

**Metropolitan**  
State University



# **Undergraduate Academic Catalog**

## **2020 - 2021**

700 East Seventh Street

Saint Paul, MN 55106

651-793-1300

[Metropolitan State University website](http://www.metstate.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 2020-2021 Undergraduate Catalog is published by Metropolitan State University Academic and Student Affairs Division. This catalog contains information about academic programs and requirements for 2020-2021. 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 2020-2021 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).

## Academic Calendar 2020-2021

2020		Aug 14	Last day to pick up graduation tickets from gateway
Mar 16	Summer registration begins	Aug 15	Spring Commencement
Mar 16	Fall registrations begins	Aug 16	Last day for second and full summer session courses
Apr 8	Fall OPEN (visiting students) registration begins	Aug 16	Summer graduation posting date
Apr 13	Summer OPEN (visiting students) registration begins	Aug 17	Faculty Fall duty days begin
Apr 13	Summer bookstore credit program begins	Aug 19	Summer grades are due
Apr 20	Tuition payment deadline for first session and full-term Summer courses	Aug 19	Wait list is closed
Apr 29	Last day to cancel low enrollment summer session courses	Aug 22	Fall semester begins
May 6	Wait list is closed	Aug 28	Last day to drop Fall courses with a refund
May 9	Summer session begins	Aug 28	Deadline to apply for Fall graduation by registering for the Graduation Requirements Workshop WKSP GRAD
May 15	Last day to drop first session and full-term summer courses with a refund	Sep 2	Fall Bookstore credit program ends
May 15	Deadline to apply for Summer graduation by registering for the Graduation Requirements Workshop WKSP GRAD	Sep 5-7	Labor Day Holiday/no classes/buildings closed
May 20	Summer bookstore credit ends	Sep 11	Fall Disbursement begins
May 23-25	Memorial Day holiday/no classes/buildings closed	Oct 12	Indigenous People's Day/classes held/buildings open
May 29	Summer Financial Aid disbursement begins	Oct 16	Last day to register for Fall alternative learning strategies
Jun 12	Tuition payment deadline for second summer session courses	Oct 19	Spring registration begins
Jun 19	Last day to register for Summer alternative learning strategies	Oct 31	Graduation and Commencement Expo
Jun 22	First summer session courses end	Nov 11	Veterans Day/classes held/building open
Jun 25	First summer session grades are due	Nov 25	Thanksgiving Holiday/no evening classes
Jul 3-5	Independence Day Holiday/no classes/buildings closed	Nov 26-29	Thanksgiving Holiday/no classes/buildings closed
Jul 6	Second summer session courses begin	Dec 5	Fall President's Outstanding Student Reception (by invitation only)
Jul 10	Last day to drop second summer session courses with a refund	Dec 1	Last day to submit Consortium Agreement for Fall
Jul 27	Fall Bookstore credit program begins	Dec 3	Spring OPEN (visiting students) registration begins
Aug 1	Fall Semester Application Deadline	Dec 8	Last day to request loan, by noon
Aug 3	Tuition payment deadline for Fall courses	Dec 12	Fall Commencement
Aug 8	Last day to submit Consortium Agreement for Summer	Dec 13	Fall semester ends
Aug 11	Last date to request a student loan	Dec 13	Fall graduation posting date
Aug 12	Last day to cancel low enrollment Fall courses	Dec 15	Faculty Fall duty days end
		Dec 15	Fall grades are due
		Dec 17	Tuition payment deadline for spring courses
		Dec 21	Spring Semester Application Deadline

Dec 24-28	Winter holiday/buildings closed	Jan 18	Martin Luther King, Jr. Holiday/no classes/buildings closed
Dec 29-31	Winter holiday/buildings open/limited services	Feb 15	President's Day Holiday/classes held/offices open
Dec 31	Last day to cancel low enrollment spring courses	Feb 15	Graduation Expo
2021		Mar 7-13	Spring Break/no classes/offices open
Jan 1	New Year's Day Holiday/buildings closed	Mar 15	Last day to register for spring alternative learning strategies
Jan 4	Faculty Spring duty days begin	Apr 21	Last day to submit Consortium Agreement
Jan 6	Spring wait list is closed	Apr 28	Last day to request loan, by noon
Jan 11	Spring semester begins	May 1	Spring President's Outstanding Student Reception (by invitation only)
Jan 15	Last day to drop spring courses with refund	May 3	Spring semester ends
Jan 15	Deadline to apply for spring graduation by registering for the Graduation Requirements Workshop WKSP GRAD	May 3	Spring graduation posting date
		May 3	Spring Commencement
		May 6	Spring grades are due
		May 7	Faculty spring duty days end

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 events. 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.

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## Introduction to Metropolitan State University

### **History**

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

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

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

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

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

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

In 1990, the Minneapolis campus moved to a highly visible site at Eighth Street and Hennepin Avenue. Two years later, Metropolitan State's administrative headquarters moved to Saint Paul's East Side. In 1994, Metropolitan State welcomed freshmen students for the first time, offered graduate programs in nursing and business administration, and celebrated its 10,000th graduate. As of June 2007, the university has had nearly 25,000 graduates. The university has continued to meet the changing needs of the metro area as it has gained recognition. For example, Metropolitan State's accounting program is now the largest in Minnesota, and its graduates consistently place among the top 10 finishers in the rigorous CPA examination.

In 1995, Metropolitan State won the prestigious Hesburgh award for its continuing focus on improving teaching.

In 1997, the university won the Quality-of-Life award from the Greater Minneapolis Chamber of Commerce for conducting 25 community service projects to celebrate its 25th anniversary.

Metropolitan State's Dr. Nancy J. Black was named the 1998 Minnesota Professor of the Year.

More recently, Metropolitan State has been recognized by INSIGHT into Diversity magazine with Higher Education Excellence in Diversity awards in 2016, 2017, 2018, and 2019 for our continuing commitment to diversity and inclusion.

CollegeNet's 2018 "Social Mobility Index" places Metropolitan State in the top 2 percent nationwide, and first in Minnesota, in enabling

students to move from lower income strata into the middle class.

The Center for Online Learning has won statewide awards in 2016 and 2018, most recently the Minnesota Connection 2018 Innovation Award for delivering online educational experiences for students.

Metropolitan State University received a 2018 ALL-IN Campus Democracy Challenge Platinum Seal for having a 2018 campus voting record above 50 percent in a midterm election, reflecting the excellent work of the Institute for Community Engagement and Scholarship's Metro State Votes campaign in getting our

richly diverse student body to engage in the civic sphere.

Metropolitan State approaches its fourth 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 48,503 (as of September 2019) alumni include leaders in business, finance, health care and public service. They offer clear evidence of the opportunity and quality of educational programming provided by the university.

### **Mission**

Metropolitan State University is a comprehensive urban university committed to meeting the higher education needs of the Twin Cities and greater metropolitan population. The university will provide accessible, high-quality liberal arts, professional, and graduate education to the citizens and communities of the metropolitan area, with continued emphasis on underserved groups, including adults and communities of color. Within the context of lifelong learning, the university will build on its national reputation for innovative student-centered programs that enable students from diverse backgrounds achieve their educational goals. The university is committed to academic excellence and community partnerships through curriculum, teaching, scholarship and services designed to support an urban mission.

### **Vision**

Metropolitan State University, a member of the Minnesota State College and University System, will be the premier urban, public, comprehensive system university in the Twin Cities metropolitan area and will provide high-quality, affordable educational programs and services in a student-centered environment. The faculty, staff and students of Metropolitan State will reflect the area's rich diversity, build a culturally competent and anti-racist learning community and demonstrate an unwavering commitment to civic engagement.

### **Values**

**Excellence** - Your education has to be the best. Because you're not just investing money, you're

investing time and passion. So, we make it a priority to provide innovative, high-quality educational experiences from instructors who are experts in their fields. We don't just help you earn a degree. We'll help you prepare for your future.

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

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

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

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

## Accreditation

Metropolitan State University is accredited by the [Higher Learning Commission \(HLC\)](#). The HLC is one of six regional institutional accreditors in the United States and certifies degree-granting post-secondary educational institutions in the North Central region. The United States Department of Education and the Council for Higher Education Accreditation recognize the HLC as the assigned regional accrediting organization. The pathway followed for accreditation is the Academic Quality Improvement Program (AQIP).

The AQIP Pathway is focused on quality assurance and institutional improvement, with an added emphasis on helping institutions achieve continuous quality improvement. You can read about our AQIP Action Projects that are used to demonstrate continuous improvement in the AQIP Pathway on the Action Projects page.

Metropolitan State University elected to join AQIP in 2003. Reaffirmation of Accreditation is based on Metropolitan State's active participation in AQIP, on evidence of

improvement in the organization, and evidence that the university continues to fulfill the Commission's Criteria for Accreditation. The Criteria for Accreditation are the standards of quality by which the Commission determines whether an institution merits reaffirmation of accreditation.

### **Accreditation Information**

Candidacy date(s): 03/22/1972 - 07/23/1975

Accreditation Date: 1975

Year of Admission to AQIP: 04/04/2003

Most recent reaffirmation of accreditation:  
2016-2017

Year of Next Reaffirmation of Accreditation:  
2024-2025

The Higher Learning Commission

230 South LaSalle Street

Suite 7-500

Chicago, IL 60604-1411

800-621-7440

[Higher Learning Commission website](#)

## Directory of Academic Programs

### **BA**

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

### **BAS**

Computer Application Development BAS  
Computer Forensics BAS  
Early Childhood Studies BAS  
Information Assurance BAS  
Organizational Administration BAS

### **BHS**

Human Services Family Studies BHS  
Human Services Leadership and Administration BHS

### **BS**

Accounting BS  
Alcohol and Drug Counseling BS  
Biochemistry BS  
Biology BS  
Business Administration BS  
Chemistry BS  
Computer Information Technology BS  
Computer Science BS  
Cybersecurity BS  
Data Science BS  
Economics BS  
English for Teaching BS  
Entrepreneurship and Innovation BS  
Environmental Science BS  
Finance BS  
Health System Studies BS  
Human Resource Management BS  
Human Services BS  
Industrial & Applied Mathematics BS  
International Business BS  
Law Enforcement BS Track 1  
Law Enforcement BS Track 2  
Law Enforcement BS: Major for Licensed Peace Officers Track 3  
Life Sciences Teaching BS  
Management BS  
Management Information Systems BS  
Marketing BS  
Mathematics Teaching BS  
Social Studies for Teaching BS  
Supply Chain and Operations Management BS  
Urban Early Childhood Education BS for Birth-Grade 3 Licensure  
Urban Elementary Education BS for K-Grade 6 Licensure

### **BSDH**

Dental hygiene BSDH

### **BSN**

Nursing MANE BSN  
Nursing RN to BSN

## **BSW**

Social Work BSW

## **Undergraduate Certificate (UCERT)**

Computer Forensics Post-baccalaureate UCERT  
Cybersecurity Post-baccalaureate UCERT  
Law Enforcement Licensing Certificate UCERT  
Substance Use Disorders Post-baccalaureate UCERT

## **Licensure**

Urban Secondary Education Licensure

## **Minor**

Advertising Minor  
Aging Studies/Gerontology Minor  
Anthropology Minor  
Applied Statistics Minor  
Biology Minor  
Business Administration Minor  
Business Analytics Minor  
Chemistry Minor  
Child Psychology Minor  
Civic Engagement Minor  
Community and Applied Social Psychology Minor  
Community Organizing and Development Minor  
Computer Forensics Minor  
Creative Writing Minor  
Criminal Justice Minor  
Cybersecurity Minor  
Design of User Experience Minor  
Digital Media Minor  
Disability Studies Minor  
Economics Minor

Educational Psychology Minor  
Electronic Discovery Minor  
English as a Second Language Minor  
English Minor  
Entrepreneurship and Innovation Minor  
Environmental Communication Minor  
Ethnic Studies Minor  
Family Studies Minor  
Game Studies Minor  
Gender Studies Minor  
History Minor  
Human Resource Management Minor  
Humanities Minor  
Industrial & Applied Mathematics Minor  
Industrial and Organizational Psychology Minor  
International Business Minor  
Management Information Systems Minor  
Media Literacy Minor  
Mental Health Psychology Minor  
Organizational Communication Minor  
Philosophy Minor  
Physics Minor  
Political Science Minor  
Practical Ethics Minor  
Project Management Minor  
Psychology Minor  
Public Relations Minor  
Religious Studies Minor  
Research and Information Studies Minor  
Risk Management and Insurance Minor  
Screenwriting Minor  
Sociology Minor  
Studio Arts Minor  
Supply Chain and Operations Management Minor  
Technical Communication Minor  
Theater Minor  
Violence Prevention and Intervention Minor

## University General Information

### **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.

### **Student records**

Student records, including Metropolitan State University transcripts, graduation records and inactive student registration, as well as admission records are maintained and located in the Registrar's Office.

### **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**

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 2013. 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 64 first-time, full-time students in the study were 1 percent of all undergraduate students enrolled at Metropolitan State in fall of 2013.**

### **Graduation and transfer-out rates for Metropolitan State University**

- The graduation rate for Metropolitan State was 34 percent.
- The transfer-out rate for Metropolitan State was 41 percent.
- The combination of the graduation rate and the transfer-out rate for Metropolitan State was 75 percent. The national average combined rate for similar universities was 75 percent.

### **Why don't more Metropolitan State University students graduate or transfer in six years?**

- Some students take jobs before they graduate;

- Students who switch from full-time to part-time enrollment or “stop out” for one or more semesters are more likely to take more than six years to graduate;
- Other students delay their education for personal, family or financial reasons.

Due to rounding, percentages may not always appear to add up.

**Campus Security Authorities and the Clery Act**  
 A campus security authority (CSA) 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.

