAT 201 Statistics I is a prerequisite. **Prerequisites:** STAT 201

**STAT 311 - Regression Analysis (4 credits)**

This course covers fundamental to intermediate regression analysis. The course builds on the ideas of hypothesis testing learned in STAT201 (Statistics I). The focus is on learning new statistical skills and concepts for real-world applications. Students will use statistical software to do the analyses. Topics include simple and bivariate linear regression, residual analysis, multiple linear model building, logistic regression, the general linear model, analysis of covariance, and analysis of time series data. Completion of STAT201 (Statistics I) is a prerequisite. **Prerequisites:** STAT 201

**STAT 321 - Biostatistics (4 credits)**

This course covers fundamental and intermediate topics in biostatistics, and builds on the ideas of hypothesis testing learned in STAT 201 (Statistics I). The focus is on learning new statistical skills and concepts for real-world applications. Students will use SPSS to do the analyses. Topics include designing studies in biostatistics, ANOVA, correlation, linear regression, survival analysis, categorical data analysis, logistic regression, nonparametric statistical methods, and issues in the analysis of clinical trials. **Prerequisites:** STAT 201

#### STAT 353 - Environmental Statistics (4 credits)

This course covers the intermediate statistical methods in analyzing environmental and biological datasets. This course is built on the knowledge of an introductory statistics and hypothesis testing. The contents of the course include paired T-test, unpaired T-test, F-tests, one-way and two-way ANOVA, multivariate ANOVA, repeated measures, regression, principle component analysis and cluster analysis. Students will learn how to use statistical software to perform all the analyses. **Prerequisites:** STAT 201

#### STAT 480 - Statistical Consulting (4 credits)

This advanced workshop will give students exposure to the statistical and non-statistical issues that arise in statistical problem solving, and provide an experiential background in statistical consulting. Students will develop the knowledge, skills, and professional rapport necessary to interact with clients, including the skills necessary for communicating technical statistical content with non-statisticians. **Prerequisites:** STAT 301 and STAT 311 and STAT 252 or MIS 480

#### THEA

#### THEA 303 - The Live Theater Experience (4 credits)

This course is designed to expose students to the wide and unique variety of theater available in the Twin Cities with a conscious emphasis on mission specific theater companies such as Theater Mu, Ten Thousand Things, Penumbra, Mixed Blood, etc. which practice color blind/color conscious casting. Through lecture, discussion, and play attendance at professional and semi-professional venues, students will acquire the skills to critically analyze and appreciate theater and its components. Early classes and on-line links/supporting materials are provided for navigating each play experience. Students will respond to each performance through one of several approaches, depending on the type of play attended.

#### THEA 321 - Directed Readings in Theater (4 credits)

This course uses full length play scripts, videos of plays and film adaptations to tour the rich traditions of the theater. Students are required to demonstrate reading knowledge of all plays on their individual reading/viewing list, through on line discussions, and the focused analysis of six short questions for each play read or seen. This class can be done at home or on site at the teaching center, and may be taken for a maximum of eight credits.

#### THEA 331 - Voice: Speaking from Experience (4 credits)

In this course, students who wish to use their voices more expressively work through a variety of methods from relaxation and breathing exercises to personal storytelling and the practice and analysis of poetry, prose and drama. Students work to develop resonance, range, support and to relearn effective habits of vocal expression.

#### THEA 345 - Acting III (4 credits)

Actor training can be life enhancing. In this class, advanced students are guided to discover, explore and develop their emotional, physical and psychological resources using varied acting exercises and techniques. **Prerequisite:** Acting II (MCTC) or equivalent (Screenwriting students exempt from prerequisites).

#### THEA 346 - Topics (1-4 credits)

Studies in selected areas of theater art. (See class schedule for current topics.)