Examples of individuals (outside of the public safety office) who generally meet the criteria for being campus security authorities include

- The dean of students who oversees a student center or student extracurricular activities
- A faculty advisor to a student group;
- A Title IX coordinator;
- An ombudsperson (including student ombudspersons);
- The director of a campus health or counseling center;
- Victim advocates or others who are responsible for providing victims with advocacy services, such as assisting with disciplinary action or court cases;
- Members of a sexual assault response team (SART) or other sexual assault advocates; and
- Officers from local law enforcement or public safety who are contracted by the institution to provide campus safety related services.

Any of these individuals, who are asked to report crimes, are also CSAs. These individuals could include Physicians in a campus health

center, counselors, including peer counselors (except for professional counselors) and health educators, including peer health educators.

The function of a campus security authority is to *immediately* report any crimes to the official or office designated by the institution to collect crime report information, such as the director of public safety and security department, those allegations of *Clery Act* crimes during the last calendar year that were made in good faith on the university property. The property includes sidewalks, roads and contiguous sidewalks on the other side of the road.

In addition, any crimes that occurred at leased facilities should be reported also... this list should only include hallways, restrooms, lobbies, stairwells or elevators leading to those rooms and the parking lots used by our students at leased facilities.

A campus security authority is not responsible for determining authoritatively whether a crime took place; that is the function of the safety personnel. A campus security authority should not try to apprehend the alleged perpetrator of the crime. That too is the responsibility of campus safety. It's also not a CSA's responsibility to try and convince a victim to contact the safety office or law enforcement if the victim chooses not to do so.

Clery Act regulations do not address coordinating your crime reporting process or training campus security authorities, however, the role of CSAs is vital to compliance with the law, the below information offers valuable information for CSA's to consider.

The Clery Act is a federal law that requires the institution to identify individuals and organizations that meet the definition of a campus security authority. CSAs have an important role in complying with the law.

CSA crime reports are used by the school to:



- Fulfill its responsibility to annually disclose Clery crime statistics, and
- To issue timely warnings for Clery crimes that pose a serious or continuing threat to the campus community.

If an individual reporting an incident needs assistance, a CSA should explain how to get help from the safety office. Let a victim know that help is available even if he or she does not want an investigation conducted. The decision to act on this option is the victims. In the midst of an emergency situation, such as a physical assault, however, a CSA should contact the campus safety or call 911, as appropriate.

Good recordkeeping can help minimize the chances of double reporting crimes. Suggested materials are:

- A list of Clery crimes and definitions.
- Hard copy or electronic Crime Report forms for documenting criminal incidents.

Importance of documentation: If CSAs are unsure whether an incident is a Clery crime, or even if it's criminal in nature, they should report it to the safety office.

- Provide as much information about a criminal incident as possible to aid safety and to categorize the crime.
- CSA crime reports should include personally identifying information if available. This is important for safety purposes and to avoid double counting crimes. The Clery statistical disclosures based on those reports, however, must be kept anonymous; no personally identifying information will be disclosed.
- If a victim doesn't want the report to go any further than the CSA, the CSA should explain that he or she is required to submit the report for statistical purposes, but it can be submitted without identifying the victim.

If a crime is reported to a CSA, but goes no further than that, the school won't have fulfilled its obligation under the law, and the campus community might not have the information they need to stay safe on campus.

Find additional information in the university's campus security reports.

[2019 Campus Security Report \(PDF\)](#)

### **Public Safety and Security**

Metropolitan State University's Safety and Security Office provides a safe, secure environment for all members of the community which enables students, faculty, staff, community members, and guests to pursue their educational or occupational goals.

Our security services are contracted from professional security agencies. All contracted officers are uniformed and trained on a variety of security and safety procedures. They are authorized to take appropriate action to assure the safety and security of all students, faculty, staff, community members, and guests. Security services are augmented by local police, fire, and ambulance response units when necessary.

### **Emergency Notifications**

Students, faculty and staff are alerted to any disruptions to campus operations through university email and Star Alert, an automated phone call and text messaging system. Timely warnings are posted to bulletin boards around campus and are available upon request.

### **Manage Your Star Alert Notifications**

Students and employees are automatically registered to receive Star Alert notifications. You can manage your contact information and notification preferences at any time.

### **Manage your Star Alert account**

- Sign in using your StarID as your identification code and your Metropolitan State University email address.

### Security Escorts

Uniformed security officers are available to provide escorts during business hours. To request a security escort:

- Saint Paul: Call or text 651-775-0444 or 651-774-0715, or stop at the security officer stations in Founders Hall and the Library and Learning Center.
- Midway Center: Call or text 651-775-6122 and wait for the security officer at the main (east) entrance.
- Minneapolis: Call or text [Minneapolis College's Public Safety office](#) at 612-659-6910.

### ID cards

Use your university ID to:

- Access parking and other university facilities
- Check out library books from the Metropolitan State Library
- Check out library books from any [Minnesota State library](#)
- Other student-related services

Where to get an ID

On the Saint Paul campus

Get an ID at:

- [Library and Learning Center](#) at the second floor circulation desk up to 30 minutes before closing.

To receive a card, you must show a valid, government-issued photo ID (for example, a driver's license or passport). We will take your photograph and print your ID in a few minutes.

By mail

If you cannot get your ID in person, you may apply by mail. Send:

- A color, wallet-sized photo of yourself
- A photocopy of your Minnesota driver's license or equivalent
- Your 8-digit student ID number *or* the last 4 digits of your Social Security number to:

- University IDs  
Library and Learning Center  
Metropolitan State University  
700 East Seventh Street  
Saint Paul, MN 55106

Allow 7 to 10 days for mailing and processing.

By email

To request an ID, email [library.circulation@metrostate.edu](mailto:library.circulation@metrostate.edu) with:

- A color photo of yourself
- A photocopy of your Minnesota driver's license or equivalent
- Your 8-digit student ID number *or* the last 4 digits of your Social Security number
- Your mailing address

Your ID will be mailed to the address provided.

Allow 7 to 10 days for mailing and processing.

### Replacement IDs

A replacement fee is charged for lost or damaged IDs

### Student Rights and Responsibilities

[Students Rights and Responsibilities Minnesota State Board of Trustees Policy 3.1](#)

Part 1. Freedom to Learn In addition to being the basic constitutional rights enjoyed by all citizens, students in colleges and universities have specific rights related to academic freedom and their status as students. Freedom to teach and freedom to learn are inseparable facets of academic freedom. The freedom to learn depends upon appropriate opportunities and conditions in the classroom, on the campus, and in the larger community. Students are expected to exercise their freedom with responsibility.

Part 2. Freedom of Expression Individual students and student organizations shall be free to examine and to discuss all questions of interest to them and to express opinions

publicly and privately. They shall be free to support causes by orderly means that do not disrupt the regular and essential operation of the institution. In the classroom, students shall be free to take reasoned exception to the data or views offered in any course of study and to reserve judgment about matters of opinion, but they are responsible for learning the content of any course of study for which they are enrolled.

Part 3. Freedom of Association Students shall be free to organize and join organizations to promote their common and lawful interests, subject to institutional policies or regulations. Registration or recognition may be withheld or withdrawn from organizations that violate institutional regulations.

Part 4. Student-Sponsored Forums. Students shall have the right to assemble, to select speakers, and to discuss issues of their choice. The college or university shall establish reasonable time, place, and manner restrictions to assure that the assembly does not substantially disrupt the work of the institution or does not interfere with the opportunity of other students to obtain an education or otherwise infringe upon the rights of others. Such regulations shall not be used as a means of censorship. The president or designee may prohibit any forum when holding the event, in his or her judgment, would result in physical harm or threat of physical harm to persons or property. Prior to any such prohibition, the president shall make his or her best effort to consult with a designated member of the student association.

Part 5. Student Publications Student-funded publications shall be free of censorship and advance approval of the copy, and their editors and managers shall be free to develop their own editorial and news coverage policies. Editors and managers of student publications shall be protected from arbitrary suspension and removal because of student, faculty, administrative, or public disapproval of editorial policy or content. The student fee allocation

process shall not be used as a means of editorial control of student-funded publications. All student publications shall explicitly state on the editorial page that the opinions expressed are not necessarily those of the college, university, system, or student body.

Part 6. Catalog and Course Information To the extent possible, students will be provided relevant and accurate information regarding courses prior to enrollment. Catalog descriptions will be accurate and based on information existing at the time of publication. To the extent possible, class schedules will list the names of the faculty teaching courses.

Part 7. Academic Information Students shall have access to accurate information about general requirements for establishing and maintaining acceptable academic standing, information that will enable students to determine their individual academic standing, and information regarding graduation requirements.

Part 8. Academic Evaluation Student academic performance shall be evaluated solely on the basis of academic standards, including any requirements that are noted in the catalog, course syllabus, or student handbook. Students shall have protection against prejudiced or capricious evaluation and shall not be evaluated on the basis of opinions or conduct in matters unrelated to academic standards. Students shall have the right to review their corrected examinations or other required assignments used by the faculty in evaluating the student's academic performance.

Part 9. Property Rights Term papers, essays, projects, works of art, and similar property shall be returned to a student upon request, within a reasonable timeframe, when no longer needed for evaluation purposes, unless the student grants written permission for them to be retained.

Part 10. Off-Campus Conduct Students who violate a local ordinance or state law risk the legal penalties prescribed by civil authorities. A college or university need not concern itself with every violation. Nevertheless, a college or university may take disciplinary action against students for off-campus behavior, following the procedures of the code of conduct of that college or university.

Other Metropolitan State University Student Rights:

1. Safety
2. The right to file a complaint
3. The right to file appeals (registration, academic, or other departmental or college-level appeals)

Other Metropolitan State University Responsibilities:

1. Immunization records
2. Student Code of Conduct

Every effort has been made to ensure the accuracy of the material contained within the Student Rights and Responsibilities as of the date of posting. However, all policies, procedures, academic schedules, program information, and fees are subject to change at any time by appropriate action of the faculty, the University administration, the Minnesota State Colleges and Universities Board of Trustees or the Minnesota Legislature without prior notification. The provisions on this page do not constitute a contract between the student and the University.

The information on this page is for use as an academic resource and is subject to change at any time.

Metropolitan State University is committed to a policy of nondiscrimination in employment and education opportunity. No person shall be discriminated against in the terms and conditions of employment, personnel practices, or access to and participation in programs, services, and activities with regard to race, sex,

color, creed, religion, age, national origin, disability, marital status, status with regard to public assistance, sexual orientation, or membership or activity in a local commission as defined by law.

Please refer to the Equal Opportunity and Diversity web page for further information on Metropolitan State University's commitment to nondiscrimination.

### **Judicial Affairs**

Judicial Affairs enforces the Student Code of Conduct to balance the interests of promoting the safety, well-being and academic integrity of the entire university community with protecting individual students' rights of due process.

The office is available to students, faculty and staff to consult, help problem solve and mediate problems before they rise to the level of a student conduct code violation, and provide resource referrals where appropriate. We promote integrating restorative principles to balance student accountability with the opportunity for education and making amends. [Student Conduct Code University Policy #1020](#)  
[Student Conduct Code University Procedure #112](#)

#### Complaint process

Any member of the university community—faculty, administration, staff and students—may file a complaint:

- Reports of alleged violations of the Student Code of Conduct can be made through the [Code of Conduct form](#) which is routed to the Judicial Affairs Office.
- For details on submitting the form, see the Incident Reporting Guide which outlines the Process of Submitting the Code of Conduct Incident Report.
- [Judicial Affairs Office Incident Report Guide](#)

Allegations of academic dishonesty fall under the [Academic Integrity Policy #2190](#). Visit the

Academic Integrity Policy and Procedure page for resources and further information.

Submitted reports are processed during normal business hours and responded to as quickly as possible. Please note they are not monitored after hours, on the weekends, or on holidays. If there is an immediate concern about a student, contact Safety and Security or, in an emergency, call 911.

After complaints are received, Judicial Affairs reviews all relevant information and determines the appropriate next steps.

### **Appeals**

Students may appeal decisions made by Judicial Affairs. However, grounds for an appeal do not include lack of familiarity with the conduct code, good character, or a personal commitment to behaving better in the future. File an appeal with the [Student Misconduct Appeal form](#).

### **Student Conduct Committee**

The Student Conduct Committee is comprised of faculty, staff and students. The committee hears conduct appeals and works closely with the Judicial Affairs Officer to review and revise student conduct policy and procedure as needed.

### **Student Code of Conduct**

Students at Metropolitan State University deserve the opportunity to pursue an education, and it is the responsibility of the university to provide an environment that promotes learning and protects the safety and well-being of the university community. Therefore, the university establishes this Student Conduct Code:

[Student Conduct Code University Policy #1020](#)  
[Student Conduct Code University Procedure #112](#)

Any action by a student that interferes with the education of any other student or interferes with the operations of the university in carrying

out its responsibility to provide an education will be considered a violation of this code. The Student Code of Conduct balances individual student due process rights with the broader interests of the safety, well-being and academic integrity of the university community. The Office of Judicial Affairs operates with the philosophy of balancing the need for student accountability with the opportunity for education and making amends. Students are encouraged to review the Student Conduct Code University Policy #1020 and Procedure #112 above to understand their rights and responsibilities under the Code.

Complaints of alleged violations of the Student Code of Conduct may be reported by any member of the university community, including administration, faculty, staff and other students. Reports of alleged violations of the Student Code of Conduct can be made to the Dean of Students or contact the Office of Judicial Affairs at 651-793-1535. The Dean of Students must first authorize any formal conduct code investigations before the Office of Judicial Affairs may proceed, but either office is available to take reports and for consultation. In some situations, issues may be resolved informally rather than through the formal conduct process. A report may be submitted by contacting the Office of Judicial Affairs at 651-793-1535.