#### THEA 350I - Theater Individual Internship (1-9 credits)

Students obtain internships in selected areas of study to gain deeper knowledge, skills and the context of a given field. Site supervisors give guidance and direction to customized internship projects. Faculty members serve as liaisons between the internship sites and the university, providing information to students and potential supervisors and supervising the learning experience. Internships normally earn between one and four credits, requiring forty work hours per credit, and may be served through a standard hours/work schedule or with flexible

work hours scheduling, depending on the nature of the internship and site preferences.

#### **THEA 351 - Production and Performance Laboratory (2-4 credits)**

Two credits of off stage production support are required for the major and minor. Students enrolled in advanced acting/directing classes or working on season productions or special performance projects under faculty guidance may receive credit for rehearsal time spent out of the regular class period. Students cast in directing class scenes may also receive credit. Note: Students may take up to eight credits over time. Prerequisite: Instructor's permission if not enrolled in directing or advanced acting class.

#### **THEA 360I - Theater 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.

#### **THEA 390 - The Evolution of Western Theater (4 credits)**

This course examines the ideas, individuals, institutions, and innovations that have contributed to the development of theater, from its precursors in the ancient world to the present day. Through the reading and viewing of seminal works, the essential elements of live theater - acting, directing, dramatic texts, design elements, performance space, and the audience - are explored with a focus on staging practices, aesthetics, and theatrical convention.

#### **THEA 400 - Playwriting I (4 credits)**

Writing for the spoken word and for acting demands different skills than writing for the

page. Develop your ear, your signature of voice, your sense of subtext. Through a variety of approaches, from improvisation to creative autobiography, students explore character, conflict and drama as metaphor. Writers with material they would like to explore or adapt for the stage are welcome. Expect to complete at least one short play.

#### **THEA 421 - History of Western Theater (4 credits)**

This course examines the evolution of Western theater traditions, from the ancient world to the present day. It analyzes the major periods and dramatic forms in theater history, explores the historic and social context in which dramatic work was created, and examines how a familiarity with the politics of representation and other concerns of identity-based cultural groups informs performance practices. Theater architecture, technology, design concepts, acting styles, and significant dramatists and dramatic works are studied.

#### **THEA 441 - Theater Career Portfolio Seminar (1 credit)**

This course enables the theater student to prepare a formal portfolio, a resume, and an audition or presentation as an application suitable for either graduate school, professional internship, or future employment. Portfolios will focus on areas of specialization which may include performance, design, stage management, and/or directing. **Prerequisites:** THEA 540 and THEA 351

#### **THEA 445 - Advanced Acting (4 credits)**

Art is in the becoming." In this class students move beyond a basic understanding of acting and toward a more complete connection between the role and the actor. A continuation of THEA 345 Acting III, students work further to develop the ability to sustain focus of attention, to concentrate energy and to deepen their understanding of character motivation and subtext. Students may have the opportunity to audition for directing class projects which rehearse outside of class time. This class may be taken twice for credit. **Prerequisites:** THEA 345

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

Learn to analyze script, work with actors, construct a prompt book, and use the director's tools to elevate the written script to dramatic action. Students initially explore the possibilities of realistic drama with the option in the second half, to move on to original creations, collaborations or other styles of theater. All work is under the guidance of a director, toward the evolution of the specific theater piece. This class may be taken twice for credit.

#### **WRIT**

#### WRIT 101 - Introduction to College Writing (4 credits)

This course is designed for students who may not have recently taken a college-level writing course or who have been placed in the class as a result of the writing assessment. Students write short essays and work on developing and organizing ideas, composing well-structured paragraphs, and writing clear sentences.

#### WRIT 121 - Writing I Intensive (5 credits)

This course is the same as WRIT 131 Writing I except that sentence and paragraph structure are covered in more detail. First semester students may take this course instead of WRIT 131. Only three credits may be counted toward the general education writing requirement (the other two credits do not count toward any general education requirement). This course is an introduction to expository writing principles and processes. Students develop skill at analyzing audiences, generating ideas, organizing and developing thoughts, drafting sentences, and revising and handling mechanics. Students write, revise and edit extensively.