### **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  
500 World Trade Center  
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 the below:

- 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**

Metropolitan State University is an institution dedicated to higher learning. In the pursuit of education in their fields, learners are exposed to theories, artworks, arguments, practices, and

data created by countless contributors across time and around the globe. The academic community in the United States requires that we express our indebtedness and respect by explicitly acknowledging the original source of any material we use in our own work.

A student's work provides the means of assessing learning. It is essential, consequently, to distinguish between a student's own responses and the ideas being borrowed or built upon. Every dishonest act, every breach of integrity, and every misrepresentation undermines the process of learning and impedes the advancement of knowledge. Deceit cannot be tolerated in a community devoted to the principles of education.

Each member of the university is accountable for the intellectual honesty of his or her academic work. The integrity of Metropolitan State University is ours to hold in trust for future students.

### **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. 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.

### **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.

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.

Responsibility for implementation of this policy is assigned to the Provost/Vice President for Academic Affairs.

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. Academic Procedure #219 implements this policy. Academic Procedure #219 provides 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**

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.

### **Equity, Inclusion and Affirmative Action**

Metropolitan State University is committed to fostering a positive learning, working and living environment. Our role is to assist in the creation of an environment in which every member of the university community is valued and everyone has the opportunity to succeed.

- Sponsors 1B.1 Equal Opportunity and Nondiscrimination in Employment and Education Policy and 1B.3 Procedure training for all staff, faculty and student employees. Registration must be done via the Minnesota State System-wide Training and Registration Site (STARS).
- Provides investigation of policy 1B.1, 1B.3, and institutional policy 1010 matters. Assists faculty, staff and students who believe they have been



harassed or treated unfairly because they are a member of a protected class.

- Assists the university community with understanding, and application of federal and state laws and regulations that impose special obligations concerning equal opportunity and affirmative action. The director serves as the university's affirmative action officer and ombudsperson for faculty and staff.
- Monitors recruitment efforts and the progress of campus units toward achieving affirmative action goals, in collaboration with the Human Resource office and other university divisions.
- Creates and complies with the Office of Federal Contract Compliance (OFCCP) and the Minnesota Management and Budget Office (MMB) requirement to produce an Affirmative Action Plan and other statistical analysis of institutional information for the purpose of understanding adverse impacts and areas of improvement relative to equity, inclusion, and diversity.
- Creates and supports institutional Equity, Diversity, and Inclusion planning. Provides training and provides alternative dispute resolutions services and referrals. Provides programming and administrative support to affinity groups for equity and inclusive practice at the institution.

[Affirmative Action Plan \(PDF\)](#)

[Affirmative Action Plan, Appendix E \(PDF\)](#)

[Affirmative Action Plan, Appendix F \(PDF\)](#)

### **Title IX: Sex discrimination and sexual violence**

Title IX forbids sex discrimination in all university student services and academic programs including, but not limited to, admissions, financial aid, academic advising, housing, athletics, recreational services, college residential life programs, health services, counseling and psychological services, Registrar's office, classroom assignments,

grading and discipline.

About Title IX

"No person in the U.S. shall, on the basis of sex be excluded from participation in, or denied the benefits of, or be subjected to discrimination under any educational program or activity receiving federal aid."

Title 20 U.S.C. Sections 1681-1688

### **Nondiscrimination in employment and education**

1.B.1 and 1.B.3 training

The Equal Opportunity and Diversity Office 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). Visit [Minnesota State Training and Development](#) for more information.

Discrimination and Harassment Complaints

This form is to be used for those who believe they have been harassed or treated unfairly because they are a member of a protected class

- [Discrimination/Harassment Complaint Form \(PDF\)](#)
- Policies and Procedures
- [University Procedure 101 - Equal Opportunity and Nondiscrimination in Employment and Education](#)
- [University Policy 1010 - Equal Opportunity and Nondiscrimination in Employment and Education](#)
- [1B.3 Minnesota State Board Sexual Violence Policy](#)

### **Immunization record form**

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

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

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

## **University Admissions and Enrollment**

You can check the status of your application through [eServices applicant portal](#) to ensure that we have received your application, and transcripts. Important Note: Incomplete applicants will be reviewed for the following semester.

Notification of a positive admission decision will list conditions that you must satisfy before you can register for coursework, such as assessments and the required completion of New Student Orientation.

### **First-time students**

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. Your [official high school transcript](#) is required.

All transcripts for advanced placement courses and official test scores must be sent to Metropolitan State University from CollegeBoard prior to enrolling.

Consideration for first-year student 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 or higher.

### **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.
- 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). During the pandemic, we recommend requesting electronic copies whenever possible. Please understand that processing times will be longer if non-electronic options are utilized.
- 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.

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](#).

### **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 Nondegree 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. \$28,445 ).
  - \$11,515 - 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)

### **First-year Students**

A first-year student 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.

### **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

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

1. Apply for undergraduate admissions
  - Complete the [International Student Application form](#) with \$20 fee.
2. 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.

3. Gather other attachments

In addition to your transcripts, international students must also provide the following information:

- Proof of English proficiency. Official TOEFL scores must be submitted; student copies are not acceptable.

Metropolitan State's school code for TOEFL is 6445. TOEFL minimum scores for admission are 500 on paper test, 173 on computer-based exam, 61 on internet-based exam. You can also submit your official IELTS score. You must achieve a 6 or higher. For students experiencing impacts due to COVID-19, we ask you to reach out to us at [international.studentservices@metrostate.edu](mailto:international.studentservices@metrostate.edu). You may also have additional English requirements from our placement office. More information can be found here:

<https://www.metrostate.edu/academic/s/registration/placement-assessments>

- 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)

#### 4. 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

#### 5. 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).

#### 6. 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.

#### Proof of English Proficiency

Official TOEFL scores must be submitted; student copies are not acceptable.

Metropolitan State University's school code for TOEFL is 6445. Select your program of interest from Graduate Studies and then go to the corresponding program page for score minimums. For students experiencing impacts due to COVID-19, we ask you to reach out to us at [international.studentservices@metrostate.edu](mailto:international.studentservices@metrostate.edu).

#### Financial Statement

Applicants must be financially self-sufficient and able to provide proof of at least \$27,019. To receive an I-20 and F-1 Visa, you must show that you have adequate funding to meet all the expenses that will be incurred in your proposed program of study. You must submit a current

(not over 90 days) and certified copy of your financial statement from a registered bank or savings institution in U.S. dollars showing adequate financial resources for the period of intended enrollment. The I-20 will not be processed until we have received this information. This document must be included with your admissions application.

Do not send this information to any other office except the Admissions Office. For questions concerning the I-20 or your financial documents, contact the International Admissions Office at 651-793-1219. If support is coming from outside of the U.S., then submit a certified letter from the sponsor indicating that they will be responsible for all educational expenses and a bank statement showing availability of U.S. \$27,019 plus the additional amount required for each dependent. For more information, see the International Student Admissions Application. Copies will not be accepted.

#### Immunization Requirements

Minnesota Law (M.S. 135A, 14) requires all students born after 1956 be immunized against diphtheria, tetanus (every 10 years), mumps and rubella. Minnesota high school students who graduated in 1997 or later are exempt from the immunization requirements. In addition, a student may be exempted for medical or conscientious reasons. Unless exempt, a student must provide immunization data at initial registration. For more information and to obtain an Immunization Form, contact the Admissions Office, visit the Immunization Requirements section or download the student immunization record form.

#### Additional Documents

- 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.
- Transfer Students
- An international transfer student is a student coming from an accredited college/university overseas or within the U.S.
- Transfer students must have a 3.0 Grade Point Average (GPA) in an American equivalent system. If your grade reports are not issued with a U.S. 4.0 grading system, the program office to which you are applying will evaluate your grade report or mark sheet to determine eligibility.

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 (obtainable from the International Student Services Office).

Submit Part 3 to:

International Student Services Office  
Metropolitan State University  
700 East Seventh Street  
Saint Paul, Minnesota, 55106-5000

#### **PSEO: Post-Secondary Enrollment Options**

The Post-Secondary Enrollment Options (PSEO) Program allows high school and home-schooled juniors and seniors to earn both high school and college credit for courses completed through a college or university. Metropolitan State University participates in this program.

We invite you to learn more about PSEO and how it can benefit you. [Read our FAQ for](#)

[answers to the most frequently asked questions.](#)

#### Eligibility

- Seniors must rank in the upper half of their class or have at least a 3.0 cumulative GPA or have an ACT composite score of 21 or higher
- Juniors must rank in the upper third of their class or have at least a 3.25 cumulative GPA or have an ACT composite score of 21 or higher
- Sophomores may explore available courses at other Minnesota State institutions. Metropolitan State University does not accept sophomores for the PSEO program.

#### Application Deadlines

- Fall Semester: April 17
- Spring Semester: November 1

All materials must be received by the final deadlines above in order to be considered for admission.

These dates also apply to returning PSEO students.

PLEASE NOTE: If you are a returning PSEO student, we do not need a new high school transcript. However, we will need the PSEO Program Notice of Student Registration form by the deadline posted above.

#### How to Apply

1. Meet With Your High School Counselor  
Make sure the program aligns with your academic goals and abilities and discuss the program with your parent/guardian(s) first. Then arrange a meeting with your high school counselor to start the application process and discuss course selection.

- [2020–2021 Postsecondary Enrollment Options Program Registration Form-Typed Signature Option \(PDF\)](#)
- [2020–2021 Postsecondary Enrollment Options Program Registration Form-Digital Signature Option \(PDF\)](#)

2. Apply for Undergraduate Admission  
Complete the admissions application online. For questions or assistance with your application, please call Undergraduate Admissions at 651-793-1302.

3. Send Transcripts and Registration Form  
Request your official high school transcripts and provide the completed PSEO Program Notice of Student Registration form. They can be mailed to:

Undergraduate Admissions  
Metropolitan State University  
700 East Seventh St.  
Saint Paul, MN 55106

Or sent electronically to [admissions@metrostate.edu](mailto:admissions@metrostate.edu).

PLEASE NOTE: If you are a returning PSEO student, we do not need a new high school transcript. However, we will need the PSEO Program Notice of Student Registration form (available above) by the deadline posted above.

4. Once Accepted, Learn About Student Services  
After you receive your letter of admission (provided at the required orientation session) Gateway Student Services is your contact for information about Metropolitan State and services offered to students.

5. Register for Mandatory PSEO Student Orientation  
All new PSEO students are required to attend the mandatory PSEO Student Orientation and Registration Session virtually on Zoom conference on Friday, April 10 or Tuesday, May 1 from 2–4:30 p.m. You will register for your PSEO courses at Orientation. Information on

how to join the meeting will be sent in a confirmation email. Please register below.

### Visiting Students

Visiting students typically enroll in courses for personal enrichment or professional development, but it is also a way to experience Metropolitan State without fully transferring. This option is for students who are not seeking a degree. Applications are accepted through the first week of each semester.

How to apply as a visiting student

- [Apply for undergraduate admission online](#). You can check the status of your application through eServices to ensure that we have received your application and transcripts.
- Register for classes during open registration.
- Arrange for payment. Visiting students are not eligible for financial aid. Tuition payment must be arranged the same day as registration.
- Once you've been accepted, learn about student services. After you receive your admission email (typically within 2–3 business days of application), Gateway Student Services is your first stop for everything from registration to payment.

### International visiting students

Visiting student status was designed for individuals who are not seeking a degree at Metropolitan State University, but wish to take classes for personal enrichment or professional development.

These classes can be taken on a part-time or a full-time basis and also include on-campus and on-line courses offered by Metropolitan State University. International students on F-1 student visa can only take one on-line course per semester.

- Undergraduate visiting students - If you wish to take undergraduate classes on-campus, on either a part-time or a full-time basis, but are not seeking a degree at Metropolitan State University, you should apply as a visiting undergraduate student.
- Graduate visiting students - If you wish to take graduate classes on campus, on either a part-time or a full-time basis, but are not seeking a graduate degree at Metropolitan State University, you should apply as a visiting graduate student.

Visiting Student Admissions Requirements

If English is not your first language You need to show that you have met the university's minimum English proficiency requirements before taking classes. This can be done by submitting one of the following items:

- [Test of English as a Foreign Language \(TOEFL\)](#) /
  - A score of 61 on the Internet-Based Test (IBT), score of 173 on Computer-Based Test (CBT), or 500 on the Paper-Based Test (PBT) is required.
  - Official scores should be reported directly to Metropolitan State University by the testing agency. Metro State's reporting code is 6445. (Photocopies are not accepted.)
- [International English Language Testing System \(IELTS\)](#)
  - An overall band score of 6.0 is required.
  - Scores should be sent directly to the Office of Admissions by the testing center where you took the IELTS. (Photocopies are not accepted.)



Students who have taken English courses at a United States institution may apply to waive the requirements listed above.

If you are currently enrolled in high school To be considered for admission, you must submit the following documents:

- International visiting student admission application
- application fee, and
- an official high school transcript

If you have attended another college or university

- You are eligible to apply for admission if you have a minimum cumulative grade point average of 2.00 in all college-level courses.
- If you have completed fewer than 16 credits, you must also meet the requirements listed above for high school graduates. You do not need to send your previous college transcripts. You may be asked to document that you have met specific course prerequisites.

International Applicants Require an F-1 Student Visa

If you intend to apply for an F-1 student visa and you need F-1 visa eligibility form (Form I-20) from Metropolitan State University, you must submit

- official academic transcripts from the last school you attended
- proof of sufficient financial resources to cover your tuition and living expenses for full-time study for the duration of your stay.
  - This is necessary to meet U.S. government requirements in issuing the visa eligibility form (I-20). (International students at other U.S. universities who want to take courses only do not need a visa eligibility form from Metro State.)

Nonimmigrants on other visas should check with an international student adviser in the International Student Services Office for information regarding restrictions that may apply under their visa status.

Submit your documents and application \*All documents and application must be submitted to the International Student Services Office prior to registering for classes. Send completed application and information to:

International Student Services Office

700 E Seventh St  
St Paul, MN 55106

How to Apply

1. Apply for Undergraduate Admission

Complete the International Student Nondegree Application form with \$20 fee.

- [International Student Nondegree Application \(PDF\)](#)

2. 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 University is not responsible for any delays in receiving the reports.

3. Gather Other Attachments

In addition to your transcripts, international students must also provide the following information:

- Proof of English proficiency.
  - Official TOEFL scores must be submitted; student copies are not acceptable.
  - Metropolitan State University's school code for TOEFL is 6445.
  - TOEFL minimum scores for admission are 500 on paper test, 173 on computer-based exam, 61 on internet-based exam.
  - You can also submit your official IELTS score. You must achieve a 6 or higher.
- 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 Student Financial Statements  
You must submit a current (not over 90 days) and certified copy of your financial statement from a registered bank or savings institution in U.S. dollars showing adequate financial resources for the period of intended enrollment.

Provide proof of at least US \$27,019  
(\$ 10,089 - Tuition  
2422 - Books and supplies  
14,508 - Living expenses)

The I-20 will not be processed until we have received this information. This document must be included with your admissions application.

Do not send this information to any other office except to the International Admissions Office.

For questions concerning the I-20 or your financial documents, contact International Student Services at 651-793-1315.

If support is coming from outside of the U.S., then submit a certified letter from the sponsor indicating that they will be responsible for all educational expenses and a bank statement showing availability of U.S. \$27,019 plus the additional amount required for each dependent. For more information see International Student Admissions Application. Copies will not be accepted.

4. 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

5. Plan for Your First Tuition Payment

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

## Registration and Registrar's Office

### **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 Degree Audit report in [eServices](#) under "Academic Records." The report 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.
- What is still needed to complete a program, with a list of courses that will satisfy each requirement.

Newly admitted undergraduate degree-seeking students: Access your report approximately 12–14 business days from your date of admission.

Updates: 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, request a transfer update (see below).

Need help?: For an overview of DARS, read [How to Read a DARS Report](#) or [watch this video](#). Contact your academic advisor with any questions.

Transfer update requests

If you attended another institution during your time at Metropolitan State or if you had in-progress grades (marked as "IP" on DARS) when you were first admitted, you will need to request a transfer update for new transfer work to be evaluated and appear on your DARS report.

- Don't request a transfer update until the transfer coursework is graded
- Requests are processed in the order we receive them
- Due to volume, requests take approximately 2–3 months to process
- Transfer GPA is not recalculated after the point of admission, and will not change when a transfer update request has been processed
- An e-mail notification is sent to your Metropolitan State student email account when your transfer update request has been processed.

For transfer updates from Minnesota State institutions

If you attended a Minnesota State institution (here's a [complete list of all Minnesota State member colleges and universities](#)), complete the [Minnesota State Transfer Update Request form](#).

For transfer updates from all other institutions  
For updates from all other institutions, contact the institution directly and request that they send an official transcript directly to:

Metropolitan State University  
Admissions  
700 East Seventh Street  
Saint Paul, MN 55106-5000

Appeals

Students have the right to appeal transfer credit evaluation decisions.

Before you appeal: Work with your advisor to review your Interactive Degree Audit/DARS

report and to discuss appealing transfer credit decisions before submitting an appeal.

To file an appeal: Log in to [eServices](#) and, under "Academic Records," click "Transfer Review" and follow instructions.

Transfer policies and procedures

- [Transfer Credit Policy #2120](#)
- [Transfer Credit Procedure #212](#)

### **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 the 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 3.21 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..21 and MN State Procedure 3.21.1.

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.

#### **Standing Policy Satisfactory Academic Progress: Academic Standing**

The intention of the [Academic Standing Policy, #2050](#) and [Academic Standing Procedure, #205](#) is to encourage students encountering academic difficulty to take the necessary steps to succeed in their courses and complete their degree. To be in Good Academic Standing, your cumulative Metropolitan State University GPA must be 2.0 or higher, and your cumulative Metropolitan State completion rate, including credits transferred, is 67 percent or higher. For more information, review [Academic Standing Policy, #2050](#)

#### **Academic warning**

If your cumulative GPA falls below 2.0 and/or cumulative completion rate falls below 67 percent, you will be placed on Academic Warning status.

#### **Academic suspension**

If you do not return to Good Academic Standing within the timeframe, you will be suspended for academic reasons.

#### **Academic probation**

Students requesting reinstatement after not registering for nine semesters or more must

request readmission to the university. Students who successfully appeal their academic suspension or are reinstated after academic suspension are placed on Academic Probation.

#### **About academic standing**

One or more of the reasons listed below can impact any student's academic progress and success:

- Personal issues: family and relationship issues, depression or other health concerns.
- Commitment to college: uncertainty about your major or being in the wrong major can impact your motivation and ability to do well in courses.
- Academic preparation: prerequisite courses may be needed or you might need to strengthen your foundational skills and knowledge before moving to advanced courses.
- Transition and adjustment issues: returning to college after a long absence or being new to a 4 year university takes time to adjust and learn to balance your responsibilities.
- Social activities: too many social or community commitments, too much time spent on social media.
- Employment: working full-time or part-time and attempting too many college credits.
- Time management: difficulty planning your time, sticking to a schedule, or procrastinating.
- Study strategies: not understanding different study strategies or your own learning style can slow you down and make studying frustrating.
- Financial concerns: sudden changes in jobs or household expenses, divorce, car or house repairs, taking unnecessary courses, losing financial aid or inability to stay on a budget can stress your finances.

What is the Academic Standing policy?

Academic Standing means how well you are progressing in your education. Academic Standing measures both your GPA and your completion rate. The intention of the Academic Standing Policy (#2050) and Academic Standing Procedure (#205) is to encourage students encountering academic difficulty to take the necessary steps to succeed in their courses and complete their degree.

Metropolitan State Academic Standing Policy defines the academic standards and requirements of the university and is consistent with Minnesota State Colleges and Universities policy and Financial Aid Satisfactory Academic Progress Requirements. The policy outlines intervention steps to help students in academic difficulty make better decisions and be more successful in their courses.

How do I stay in good academic standing?

To be in good academic standing, you must maintain a cumulative GPA of 2.0 or higher at Metropolitan State and a cumulative completion rate of 67 percent or higher.

Cumulative GPA definition

The Metropolitan State GPA is calculated based on courses taught by Metropolitan State and also includes Consortium Agreement courses from other Minnesota State schools posted to the Metropolitan State transcript. The GPA is calculated for courses with grades of A-F. Grades of S, NC, W, AU, IP and missing grades ("Z") are not included in the GPA calculation.

Cumulative completion definition

This rate is computed by dividing the number of credits successfully completed by the number of credits attempted. Credits accepted in transfer are included in the calculation as both attempted and completed.

If you do not meet both the GPA and Completion Rate cumulative standards, you will be placed on Academic Warning.

What is an academic warning?

During the semester you are on Academic Warning, you must improve your GPA and/or Completion Rate and return to Good Academic Standing at the end of the semester (cumulative GPA must be 2.0 or above and cumulative completion rate must be 67% or above).

Students are notified when placed on Academic Warning and given detailed information on next steps, which include:

- Signing up for and completing an Academic Success Workshop
- Scheduling a meeting with your academic advisor to receive approval for registration

If you are on Academic Warning you have only one semester to come back into good standing. Students who do not meet both the GPA and Completion Rate cumulative standards while on Academic Warning, are placed on Academic Suspension.

What is academic suspension?

Academic Suspension requires you to sit out of the university for 3 semesters (1 year) to assess your situation and make changes. Students who are suspended are notified of their suspension and sent information on the procedure to appeal the suspension. All students have the option to appeal the suspension. If you decide not to appeal or if your appeal is denied, you then have the option to apply for reinstatement after three semesters.

Suspended students who are currently attending classes for a following term and who do not successfully appeal will be dropped from their classes and any tuition and fees paid for the upcoming term(s) will be refunded.

Students who successfully appeal their academic suspension or are reinstated after academic suspension are placed on Academic Probation.

What is academic probation?

Academic Probation has different progress requirements from Academic Warning. During the semester you are on Academic Probation, you must either meet the cumulative GPA of 2.0 and cumulative Completion Rate of 67 percent to be placed back good academic standing, or you must earn at least a semester GPA of 2.25 and a semester completion rate of 75 percent to continue on probation and avoid Academic Suspension again (semesters include summer).

If you do not meet the good academic standing requirements or the semester GPA and Completion Rate requirements while on Academic Probation, you will again be placed on Academic Suspension. As long as you meet the Academic Probation semester requirements (semester GPA of 2.25 and a semester completion rate of 75 percent), you will continue enrollment and remain on Academic Probation. You are fully removed from Academic Probation when you are again in Good Academic Standing (cumulative GPA must be 2.0 or above and cumulative completion rate must be 67 percent or above).

Financial Aid requirements for progress  
Financial Aid Progress is a separate process from academic progress. Although the GPA and completion rate requirements for Good Academic Standing and to be eligible to receive financial aid are the same, these are different policies and procedures and financial aid has additional criteria. The processes for appealing academic Suspension and for appealing Financial Aid Suspension are completely separate. If you have a financial aid hold, please contact Gateway Student Services at 651-793-1300 or [gateway@metrostate.edu](mailto:gateway@metrostate.edu).

Where do I check if I have an academic hold on my registration?

The first page of your DARS report will show if you have any academic holds for the following: Academic Warning 0093, Academic Probation 0001, or Academic Suspension 0002. In Student

E-Services, look under “Courses & Registration”, then review “Registration Holds”.

How do I determine my cumulative Metropolitan State GPA?

The Metro State GPA includes grades of A-F for credits taken at the university, including Consortium Agreement Credits attempted at another institution and recorded on your university transcript. Grades of S, NC, I, W, Z, and missing grades are not included in the GPA calculation. For more information, see Metro State’s GPA Calculator.

How do I determine my cumulative completion rate?

Locate your transcript in Student E-Services, look under “Grades and Transcripts”, then review your “Academic Record”. On your transcript you will find Cum Attempted credits and Earned credits. Divide the Earned credits by the cumulative attempted credits.

Summary of the Academic Standing Policy  
To stay in good academic standing, students must maintain a cumulative Metropolitan State University GPA of 2.0 or better AND successfully complete (grades of A through D or S) at least 67% of the credits accepted in transfer and taken through Metropolitan State University. A cumulative GPA of 2.0 or better is required for graduation. See university policy 2050 and procedure 205 for details. These standards may change without notice if required by changes in Financial Aid Academic Progress policy. The [Academic Appeals Procedure, University Procedure #202](#) provides an orderly process of appeals for decisions related to grades, and program and graduation requirements.

#### **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.

Course requirements

**GELS: General education/liberal studies requirements (48 credits)**

- [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.
- [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)

[GELS 5/21/20 \(PDF\)](#)

[Archives of GELS requirements from Fall 2002 are available.](#)

- Major courses
  - 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.
  - 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.
- 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)

Racial Issues Graduation Requirement (RIGR) and transfer coursework:

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. 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 Other Institutions Approved to Meet RIGR \(PDF\)](#)
- [RIGR Request to Review Transfer Coursework \(PDF\)](#)

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.

### **Registration Holds**

Registration Holds can be viewed in [eServices](#)

- Log into eServices
- Select Registration Holds from the navigation menu on the left

Questions regarding registration holds can be directed to the Gateway Student Services Center at 651-793-1300.

Registration/blocks that a student may encounter

If there are any holds on your registration, you will need to have them released before you can register. You can check for holds by logging into eServices. On the left-side menu click on Registration Holds. Active holds are shown along with what you must do to release the hold.

Orientation

Student has not completed the Online Orientation

- The student cannot register for courses until the Online Orientation has been completed.
- Students must register for the Online Orientation.
- To show that they have completed the Online Orientation, they must take both the survey and quiz at the end to validate that they have completed it.
- Contact Gateway Services if you have completed the online Orientation but the hold has not been removed.

### **Placement Assessment**

Student has not completed the required Placement assessment, or student did not score at the appropriate level for the class

- Students may be required to take a placement assessment for a Math or Writing course. Students will not be allowed to register for any courses until they have completed the required Placement Assessment. (sometimes it is only the math or writing that is required, sometimes it is both)
- Connect the student to the Placement Assessment office
- Students have the option to retake the Placement assessment to score higher (up to 3 times)

Registration Window not open

Students' total completed credits place them in a different registration window

- The Registration Window is on the student eServices or listed in the Reg timeline in the Resources Guide or under the Registrar's web site
- Students must wait to register until their registration window is open.

Class is full

All seats are registered for

- Choose an alternate course.
- Sign up on the Waitlist for an opening.

Academic Warning or Academic Probation

Student is on Academic Warning or Academic Probation

- Students on Warning must first complete the Academic Success Workshop (ASW), then meet with their academic advisor to review the ASW worksheets and receive approval to register.
- Students on Probation must meet with their academic advisor to plan for a successful semester and receive approval to register. The advisor may wish to require that the student take the ASW again, or may waive that.
- Once the advisor has determined that the student has made appropriate plans for registration, the advisor can request an override of the Academic Hold.
- Contact your academic advisor to make an appointment.

Access Code (for no major declaration)

Student has been enrolled for 1 year and has at least 80 credits and has not declared a major

- A Student will have an Access Code if :
  - they have been enrolled at Metro for at least 1 year, and
  - have completed at least 80 credits, and
  - have not declared a major.
- Contact your academic advisor to discuss why you haven't declared your major and to receive your Access Code.