#### WRIT 131 - Writing I (3 credits)

This course is an introduction to expository writing principles and processes. Students develop skill at analyzing audiences, generating ideas, organizing and developing thoughts, drafting sentences, and revising and handling mechanics. Students write, revise and edit extensively. Prerequisite: Placement in WRIT 131 Writing I or WRIT 132 Written and Visual

Communication on the writing assessment offered by Placement Assessment Office.

#### WRIT 132 - Written and Visual Communication (3 credits)

This course, which can be taken in place of WRIT 131 Writing I, is an introduction to the theory and practice of written and visual communication. Students read, write, view and produce visual and written texts in a variety of media. Emphasis is on developing writing skills and learning basic concepts of visual communication. Prerequisite: Placement in WRIT 131 Writing I on the diagnostic writing assessment offered by Diagnostic Services.

#### WRIT 160I - 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 165I - Writing Prior Learning (1-8 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.

#### WRIT 231 - Writing II (3 credits)

In this course, students learn strategies to critically analyze a variety of texts and essays; to

understand how audience and social/cultural factors shape writing; and to research, evaluate, interpret, paraphrase, quote and summarize texts. Students write and revise several papers and critique the work of other students. **Prerequisites:** WRIT 131 or WRIT 132 or WRIT 121

#### **WRIT 251 - Introduction to Creative Writing (3 credits)**

This course provides an introduction to the elements of writing short fiction, poetry, and creative non-fiction. Students learn a variety of approaches to creative writing in a cooperative class environment. **Prerequisites:** WRIT 121 or WRIT 131 or WRIT 132

#### **WRIT 261 - Business Writing (3 credits)**

**Prerequisites:** WRIT 121 or WRIT 131 or WRIT 132

#### **WRIT 271 - Technical Writing (3 credits)**

In this course, students create a variety of documents, including technical memos, manuals, proposals and reports. Emphasis is placed on document design, effective organization and readability. This course especially benefits managers or technical employees who need to communicate technical information to business or general audiences. **Prerequisites:** WRIT 121 or WRIT 131 or WRIT 132

#### **WRIT 280 - Digital Tools for Writing and Communication (2 credits)**

This class begins with students self-assessing their digital skills in several areas, including design for print and digital documents; web tools; visual tools; and project management tools. Students work with the instructor to create a learning contract with the goal of acquiring tools in a certain number of these areas. In order to acquire knowledge of these tools, students complete online tutorials. Only offered S/N.

#### **WRIT 300 - Creative Writers, Identity and Race in the Twin Cities (4 credits)**

This writing class, a combination of in-class meetings and significant individual work outside of class, explores the many ways that creative writing, from books to literary readings to public

art projects, informs daily life. Much of the content of WRIT 300 focuses on how social constructs of race and racism have influenced creative writers in the Twin Cities, from the legacies and impacts of racism on writers' creative process and output to the creative writing communities' collective and institutional responses to racism. This writing class is designed for non-creative writing majors; students from all disciplines with an interest in creative writing are welcome.

#### **WRIT 301 - Professional and Technical Writing Careers (2 credits)**

Students learn about the skill set required to succeed professionally and how they might acquire these skills through coursework. They also learn about career opportunities for professional writers and technical communicators through presentations by guest speakers and readings. Students also begin to develop an online portfolio.

#### **WRIT 302 - Content Strategy (2 credits)**

Content strategy encompasses the creation, management, testing, and governance of content, whether that be a website, printed document, social media, or other forms of information. In this class students will gain a comprehensive understanding of content for contemporary information-intensive organizations as well as hands-on skills to create effective, user-friendly, and culturally sensitive content.

#### **WRIT 331 - Writing in Your Major (4 credits)**

Primarily for students who have completed their writing requirement, but who seek further writing instruction and practice, this course begins with a brief review of the principles of academic writing. It then engages students in the thinking and writing required in various disciplines throughout the university. Students study and practice summary, explanation, analysis, interpretation and other critical strategies used to write essays, reports, research papers, case studies and other texts. The course also emphasizes understanding how audience, purpose and situation shape writing. Students learn how to use a flexible process of writing and



revision to complete assignments, and how to respond constructively to the writing of others. **Prerequisites:** WRIT 231 or WRIT 261 or WRIT 271 or NURS 364

#### **WRIT 344 - Writing for Publication and Profit (4 credits)**

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

#### **WRIT 350I - Writing 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. Faculty members serve as evaluators and liaisons between the internship sites and the university, providing information to students and potential supervisors and supervising the learning experience. Internships normally earn between one and four credits, require 40 work hours per credit, and may be served through a standard hours/work schedule or with flexible work hours.

#### **WRIT 352 - Writing Memoir and Creative Nonfiction (4 credits)**

This course focuses on writing memoir as well as specialized nonfiction genres such as biography, and nature or travel writing. Students read and discuss pieces by professional writers, learn to create and revise their own work, and comment on each other's writing. This course may be repeated for credit. **Prerequisites:** WRIT 251 or WRIT 359

#### **WRIT 353 - Writing Short Fiction (4 credits)**

Drawing on student ideas and experiences, this course develops the craft of short fiction writing in a workshop setting. Students read each other's work and explore the conventions of the short story. This course may be repeated for credit. **Prerequisites:** WRIT 251 or WRIT 359

#### **WRIT 354 - Writing Poetry (4 credits)**

In this course, students read and discuss poetry, learn the conventions of poetry writing, read each other's work and explore their own creative

processes. This course may be repeated for credit. **Prerequisites:** WRIT 251 or WRIT 359

#### **WRIT 357 - Writers as Readers (4 credits)**

This workshop course emphasizes the union of reading and creative writing. Good creative writers need to understand literature from the writer's perspective. They also need a comprehensive background in the various genres of literature and must be able to discuss, critique and identify the basic components of imaginative writing. This course focuses on tone, style, diction and author's voice through the students' own writing and through the readings of others. **Prerequisites:** WRIT 251 or WRIT 359

#### **WRIT 358 - 1000 Words or Less (4 credits)**

Writing Short Creative Works is a multi-genre workshop designed for creative writers who wish to work exclusively on very short pieces. Students will deepen their knowledge of the general craft of writing, expand their personal writing horizons by writing outside familiar genres, and work intensively on drafting and revising short works. The range of writings possible in this class include poems, prose poems, personal essays, sudden fiction, humor writing, short-short memoirs and creative non-fiction, and other genre-defying work. This course may be repeated for credit. **Prerequisites:** WRIT 251 or WRIT 359

#### **WRIT 359 - Boot Camp: Creative Writing for Non-Majors (4 credits)**

This class is a hands-on workshop that explores, explains and discusses all the essential aspects of craft employed in the writing of poetry, short fiction, short memoir and other, less easily-definable works of short creative writing. Character development, point of view, tense, dialogue, chronology, voice, narrative arc, pacing, tension within both scenes and an overall narrative, creative use of language, and all basic literary terms will be covered, with the goal of helping students tell a compelling story no matter the genre.

#### **WRIT 371 - Editing (4 credits)**

This course covers editing principles and techniques. Topics include how readers use and comprehend texts, the editor's role in the



publication process, the writer/editor relationship, and editing for organization, format, style, grammar, punctuation, usage, consistency and accuracy. Students edit a variety of texts, including technical documents and newsletter articles in print and online. **Prerequisites:** WRIT 231 and WRIT 280 or WRIT 261 and WRIT 280 or WRIT 280 and WRIT 271