Access Code

Student has less than 17 credits completed (0-16 credits) and has not completed the required METRO 101

- Register for METRO 101 if you are a "first-year student" with 0-16 credits

- Contact your academic advisor to request the access code.

Prerequisite is not met

Student has not taken the prerequisite for the class

- 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.

Not Enough Credits

Student does not have the required amount of credits

- Some courses require a certain amount of credits (e.g. 30 credits) to be completed before a student can register for the course.
- Check the DARS to see how many credits have been earned.
- Check the course description on eServices to find out if there is a credit requirement for the course.

Unpaid balance

Student has not paid

- Student must pay before hold is lifted
- Contact Financial Management

## Enrollment in online courses for students outside Minnesota



National Council for  
State Authorization  
Reciprocity Agreements

Approved Institution

Metropolitan State University must comply with a state's regulations before any educational activity can occur within that state. Those regulations determine whether Metropolitan State can offer students a place in an online course or program. To meet each state's regulations and requirements, Metropolitan State participates in the National Council of State Authorization Reciprocity Agreement (NC-SARA).

Metropolitan State became a SARA institution in March 2015. In short, this allows students from NC-SARA approved states to enroll in online degree programs. Currently, only one state (California) is not covered by the agreement.

Students who are currently accessing or plan to access Metropolitan State online courses from other states should understand the following critical information:

Metropolitan State is only authorized to offer online courses to students who reside in states covered by the State Authorization Reciprocity Agreement. States that participate in SARA are highlighted in blue on the [NC-SARA map](#).

The university's participation in SARA does not mean that online programs that lead to professional licensure will meet the

requirements of each and every state. It is the student's responsibility to check with their home state's licensing office to determine if the university's programs will comply with the licensing requirements of that state.

Metropolitan State students who wish to resolve grievances are encouraged to follow the [Metropolitan State complaint process](#). Minnesota students who are unable to resolve a complaint in this manner should [file their complaint with the Minnesota Office of Higher Education](#).

Additionally, any student attending under SARA provisions has the right to file a complaint with the [Minnesota Office of Higher Education](#). [Steps on how to file a complaint with this office are found at Minnesota Office of Higher Education](#).

### Repeating a course

Students may, without permission, repeat Metropolitan State courses at Metropolitan State in which they received grades of "D", "F" or "NC." The course must be repeated using the same grading method as the initial enrollment in the course. If learning is repeated only once, the higher grade is used in the grade point average (GPA) calculation. If the learning is repeated more than once, the GPA calculation includes all subsequent attempts. Only one repeat attempt can be excluded from the GPA calculation.

Students may not repeat courses in which they received a grade of "C-" or better and have the course exempted from the GPA calculation without the permission of the dean of the college through which the course is offered.

Unless properly signed, the Registrar's Office will not process repeat forms for courses in which a student received a grade of "C-" or better. Repeated courses are marked with an (R) on the student transcript.

Auto repeat process is run at the end of each semester and the Repeat Course Form only

needs to be submitted if you have repeated a course prior to 2016.

- [Repeat Course Form \(PDF\)](#)

#### **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.

#### **Course Completion Deadlines**

All coursework for learning activities must be completed according to the following schedule:

##### All courses

Students must meet all deadlines set by course instructors.

Faculty-designed Independent Study courses  
Students must complete all coursework by the end of the term.

Student-designed Independent Study courses  
Students have 140 days to complete all coursework from the date of registration or the start of the term (whichever is later).

##### Internships

Students have six months to complete internships from the date of registration or the start of the term (whichever is later).

##### Prior Learning Assessment (PLA)

Students have 90 days to complete a PLA from the date of registration or the start of the term (whichever is later).

##### Theory Seminars

Students must meet all deadlines set by course instructors.

For all of the above, the instructor must enter a grade of "I" if not finished by the end of the semester/term.

#### **Waitlist and course cancellations**

The wait-list is an [e-Services](#) function that allows students to place themselves on a waiting list for some classes once the class has reached its capacity.

Important things to remember for the wait-list:

- Students registration window must be open in order to place self on waitlist
- Placing oneself on a waitlist does not guarantee a spot in the course.
- Waitlist offers are sent to your Metro State email account. Be sure to check this account and junk folder daily if utilizing the waitlist function.
- Not all courses have a waitlist available
- Wait-list function is shut-off 11:59 a.m. on the Wednesday prior to the start of any given term. and course(s) are then available to anyone if a seat becomes available
- No petitions/overrides for full wait-listed courses are processed until the wait-list is shut off.
- Not all courses have a waitlist available

#### **Course changes and cancellations**

##### Course changes

Any day/date/time/location or update to the note field will result in an auto generated email to all registered students informing student(s) that a change has occurred and to log into [e-Services](#) to view course information updates.

##### Course Cancellations

Metropolitan State University reserves the right to cancel any course. For example, a course which does not meet minimum enrollment requirements may be canceled. Last-minute

unavailability of an instructor or scheduled classroom location due to illness or disaster may also be caused to cancel a course. In the case of a cancellation, Metropolitan State University notifies registered students and processes full refunds of any monies paid. Cancellations and other schedule changes occur daily. Check the [e-Services](#) Class Schedule for the most up-to-date information.

### **Making Registration Changes**

All registration changes should be completed online through your student [eServices](#). Gateway can answer your questions about registration but is not able to process registration changes. Registration changes made after the first week of classes typically require special permission or assistance.

#### **Dropping courses**

Check the course description on eServices for add/drop and withdraw deadlines every term. University staff cannot modify your class schedule for you; students are responsible for all aspects of their registration. To modify your schedule:

- Log into Student [eServices](#)
- Select "View / Modify Class Schedule"
- From here, you can drop or withdraw from your course(s).
  - Drop: If you decide you want to drop, you need to drop your classes by the deadline published in eServices each term to not receive a "W" on your transcript and receive a full refund.
  - Withdraw: Dropping after the drop deadline results in a "W" for "Withdraw" on your transcript. There is no tuition refund. Receiving a "W" does not affect your GPA. It does impact your completion rate.

Students have until the end of the fourth week to drop a faculty-designed independent study

(FDIS) with a refund. Theory seminars must be dropped within a day of the first class meeting. Dropping courses via eServices within the refund period generates a credit to your student account. Students who want to drop a FDIS or theory seminar with a refund after the first week of the term must contact Gateway. Courses dropped within the refund period of the term do not appear on the student's transcript.

**Drop for nonattendance or non-participation**  
Students are dropped for nonattendance or non-participation after either the first two class sessions or after the second week of the term. Students are ultimately responsible for dropping courses if they no longer plan to attend or participate.

#### **Withdrawing from a course**

After the drop deadline, students may withdraw from course(s). The last day to withdraw from a course is listed on the class schedule in eServices (under "view/modify class schedule") under "drop/withdraw dates."

#### **Withdrawing from all registered courses within a semester**

Admitted, degree-seeking students who officially withdraw from all university courses during any given semester beyond the drop deadline may be eligible for a partial refund of tuition. Check on the [refunds page](#) or contact Gateway for more information.

#### **If eServices doesn't work...**

Students who are unable to add, drop or withdraw from courses through eServices before a deadline should use the Registration Request form instead.

- [Registration Request Form \(PDF\)](#)

### **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.

### **Common Market Passport**

The Common Market program allows a student who is already admitted at one institution to take courses at another without going through the admission process. The seven state universities participate in this program include:

- Bemidji State University
- Metropolitan State University
- Minnesota State University, Mankato
- Minnesota State University, Moorhead
- Southwest State University
- St. Cloud State University
- Winona State University

To qualify for the Common Market program students must:

- Have at least a 2.0 cumulative GPA
- Be an undergraduate student
- Be classified as at least a sophomore

To take part in this program, you must

- Complete a Common Market Passport form: the form asks for your name, the school you plan on attending, and the courses you plan to take there.
  - [Common Market Passport \(PDF\)](#)
- Obtain your advisor's approval and signature.
- Return the form to the Office of the Registrar.
- If you qualify, the form will be sent to the other school where you will be registered for the classes you requested.

Credits earned via Common Market are considered resident credits of the student's home university. You will pay the school you attend for your registration. If you are receiving Financial Aid, it will still be issued at your home school. You should make special arrangements to have it sent to you. Students are limited to taking courses on a Common Market basis for only two consecutive terms.

### **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](#).

### **Types of Courses**

Metropolitan State offers an individualized approach to learning, in a variety of delivery methods.



Delivery method refers to the instructional format the course will be presented by the instructor, such as in-person, classroom, or online. All course delivery methods may utilize the D2L Brightspace learning platform. D2L is a web-based system that is often used by instructors for sharing content, leading discussions, posting grades, allowing students to upload assignments, and more. Courses with defined online delivery methods may require intermediate computer/Internet skills. For online learning and course access information, go to [www.metrostate.edu/solr](http://www.metrostate.edu/solr).

While exploring [eServices](#) for course offerings, the following delivery methods are offered

- traditional face-to-face courses meeting in classrooms;
- blended hybrid, with 25-75% of instruction taking place online and regularly scheduled in-person meetings which leverage the benefits of multiple learning environments;
- mostly online, with greater than 75% of the instruction taking place online and up to two possible in-person meetings, online synchronous components, and/or up to four proctored exams (remote or locally);
- completely online, synchronous (SYNC), online courses with scheduled meetings with 100% online instruction in required synchronous online meetings or activities;
- completely online, asynchronous (ASYN), online courses without scheduled meetings with 100% online instruction, no in-person meetings, no in-person or synchronous proctored exams, and no synchronous online meetings;
- arranged, which covers individualized coursework or experiences guided by a faculty member, to include but not limited to, independent study on a topic, student research, student-designed independent study, and

internships—more information can be found at [learning strategy options](#);

- and correspondence, consisting of distance study in a print format.

### **Learning Strategy Options**

While courses provide students with a familiar learning environment, Metropolitan State University also encourages students to seek a variety of learning strategies. These options may be referred to as “creative learning strategies,” because students can create their own study plans in some options.

Talk to your advisor about learning options that match your goals, learning styles and backgrounds.

Students may choose from [faculty-directed learning options](#), or [student-directed learning options](#) and ways to have your learning assessed for credit.

By choosing the best match of learning strategies students can benefit by:

- Saving time and avoiding duplication of effort;
- Saving money with reduced tuition rates for some options; and
- Increasing learning success by matching learning preferences and skills with similar learning and assessment options.

Get help with student-directed learning (SDL) strategies by contacting your academic advisor or the SDL advisor.

### **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](#) (electronic submission).

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.](#)

#### Steps in the Academic Appeals Process

1. **Instructor Level** Communicate with your instructor about the grade you were given. Either email or call the instructor, explain your concerns, and ask for specific information as to why you received this grade. It is the instructor's responsibility to provide you with a detailed accounting of how your grade was determined, including grades/marks given for specific assignments, how those assignments were weighted, and how your final grade was calculated. If you do communicate via email, it is a good idea to keep copies of all the emails that pass between you and the instructor.
2. **Formal Level** If your informal appeal is denied by the instructor and you decide to pursue your appeal to the Academic Appeals Committee, you must contact Metropolitan State as soon as you receive your written denial from the instructor. Complete the [Academic Appeal](#), and the appropriate person will reach out to you.
3. **Academic Appeals Committee** If your formal appeal is denied at the Executive Director/Dean's level, you have the right to a formal appeal hearing before the Academic Appeals Committee. This committee is comprised of faculty

representatives from the different colleges, academic advisors and students. It meets approximately once a month during the academic year (excluding summer).

The Academic Appeals Committee hears from both the student and faculty member (at separate times) and makes a recommendation to the Provost. Within two weeks of the appeal hearing, the Provost makes a final decision, which is conveyed to the student in writing. There is no appeal process beyond the Provost. Important Timelines: Students have 60 calendar days (Monday-Friday) from the date their final grade was posted to file a formal academic appeal. An academic appeal is considered filed when you have submitted the electronic form.

Once received, the Department Chair has 14 calendar days to respond to the student's formal appeal. If the Department Chair does not respond within 14 calendar days or denies the appeal in writing, the appeal is considered denied, and the student may move on to the next level of the appeal process (the Dean/Executive Director). Once the appeal letter is received by the Dean/Executive Director, the Dean/Executive Director has 14 calendar days to respond to the student's formal appeal. If the Dean/Executive Director does not respond within 14 calendar days or denies the appeal in writing, the appeal is considered denied, and the student may move on to the next level of the appeal process (the Academic Appeals Committee). The student must notify the ombudsperson in order to bring the appeal before the Academic Appeals Committee.

### **Grading Options**

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.

## **Academic Services and Support**

### **Center for Academic Excellence**

The Center for Academic Excellence (CAE) has professional and peer tutors to help students navigate conceptual difficulties and develop their study skills. Our tutors are devoted to helping currently enrolled students achieve their academic goals.

The CAE offers expert tutoring in an evaluation-free setting for Accounting, Biology, Chemistry, Computer Science, Economics, Finance, Geology, Mathematics, Natural Science, Physics, Statistics, Symbolic Logic, and Writing.

#### **Student Expectations**

All work students submit to their instructors should always be their own and reflect their own understanding of the material. Our goal is to help students be independent and responsible learners. Our tutors refrain from:

- Completing assignments for students
- Teaching students material similar to an instructor
- Providing advice better left to students' 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.

### **Placement and Assessment Testing**

How are placement tests used?

Placement results provide important insights into students' 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 also helps ensure faculty provide high-quality teaching to all students.

#### **Who takes assessments?**

First-year students 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 your DARS, you won't be able to register for any class until you take a placement assessment.

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

Contact Placement Assessment if you receive an assessment exemption because you completed ACCUPLACER tests within the past three years at another Minnesota State institution. We can provide course placement for Metropolitan State's curriculum and remove the testing registration hold.

Students who completed placement assessments at another Minnesota State institution over three years ago should contact our office. Each of these cases are handled individually.

#### **Language proficiency testing**

New students whose native language is not English and who is not fluent in English should take language proficiency tests. Students can take these tests at the Minnesota State institution of their choice. After testing, contact us for placement advice and to remove testing registration holds.

### **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.

### **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.

### **Internships**

Metropolitan State University's internship program is designed to assist students and sites in developing practical, challenging and flexible opportunities in experiential learning which meet personal and/or professional goals. The program allows students to complete internships related to their major and minor as well as any field of interest through electives. It is designed for maximum flexibility so that

internships are meaningful for the student and of benefit to the participating businesses or organizations. The internship staff can answer questions and concerns at any point in the internship process.

### **What is an internship?**

An Academic Internship is one of Metropolitan State's creative learning strategies available to students. It is a structured, credit-bearing field experience in which a student acquires and applies knowledge and skills, while working in a responsible role within a community, business or government setting.

Students choose internships for a variety of reasons including an interest in service-learning, citizenship and community; for developing careers, networking and obtaining job recommendations; and to bridge the gap between school and work. Internships also fulfill general education requirements and, in some cases, elective credits.

### **Types of internships**

#### **Individual**

- Student-designed internships are opportunities that students develop with community or government organizations, any business or corporation that allows the student an experiential learning opportunity, or their current place of employment (when new learning occurs).
- Metropolitan State offers opportunities by agencies or businesses that have been provisionally approved by faculty as having academic merit.

#### **Group internships**

Group internships have been developed by faculty and offer students experience and community or professional involvement while providing faculty-led seminars for discussion and reflection.

#### **Program specific**

Several departments within the university require field experiences specific to the major or minor.

#### Finding an internship

- Information sessions: Metropolitan State internship staff lead several information sessions during the academic year.
- Internship resource: Metropolitan State provisionally approved internship opportunities are posted on Handshake.
- Class schedule: All group internships are included in the current Class Schedule under the appropriate academic heading for the specific internship. For more detailed information on these internships, call ICES.
- Web sites: Internship opportunities can be accessed through the Internship Resources site.

#### Internship facts

##### Scheduling and duration

Metropolitan State encourages flexibility in internships. The internship site and student negotiate the internship schedule. Internships may begin or end at any time and can run for 180 days. However, it is the student's responsibility to be aware of any financial aid, graduation, registration or other deadlines and plan accordingly. The student must intern a minimum of 40 hours for each semester credit earned.

##### Student compensation and reimbursements

Wages, stipends or reimbursements to the intern are negotiated between the sponsoring site and the intern. Although it is not required, sites are encouraged to develop some type of financial remuneration.

##### Academic credits

The colleges, and some departments within colleges, have developed college and department internship guidelines to determine

the number of credits students will be awarded and the number of hours they will be required to intern. Review the guidelines provided for the discipline base of the specific internship to determine academic credit. The learning outcomes and credits are negotiated between the student and Metropolitan State. Internship learning is measured in areas of learning in which a student can demonstrate theoretical and practical knowledge.

##### Academic policy

"In order to register for an academic internship, participants must be Metropolitan State University alumni or current students with a minimum cumulative 2.0 GPA and be in good academic standing as defined in university Policy 2050 and procedure 205." Metropolitan State University Academic Internship Policy #2040

##### Tuition

Tuition for internships is the same as for other learning strategies and courses. See the current Registration Resources for tuition rate.

##### The role of internship program staff

Metropolitan State's Institute for Community Engagement and Scholarship staff and faculty serve as resources to onsite supervisors and students. Staff responsibilities include:

- facilitating internship information sessions;
- offering assistance and explanation of Metropolitan State's philosophy, standards and procedures to students and sites;
- serving as liaisons between Metropolitan State and the internship site to ensure a sound learning environment with high academic standards and mutually beneficial arrangements;
- providing students and sites with all necessary forms and instructions for completion of an academic internship;

- assisting students in defining the learning objectives and developing the competence statement; and
- promoting internship opportunities

### **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.

### **Academic 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.

*Endorsed by Advising Council and IFO Faculty as of December 5, 2015*

Undergraduate academic advising goals

1. 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.
2. Build an integrated and effective academic advising infrastructure with university administration's commitment and investment to secure necessary technologies, resources, assessments and training tools.
3. Improve student academic success and persistence through engagement in an effective academic advising process and academic advising curriculum.
4. 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.
5. Raise student satisfaction with their educational and advising experiences through clear and accessible academic information, efficient systems and supportive academic advising relationships.

### **Student Online Learning Resources**

Computer System Requirements for Online Students

In order to take online classes at Metropolitan State University, you will need to have access to a computer with a connection to the internet. You do not need to own the computer, but you do need to be able to use it on a regular basis—enough so that you can do all the work that is required of your classes every week.

Your instructors may require you to submit assignments using software you do not have. Contact the IT department (651-793-1240) to find out about using Office 365 to access software such as Word, Excel, and PowerPoint. You can even install Office 365 on your mobile devices, though these are not always the best for completing schoolwork or accessing your online courses.

Not every computer will be adequate for your online learning needs. For example, a Chromebook or an iPad will not be sufficient to do all the work that may be expected from you. You can learn more details by visiting Minnesota State's Computer System Requirements [[www.minnstate.edu/online/computerreqs.htm](http://www.minnstate.edu/online/computerreqs.htm)] page.

#### Brightspace Assistance

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

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 ongoing 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.

#### Minnesota Alliance for Nursing Education

The Minnesota Alliance for Nursing Education (MANE) is an alliance of Universities and Community Colleges brought together to increase access to a high quality baccalaureate degree for nursing students in Minnesota. MANE is not an RN to BSN program, but rather a comprehensive four year curriculum designed to address Minnesota's growing demand for baccalaureate educated nurses in the workforce. RN Licensure is not required to complete the MANE degree program. The curriculum is spiraled; building upon concepts throughout the entire degree program plan.

Students may apply and be accepted to MANE either directly to the university or through dual admission with a community college and the university. Through dual admission, MANE enables students to remain at their community college home campus throughout the 6 semesters of the curriculum and attainment of the baccalaureate degree, allowing ease of access to education in their geographic home community.

As a university-level partner with MANE, Metropolitan State is key in completing the comprehensive four-year curriculum, providing access to upper-division educational resources and instruction.



### **Psychology Lab**

The Psychology Lab assists students with their research projects and behavioral sciences coursework. The equipment and workspace enable students to gain hands-on knowledge, conduct meaningful research, gain a deeper understanding of research methodologies and complete data analyses.

At the Psychology Lab, we assist students with their research projects and behavioral sciences coursework. The Psychology Lab hosts various spaces and equipment to aid undergraduate and graduate students pursuing degrees in psychology and other majors. The equipment and workspace enable students to gain hands-on knowledge, conduct meaningful research, gain a deeper understanding of research methodologies and complete data analyses. The staff assist students with the preparation of their research reports in various formats (manuscript, poster, PowerPoint and verbal presentations). The lab space provides a place for students to discuss their research projects, get assistance from lab staff and meet with their professors.

The lab consists of several unique study spaces including a writing room and a data room.

There is a classroom located in 370BB which functions as a space for meetings, events, and dissection labs. The classroom is also where a majority of Psychology textbooks are located.

### **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.

## **Student Services and Support**

### **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.

### **Programs and services**

#### **Academic advising**

Academic advising plays an important role in helping students graduate. African and African American Student Services works to ensure the success of students by working with Metropolitan State University faculty and staff, especially academic advisors, as they provide sound academic advice to students.

### Advocacy

African and African American Student Services work closely with members of the university community to resolve issues related to the students' ability to achieve academic success. It is crucial that students have a voice on campus for some that voice is spoken through the African and African American Student Services Office. The office supports the university's efforts to continue building an academic environment conducive to the retention and graduation of students of color.

### Community connections

African and African American Student Services participate in numerous community activities throughout the year, including Rondo Days, Martin Luther King Jr. holiday observances, and various Black History Month programs. Participating in various community activities provides opportunities for students to connect with members of the local community.

### Cultural programming

Each year, the Black Student Union (BSU), formerly known as the African American Student Association (AASA), sponsors activities that celebrate the rich heritage of the African American culture. The office collaborates with other campus departments and clubs and/or organizations to provide cultural programming designed to increase the level of understanding about significant events in the history of African and African American Students. The celebration of Reverend Dr. Martin Luther King, Jr. Day and Black History Month are all activities that are co-sponsored by this office.

### Leadership

The African and African American Student Services office and/or other co-sponsors provide some funds to help cover registration costs for students interested in attending the St. Cloud State University Power in Diversity Leadership Conference.

African and African American Student Services encourages students to get involved with the BSU. Participating in this group provides opportunities for students to connect with each other, while also developing leadership skills. The BSU coordinates and sponsors various cultural and social programs for students of color. Career development seminars and workshops are available to assist students with resumes, job applications, time management, goal setting, study skills and internships. These workshops are offered in conjunction with other departments on campus. Contact the African and African American Student Services office for more information about career development workshops.

### Referrals

Referrals allow students to explore resources that are made available to the African and African American Student Services office. Students may be referred to services available within the university and local African American community. Information regarding internships and financial aid scholarships are available through African and African American Student Services.

### Scholarship Information

[Gates Millennium Scholars](#)

[The Jackie Robinson Foundation](#)

[Free 4-U - National Database of Scholarships](#)

(minority scholarships)

### 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.

## 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.

### Core values

- Academic success
- Cultural competence
- Community connections
- Family involvement

### Scholarships

- [Tiwahe Foundation](#)
- [Ethel Curry Scholarship](#)
- [Map of Minnesota Tribal Scholarship Agencies](#)
- [Minnesota Indian Scholarship Online](#)
- [Directory of federally recognized tribes](#)
- [Native American Scholarship Database](#)

### Campus resources

Voices of Indian Council for Educational Success (VOICES)

The American Indian student organization VOICES meets regularly and promotes the recognition of American Indian students on campus through cultural activities and social events designed to bring American Indian students together. [Find VOICES on Facebook.](#)

For American Indian faculty and staff  
On campus, there is an active American Indian community dedicated to making Metropolitan State accessible to American Indian students.

- [Cody Chamberlain](#) (Ho Chunk): Academic advisor in the Office for Undecided Student Advising.

- [Pauline Danforth](#) (White Earth Ojibwe): Community faculty in the Department of Ethnic and Religious Studies and academic advisor in the College of Sciences.
- [Donald Eubanks](#) (Mille Lacs Lake Ojibwe): Assistant professor/field director Social Work Program, College of Community Studies and Public Affairs.
- [David Isham](#) (Lac Courte Oreilles Ojibwe): American Indian admissions counselor.
- [Margaret Vaughan](#) (Mi'kmaq descendant): American Indian Studies specialist in the Department of Ethnic and Religious Studies.
- [Jill Wilkie](#) (Leech Lake Ojibwe): Academic advisor in the College of Community Studies & Public Affairs.

American Indian Advisory Committee (AIAC)  
In 1988, Minnesota established a statute to ensure the educational success of American Indian students. Metropolitan State adopted the AIAC in 1988 at the request of 10 American Indian students. The committee consists of American Indian community, students, staff and faculty, and its role is to promote success for the American Indian students enrolled at the university. This document is created to adhere to Minnesota Statute 135A.12. The purpose of the AIAC is to:

- Address, advise, consult and advocate for the success of American Indian people,
- Examine necessary improvements and efforts across the university as it pertains to American Indian systems, programs and services as they affect the needs of American Indian students, and
- Recommend improvements of services, programs and curriculum to the president and the university.

The responsibility of the AIAC is to maintain instructional programs and student services to meet the unique needs of American Indian people, such as:

- Recruitment/retention of employees and students
- Graduation bylaws committee
- Instructional practices committee of American Indian faculty
- Support services committee
- Nominating committee

The responsibility for the operations of the advisory committee shall reside with the president.

The AIAC shall consist of no more than 15 members. Officers of the committee will consist of: chair/vice chair or co-chair and secretary. Membership shall include American Indian staff, faculty, students, community members and ex-officio members.

Membership includes the president and vice-president of VOICES, plus ex-officio members including the president of Metropolitan State and the president's appointed delegate. Other students could serve as members at-large.

### **Asian American Student Services**

#### **Mission**

The goal of Asian American Student Services is to facilitate an environment that fosters student success. In conjunction with academic and student affairs units, Asian American Student Services aims to encourage and empower students to self-advocate, achieve both their academic and personal goals and graduate. Through collaborative partnerships with student organizations, social service and cultural community agencies, Asian American Student Services promotes academic success, cultural understanding, leadership skills and enhances the overall experiences of students at Metropolitan State University.

Asian American Student Services is one of many support services within Student Affairs whose

objective is to create a student-centered environment that embraces and celebrates all students, particularly those from first-generation, underrepresented and marginalized communities.

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

Asian-American community resources

It's important to maintain and preserve a sense of identity not only on campus, but also within your community. These organizations are dedicated to helping Asian and Asian Americans lead successful lives and exercise their rights and responsibilities:

- [Asian Pacific Americans for Progress](#): A national network of progressive Asian Americans and allies. APAP count on the support of members and friends to continue the work of advancing progressive ideas.
- [CAPI](#): Community-based social justice organization and a direct implementer of anti-poverty programs to create jobs, housing, food, health education, youth and senior social services, to promote economic independence, self-advocacy and determination of 3,000 African and Asian refugees and immigrants, annually.
- [Chinese Association of Minnesota](#): Nonprofit and nonpartisan community organization, working to promote Chinese culture in Minnesota communities.
- [Council on Asian-Pacific Minnesotans](#): Deals primarily with problems unique to

non-English speaking immigrants such as access to benefits, affordable housing and healthcare, and helping prepare Asian-Pacific Minnesotans for the workforce.