#### **WRIT 372 - Document and Information Design I (4 credits)**

Methods and techniques of document and information design, including principles of graphic design, audience analysis, portfolio development, and use of professional software tools. **Prerequisites:** WRIT 131 and WRIT 231 and WRIT 371 or WRIT 261 and WRIT 371 and WRIT 131 or WRIT 371 and WRIT 131 and WRIT 271

#### **WRIT 373 - Writing and Designing for the Web I (4 credits)**

This course introduces students to the principles, processes, and techniques of front-end Web development. Students gain solid knowledge and practical skills in HTML, CSS, website genres, design patterns, Web writing, and usability. Students will analyze and build websites. Students must already possess basic satisfactory digital literacy, such as managing files and folders, and adding and removing programs. **Prerequisites:** WRIT 372 and WRIT 231 and WRIT 371 and WRIT 131

#### **WRIT 375 - Environmental Communication (4 credits)**

This course focuses on environmental communication which encompasses a multidisciplinary viewpoint. The course helps students understand how environmental issues and conflicts develop, the values underlying the perspectives on these issues, how these values are presented, and the scientific and technical information involved in understanding environmental communication. **Prerequisites:** WRIT 231 or WRIT 261 or WRIT 271

#### **WRIT 377 - Writing Proposals and Grants (4 credits)**

This course offers a rhetorically-based, process-oriented approach to strategic, effective writing

of proposals and grants for individuals and organizations. The course is designed primarily for writers, artists and technical communicators who expect to find themselves, as freelancers or as employees, seeking funding for a variety of programs and projects in academic, nonprofit or corporate situations. This course provides a systematic process for analyzing audiences, writing needs statements and finding sponsors all within an electronic context.

#### **WRIT 461 - Writing and Technical Communication Capstone (4 credits)**

This class provides a bridge between academic study and professional careers in writing or technical communication. Students assess and reflect on their academic study; research and write a non-fiction essay, produce a capstone project, and complete a writer's portfolio. Projects may focus on a wide range of topics, including writing-related careers.

#### **WRIT 481 - Advanced Creative Writing (4-5 credits)**

This advanced workshop provides students with the opportunity to develop and refine works of fiction, creative nonfiction or poetry. Open to all advanced creative writing students. Those who are nearing graduation who take this course to fulfill the capstone portfolio requirement for the writing major must register for five credits. This course may be repeated for credit. **Prerequisite:** Two 300-level creative writing courses or instructor's consent.

#### **WRIT 481 - Advanced Creative Writing (5 credits)**

This advanced workshop provides students with the opportunity to develop and refine works of fiction, creative nonfiction, or poetry. Open to all advanced creative writing students. Creative Writing majors who are nearing graduation must take this course to fulfill the capstone portfolio requirement for the major. This course may be repeated for credit. **Prerequisite:** Two 300-level creative writing courses.

#### **WRIT 532 - Writing about Place (4 credits)**

This course explores questions such as, how does place shape a writer's voice. How do writers see nature in urban environments? Students use memory, imagination, research, experience and

analysis to write about places important to them. Students work toward achieving advanced skills in creative nonfiction, an individual written voice, and a thoughtful approach to place and environment. Prerequisites: a 300-level Writing course or instructor's consent.

#### **WRIT 574 - Usability and User Experience (4 credits)**

This course focuses on usability and user experience for technical and information products. Students learn concepts, principles, processes, and methods of usability and user experience. Students work in teams and conduct a usability study systematically to improve an information product. Topics also include usability in business and organizational settings, usability workflow and governance. Students will

also interact with user experience professionals. **Prerequisites:** WRIT 372 or WRIT 373

#### **WRIT 583 - Writing Major Projects (4 credits)**

This independent study examines the principles and techniques of writing substantial professional or creative projects such as longer business documents, articles, grant applications, proposals, and works of fiction or creative non-fiction. Through consultations with the instructor, students determine their specific organizational or stylistic problems. Evaluation is based on written projects. Students should have in mind a writing project of either one long piece or several short ones on related topics. Course may be repeated for credit.