- [Cultural Society of Filipino Americans](#): Works to preserve, promote and share Filipino customs and traditions through a variety of means.
- [Hmong American Partnership](#): Provides services and support to help Hmong and other refugee community adapt to life in America.
- [Japan America Society of Minnesota](#): Uses programs and interchange to enhance understanding, respect and cooperation between communities.
- [Lao Assistance Center of Minnesota](#): Works to enhance the quality of life of Minnesota Lao families through increasing self-reliance and youth development, reducing social isolation and promoting cultural equity.
- [Southeast Asia Resource Action Center](#): Advocates for the interests of Cambodian, Laotian and Vietnamese Americans.
- [Vietnamese Social Services of Minnesota and KAREN and New Refugee Support](#): Maintains Minnesota Vietnamese cultural identities while working to address basic economic, educational and health needs.

### **Latinx and Undocumented Student Support Services**

Our commitment to serving the undocumented and Latinx communities stem from personal experiences and the stories that other students have shared with us. The goal is to empower students by providing them with safe spaces and resources that can help them thrive and meet their fullest potential.

#### **Student Services**

- Referrals to on- and off-campus resources for health care, housing,

internships and employment, food security, transportation, law, student support programs, and other needs.

- Advice on how to navigate college and family expectations.
- A safe space to reflect on yourself, your family, and your community experiences.
- Culturally relevant programming and events.
- In collaboration with the Career Center, information on and referrals for internships and employment.
- Individual assistance to complete applications for financial aid (FAFSA) and the Minnesota Dream Act State Grant.
- Financial aid award letter review.
- Collaborative workshops about financial aid
- Information on Metropolitan State University scholarships such as IME BECAS.
- Information about student organizations such as Pueblo.

#### **Resources for Undocumented Students**

- [Minnesota Dream Act](#): The application for in-state tuition and state grants to undocumented and DACAmented students who meet certain criteria.
- [NAVIGATE MN/Unidos MN Education Fund](#): Resources to help immigrant students regardless of immigration status who are pursuing higher education in Minnesota.
- [Immigrant Law Center of Minnesota](#): A nonprofit agency providing immigration legal assistance to low-income immigrants and refugees in Minnesota.

#### **Scholarships**

- [Metropolitan State University Foundation Scholarships](#): Applications available March 1–31, 2020.

- [Page Grants](#): Awarded to students of color, 18–35 years old, who graduate from a Minnesota high school and attend a Minnesota post-secondary institution. Application available January 1–May 1, 2020.
- [Free-4U](#): Scholarship database for high school, college, and graduate students.
- [Latino Scholarship Fund](#): Available to high school seniors and non-traditional students. Application for 2020 available March 16–April 20, 2020.
- [Mexican American Legal Defense and Educational Fund \(MALDEF\)](#): The nation’s leading Latino legal civil rights organization offers a scholarship resource guide and a scholarship for law school students.
- [Hispanic Scholarship Fund Scholarship](#): Assists high school, undergraduate, and graduate students of Hispanic heritage to obtain a university degree.

### LGBTQ Student Services

LGBTQ+ Student Services provides programming, advocacy, support, outreach, information and referrals to educate and empower LGBTQ+ members of Metropolitan State University. We value all women and LGBTQ+ 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, LGBTQ+ support services are designed to enhance the educational experience of all LGBTQ+ 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 LGBTQ+ community.

#### Resources

- Preferred Name Request Form: Metropolitan State recognizes and supports the members of its community

who wish to use preferred names where legally permissible. All you need to do is fill out the [Preferred Name Request Form/ Instructions \(PDF\)](#) Preferred Name Request Form

- Metropolitan State has an impressive library collection of books and media about women's and LGBTQ+ topics. Start with the [Library Guides](#).
- [Women's and LGBTQ Resource Center](#)

#### All-gender restroom directory

- Student Center: One on each floor next to the gendered restrooms
- Jason R. Carter Science Education Center: Two on the first floor across from the gendered restrooms
- New Main: Two on either end of the second floor (near the executive suites)
- Saint John’s Hall: One on the second floor at the end of the annex (near the College of Individualized Studies’ offices)

#### The Lavender Bridge

The Lavender Bridge is Metropolitan State's LGBTQ+ student organization. This organization strives to provide a safe, accepting environment for university students through mutual support and informational social activities. Lavender Bridge is an active organization that offers a variety of opportunities for the university’s LGBTQ+ students, their friends, families and allies. Join us for:

- Minnesota AIDS Walk (May)
- Twin Cities Pride (June)
- National Coming Out Day (October)
- Film screenings
- Panel discussions
- Collaborative events with other student organizations

[Find Lavender Bridge on Engage](#) and [Facebook](#).

#### Allly development program

The Metropolitan State LGBTQ+ ally training program began in spring 1996 and has trained

over 200 students, staff and outside community members to be allies to the LGBTQ+ community. An ally is a person who works toward combating homophobia, biphobia and heterosexism on both a personal and institutional level. Members of the university community who want to become recognized allies attend a three-hour workshop and are provided with ally stickers to display in their offices.

LGBTQ+ listserv

Get updates on national and local LGBTQ+ news and details about upcoming programs, events and meetings at Metropolitan State featuring a variety of diverse LGBTQ+ speakers and topics. [Email us](#) if you want to be added to the listserv.

### **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.

### **Women's 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
- Lactation support and resources
- Gender discrimination
- Women's and LGBTQ + resource center

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.

### **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 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.

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.

### **Career Center**

Help yourself to a better career

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

Career Center provides free access to these tools for students to explore options, search for

jobs and internships, and develop their career competencies:

Shake hands with your future employer

[Handshake](#) is Metropolitan State's online job board and career management platform that connects students to employers. Build your profile and make it visible to connected companies. Currently enrolled students have an account ready when they log in with their StarID@go.minnstate.edu and password. For alumni who want access to Handshake, contact the Career Center.

Plan your process for career success

[Focus 2](#) helps students assess their current state of career readiness and create a training program to develop career competencies. Work interest assessment results are matched to over 1000 occupations so you can see the possibilities that your interests and strengths provide you. (Requires account registration; use access code *metro* when prompted.)  
Apply your major to your future

[What Can I Do With This Major?](#) helps you learn about different majors and their typical career paths. Use WCIDWTM's information sheets on hundreds of academic majors to see outlines of common career areas, typical employers, and strategies designed to maximize career opportunities. (No login required.)  
Learn from the experiences of others

[Candid Career](#) is a way to explore careers. Similar to YouTube, Candid Career provides a storehouse of thousands of 1- to 3-minute informational video interviews with professionals in a wide variety of careers and backgrounds. (No login required.)  
Build your professional network

[Metropolitan State University Career Center](#), our LinkedIn group, is an online forum for employers, students, and alumni to keep in touch with the Career Center and each other. A free LinkedIn account maintains your professional contacts and advertises your



capabilities and achievements to the world—and helps connect you with opportunities. planning and decision-making is an ongoing process. To get started, schedule a Career Counseling Session in Handshake.

### **Student Parent and Resource Center**

The Student Parent and Resource center seeks to provide support and to connect currently enrolled students and their families with campus and community resources to ease obstacles that may be interfering with their education.

Resources for those affected by civil unrest We know these are difficult times for many, so the staff of the Student Parent and Resource Center has compiled [a list of resources that may be of support to residents of Saint Paul and Minneapolis affected by recent civil unrest](#). This list is also useful for people looking to donate or distribute items to people in need.

The list is updated as things change and as we learn of additional resources, so we ask for your patience as this document develops. [Get the resource list](#) (Google Docs)

#### **Resource Center**

The goal of the Resource Center is to support our students by connecting them with supportive community networks and resources to help mitigate barriers for student success. The student resource center helps students with basic needs assessments and provides direct service or resources and referrals to support students in addressing their basic needs and obtaining self-sufficiency.

We connect students to community and government agencies and other partner organizations to address their immediate and/or long term needs and goals.

To speak with a resource coordinator, [schedule a phone or email appointment](#).

Student Parent Center

The Student Parent and Resource 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.

The center provides services to support student parents in the following areas:

- Information regarding childcare services and funding
- Support and resources for pregnant student parents
- Parent education workshops and information
- Parenting library with child development resources and information
- A safe space for children to play while parents are on campus completing their assignments
- A computer lab and printing services
- Lounge areas with, snacks, coffee, tea, refrigerator, and microwave
- Resources on and off campus for parents
- Lactation room location, breast pumps, and usage information
- Tickets for kids' program
- And more!

[Schedule an appointment with the Student Parent and Resource Coordinator.](#)

#### **Become a Member**

Register to be a member today! Members gain access to information and are notified of helpful resources and events on and off campus. To become a member:

- Complete the [Student Support Center Intake Form](#) (PDF)
- Email the form to [student.parentcenter@metrostate.edu](mailto:student.parentcenter@metrostate.edu).

### **Food for Thought food pantry**

As we experience major changes at Metropolitan State University regarding COVID-19, the Food for Thought Food Pantry, Metropolitan State University, and our community partner, Good in the Hood are committed to being responsive to the needs of our students.

#### **Food Pick-Up Appointments**

The Metropolitan State University Food for Thought Food Pantry made the difficult decision to temporarily close during this time. We are committed to providing a safe process for our staff and students and to ensure that students will still have access to food during this time. Students that need food help can schedule an emergency food pick-up at our Saint Paul University Library.

Please schedule an appointment to pick up food here:

<https://calendly.com/foodforthoughtpantry/food-for-thought-food-pantry-pick-up>

The food bags offered through the library weigh 10-15 pounds and contain non-perishable food items including pasta/noodles, canned fruits and vegetables, canned soup, peanut butter, dried fruit/nuts, tomato sauce, and canned meat (chicken/beef).

To minimize the safety and health risk to staff and students we ask that appointments be scheduled before picking up food.

During this time, you may want to seek out food pantries in your area for additional support.

Locate a nearby food pantry at <http://www.hungersolutions.org/find-help/>

Metropolitan State University students that would like additional food resources available in their communities can contact us for more information. We can be reached at 651-793-1571 or email us at [student.parentcenter@metrostate.edu](mailto:student.parentcenter@metrostate.edu).

### **Become a Member**

Register to be a member today! Members gain access to information and are notified of helpful resources and events on and off campus. To become a member:

- Complete the [Student Support Center Intake Form](#) (PDF)
- Email the form to [student.parentcenter@metrostate.edu](mailto:student.parentcenter@metrostate.edu).

### **Grievance policy**

Our civil rights goal is to treat everyone with fairness and equality while receiving food at the food shelf. Discrimination is prohibited on the basis of race, color, national origin, age, sex, and disability in special nutrition programs funded by the USDA's Food and Nutrition Service.

This commitment is separate from both the [University's student complaints and grievance policy \(#3030\)](#) and the grievance policy of our partner, Good in the 'Hood. The purpose of this commitment is to provide a fair, effective, and efficient mechanism that solves any conflict at the food pantry. A clear and comprehensive effort will be applied in order to solve the issue.

The following guidelines will help the staff or volunteer to handle the situation as calmly as possible and collect the following data:

- the reason for the complaint
- the name of the complainant
- the name of the staff involved
- the name of the person to whom the complaint is made
- the date and time of the incident
- person(s) involved during the complaint

### **OnCare**

Metropolitan State University students can access OnCare, an online telemedicine portal, 24 hours a day, seven days a week.

- Answer questions regarding your symptoms.

- Receive an email at your university email account once a Fairview clinician has made a diagnosis.
- Log in to OnCare to review your treatment plan or prescription.
- If you need a strep test, enter promo code MSUTICKET to get a ticket. You can use the ticket for a strep test at a designated Fairview clinic location.
- If other treatment is needed, you will be responsible for payment through your insurance or by paying out of pocket.
- How to log in
- New users: Visit the [OnCare new patient page](#) and register using your Metropolitan State email address and your Star ID.
- Returning users: [OnCare log in](#)
- If you already registered with Zipnosis (OnCare's previous name) you do not need to register again.

This service is provided in compliance with Minnesota Law (State Statute 136.F20 Student Health), which requires all four-year institutions in the Minnesota State System to provide health care services for students.

### **Lactation support and resources**

Whether you're a new mother or an expecting mother, Metropolitan State University is committed to providing you with the tools and resources you need to succeed. The [Student Parent Center](#) can provide lactating women with supplies and resources to help them continue to breast feed while they seek their degree. Metropolitan State abides by Title IX guidelines in providing an environment that is safe and conducive to your success.

### Spaces for lactating students

#### Mamava lactation pods

Metropolitan State provides two Mamava lactation pods: one in the Student Center on the Saint Paul campus and in the common area at Midway. To use the pod, [download the](#)

[Mamava app](#). Use the app to schedule a time, unlock the pods and find other pods and resources for lactation. If you have trouble accessing the pod, contact a Student Center Safety Officer (mobile/text) at 651-775-6724.

#### Lactation rooms

There are two rooms available for lactating students: Founder's Hall Room 140C on the Saint Paul campus and Midway Center, Room R. To use these rooms, register with the Student Parent Center. After you're registered, you can schedule time in the room on the [Saint Paul Lactation Room Calendar](#). You can get room keys from [Gateway](#).

#### Other locations

Minneapolis: Use [Minneapolis Community and Technical College's Student Parent Center](#) in room T1000.

Law Enforcement and Criminal Justice Center: Request an empty room for lactation from the LECJEC Safety Officer.

#### Off-campus resources

- [Fairview Lactation Services](#): Staff at all Fairview hospitals and clinics lactation services are trained to help new mothers learn breastfeeding and provide one-on-one assistance. Board-certified lactation consultants help new moms and babies who need extra assistance with breastfeeding. Check with your insurance regarding costs.
- [Health Foundation Birth Center](#): Provides many comprehensive services including maternity care, lactation services, water birth and pediatric services. Health insurance is accepted.
- [Amma Parenting Center](#): Offers classes and products that support infant development, provides solutions to everyday parenting and makes life easier. Many free and low-cost options.
- [Everyday Miracles](#): Committed to reducing health disparities in

communities at risk for poor outcomes. Provides compassionate, culturally aware support and a nonjudgmental, welcoming community. Most services are available at no out-of-pocket cost to those on a Medicaid health care plan.

- [Childbirth Collective](#): Free evening discussion groups in Saint Paul on subjects including breastfeeding, Doulas, labor preparation and postpartum health.
- [La Leche League](#): Helps breastfeeding mothers through mother-to-mother encouragement, information and education.

### **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.

Statement Against Racism and Racial Violence

The Department of Counseling, Health and Wellness joins the rest of the Metropolitan State community in expressing our grief and compassion to all those who have been affected by the murder of George Floyd and the continuation of centuries of race-based violence across the United States.

The brutal murder of George Floyd by the Minneapolis Police Department demands that we recognize the ongoing epidemic of police violence and racism against Black communities, Indigenous communities, and communities of color. We also must recognize the violence faced by the LGBT+ community, especially by trans persons of color. The murders of George Floyd and countless others arise from the entrenched and pervasive legacy of 400 years of systematized racism, oppression, and violence in the United States. We join the calls that have risen across the nation and the world demanding an end to these systems that marginalize, harm, and kill members of our communities.

While these tragedies can be traumatizing for everyone, we recognize that now may be an especially painful time for members of our Black and African-American community. Experiencing or witnessing trauma can produce a range of feelings and emotions, such as shock, fear, sadness, anger, numbness, helplessness or guilt. Counseling Services staff are committed to providing affirming, culturally-responsive care for all of our students who have been directly or vicariously affected by trauma.

We encourage you to contact our office if you would like support with coping and healing. We hope you will participate in the following events:

[Real Talk: Juneteenth Celebration 2020](#), June 19 from 1–3 p.m., hosted by the Multicultural, American Indian and Retention Services (MAIR) department.

[“Ending Racism: Practical Advice for Allies and Advocates,”](#) June 25 and 29 from 5–6:30 p.m., sponsored by the Women’s and LGBTQ+ Resource Center and Multicultural, American Indian and Retention Services (MAIR) department

Black Lives Matter. Say their names.

George Floyd. Rayshard Brooks. Breonna Taylor, David McAtee, Ahmaud Arbery, Dominique “Rem’mie” Fells. Riah Milton. Bothem Jean, Atatiana Jeffers, Jonathan Ferrell. Renish McBride. Stephon Clark. Jordan Edwards. Jordan Davis. Alton Sterling. Aiyana Jones. Mike Brown. Tamir Rice. Clementa C. Pinckney. Cynthia Marie Graham Hurd, Susie Jackson. Ethel Lee Lance. Depayne Middleton-Doctor. Tywanza Sanders. Daniel L. Simmons. Sharonda Coleman-Singleton. Myra Thompson. Trayvon Martin. Sean Bell. Oscar Grant. Sandra Bland. Philando Castile. Corey Jones. John Crawford. Terrence Crutcher. Keith Scott. Clifford Glover. Claude Reese. Randy Evans. Yvonne Smallwood. Walter Scott. Eric Garner. Freddie Gray. Jamar Clark. Amadou Diallo.

## Counseling and therapy

### Individual therapy

Appointments are typically 50 minutes long and typically scheduled once a week. However, the time needed for counseling varies according to the nature of problems presented, and some students may be seen for one session, while others continue for several weeks.

Services are available weekdays on the Saint Paul campus. Call 8:30 a.m.–5 p.m., Monday–Friday to make an appointment.

If you are unable to keep an appointment, please call to cancel with at least 24-hours’ notice when possible, so that the time can be used for another student.

### Group therapy, discussion groups and workshops

We offer groups and workshops based on expressed need by Metropolitan State University students. Past groups have included:

- Men's and co-ed relationship counseling groups
- Divorce support group
- Sexual assault survivor support group.

Workshops that we have provided have included:

- Academic success skills
- Interpersonal effectiveness skills
- Stress management

Consultation for faculty, staff and student organizations

We also provide consultation with faculty, staff and campus organizations.

### Privacy and confidentiality

Information shared with counselors is confidential and used explicitly to assess the problem and to determine appropriate goals and services. We understand that many people seek out counseling because they want a private space in which to talk about things that are troubling them.

Information obtained in counseling cannot be released without the written consent of the student, except in instances mandated by Minnesota law, which requires breaking confidentiality in specific, immediate and life-threatening situations. Your counselor will discuss with you in the first meeting our policies and procedures, and you are welcome to ask any questions that you might have.

### Suicide prevention resources

24/7 phone support is now available, by calling 651-793-1568. You can call for help with relationships, anxiety, managing stress, depression, and thoughts of suicide. Licensed counselors are available 24 hours a day, 7 days a week, 365 days a year. All services offered are confidential and free. Faculty, staff, and students can also call the line when they are concerned about a student.

### Faculty or Staff

If you are a faculty or staff member and you are struggling with a mental health issue, help is available through the LifeMatters Employee Assistance Program, 1-800-657-3719.

Are you contemplating suicide?

If you, or someone you know, is contemplating suicide, please call the National Suicide Prevention Lifeline at 1-800-273-8255 or chat online on the National Suicide Prevention Lifeline website.

If you are a veteran, call 1-800-273-8255 and press 1, chat online on the Veteran Crisis Line website or send a text message to 838255.

If you or someone you know is in danger or needs immediate medical attention, please call 911.

#### Suicide intervention

It is increasingly common that you will encounter students in distress. This can be a difficult experience. We offer training programs that will help prepare you to respond, as well as introduce you to campus and community resources.

Suicide prevention is everyone's responsibility. You can help by learning the warning signs of mental health crises, on-campus and community resources, and connecting students in crisis with those resources.

#### Gatekeeper Training Options

Kognito- open to faculty and staff

Kognito is a 45-minute online, self-paced training and uses role-playing to teach how to recognize when a student is in crisis and refer them to the appropriate services. There is a general module, a veteran module and an LGBTQ module. Kognito can be accessed by going to [www.kognitocampus.com](http://www.kognitocampus.com). The enrollment key for Kognito is "MetroState."

Mental Health First Aid- open to faculty, staff, and students

Mental Health First Aid is an 8-hour in-person course for faculty, staff and students, which teaches the risk factors and warning signs of mental health and substance use related crises, as well as how to recognize a problem, give reassurance and refer them to seek professional

help. Please check our Events section for upcoming sessions.

Alcohol and Drug Abuse Prevention Program Healthcare and Wellness Services and Counseling Services work in partnership with faculty, staff, students and others to foster a campus culture that embraces an emphasis on drug and alcohol use disorder prevention awareness

The university will provide programs that increase awareness, connect students to campus and community resources, and engage students about making responsible choices regarding alcohol and drug use in order to maintain a safe and healthy campus community that supports the academic and personal achievement of our students.

The Alcohol and Drug Abuse Prevention Program provides information and resources to help university community members make responsible choices regarding alcohol and illicit drugs. Metropolitan State University complies with, and supports, the Minnesota State Colleges and Universities Board of Trustees policy governing alcohol and other drugs on campus, the Drug Free Schools Community Act, the Drug-Free Schools and Communities Act (1986), the Drug Free Workplace Act, the Campus Security Act, Minnesota State Law and Federal Legislation.

Self-assessment screenings and educational programs

Online alcohol and drug awareness self-assessment modules provide you with an opportunity to learn more about the impact of alcohol and other drugs in your life. Both eCHUG and eTOKE are interactive personal screening tools that allow students to enter information about their drinking patterns or marijuana use and receive feedback about their use of alcohol or marijuana in a confidential setting. The assessment is self-guided and takes only 10 minutes to complete. After completing the module, you are not required to meet with

a counselor, however if you would like to, make an appointment with Counseling Services.

- [eCHUG](#): Allows students to have an understanding of their current alcohol use, as well as how they can make healthier and safer choices.
- [eTOKE](#): Allows students to have an understanding of their current marijuana use, as well as how they can make healthier and safer choices.
- [Quitplan](#): Provides an array of services designed to assist you in conquering your tobacco addiction and become 100 percent tobacco-free. The program provides support, free services and tools, and the ability for you to pick the ones that are right for you.

Educational and treatment programs  
Metropolitan State University provides periodic information for employees and students to foster a drug and alcohol-free environment. Counselors are available to assist students in dealing with personal concerns that might interfere with their academic work while at the university. Services are free and confidential, and can be arranged by contacting Counseling Services.

The Employee Assistance Program (EAP) is available to all university employees. EAP can assist employees by providing a professional assessment of a possible alcohol or drug problem. The mission of EAP is to provide confidential, accessible services to individual employees and state agencies in order to restore and strengthen the health and productivity of employees and the workplace.

**For additional information, go to the [MN Management and Budget website](#) or to speak to an EAP Counselor by phone at: 651-259-3840 or 1-800-657-3719. You may also contact the university Human Resources Department.**

Mental health screening inventory  
Mental health screenings are a quick way to determine if you or someone you care about

may need to reach out to a doctor or mental health professional for an evaluation. Use of this tool is confidential and free to Metropolitan State University students. At the end of the screening you will be presented with information and suggested next steps.

### **TRIO Upward Bound**

#### About the Programs

The TRIO Upward Bound and Upward Bound Math-Science programs are federally funded by the U.S. Department of Education. The programs are an equal opportunity educational program designed to generate the motivation of students to graduate from high school, enter college, and successfully complete a postsecondary degree. Metropolitan State University TRIO Upward Bound programs serve a total of 120 low/limited income and first-generation college-bound youth in grades 9-12 annually. All TRIO Upward Bound programming and activities are provided at no cost to the student.

TRIO serves high school students with parent(s)/guardian(s) who are both low income (150 percent of poverty level) and first-generation college student (neither parent has earned a 4-year college degree). The students must be currently enrolled in the participating high school and have academic potential and determination to attend a post-secondary institution after high school. TRIO Upward Bound Programs are an intensive year-round long-term program and our students must be willing to attend events and participate fully in our activities. Our high school partners include Washington Technology Magnet, Hmong College Prep Academy, and STEP Academy.

#### Program Mission

To develop, guide, support, and empower students to overcome their limitations and reach their full potential academically, financially, mentally and socially by enhancing their educational opportunity for college and lifelong success.

The Upward Bound programs are committed to educational equity. Our charge is not only to increase the number of students who attend and graduate from college but also develop participants into future leaders. In addition, the Upward Bound Math-Science program also strives to help students recognize and develop their potential to excel in math and science as well as encourage them to pursue post-secondary degrees and careers in math and science.

We provide the academic tools for college readiness and success through 1) intensive academic advising, 2) academic tutoring and rigor, 3) study skills and college test preparation 4) grade-specific workshops, 5) cultural enrichment, 6) mentoring, 7) career and college exploration, 8) leadership development and 9) community engagement.

#### **International Student Services**

The mission of International Student Services is to provide high quality advising and counseling assistance in academic, immigration, cultural, financial, and personal issues for international students and their dependents at Metropolitan State University. We are dedicated to offering excellent service as the primary link between international students, the university, the community, and the federal government.

We are here to help you understand your role as an international student as well as identifying on-campus resources and services which could enhance your academic success.

What we do

- Advise international students regarding immigration visa, personal, academic, cultural, financial, and social issues.
- Promote awareness, understanding and compliance with regard to federal immigration regulations and university policies.
- Inform international students about upcoming events via email, university listserv, and ISS website.
- Plan workshops on employment issues, cultural adjustment, reentry issues, career planning, and other topics
- Develop, plan, and implement orientation programs for new students and departments.
- Provide up to date information perspective students on international student admission requirements, deadlines, application form and fee, health insurance, tuition and fees, transfer of schools, and evaluation of transfer credits from other colleges and universities attended.
- Advise and assist international student organization (ISO) with events and issues of importance to international students.
- Collaborate with other metropolitan state university departments to promote cross-cultural awareness and to provide quality service to international students.
- Please feel free to contact us at any time or come to the office and meet us in person. We wish you continued success in your studies and are here to help in any way we can.

#### **Student Life and Leadership Development**

Student Life and Leadership Development (SLLD) holistically enhances the co-curricular experiences of students through intentional social, cultural, intellectual, and recreational engagement and involvement programs and

services at Metropolitan State University and the surrounding community.

Our mission is to develop and support a community of critically engaged leaders



committed to inclusion, integrity, and lifelong learning.

Whether joining a student organization, participating in Student Senate or University Activities Board (UAB), serving on a university-wide committee or working group, or attending an event such as a play, conference, or educational panel, getting involved allows for students to develop leadership skills necessary for thriving academically and beyond. Student development theory and practice states that if students are able to get involved on-campus, they are more likely to thrive academically and feel increased sense of belonging.

SLLD provides many opportunities for involvement, such as:

- Student Organizations
- Shared Governance- Student Senate & Student Activities Fee Allocation Committee (SAFAC)
- University Activities Board (UAB)
- Employment such as: Student Center Workers & New Student Orientation and Commencement Student Assistants
- Leadership development workshops
- Orientation
- Commencement activities
- Summer service projects
- Participation of community cultural events
- University-wide committee or working group participation
- Events: For a full list of events to attend, go to the [Current Student News + Events](#) page

About student organizations  
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 eight (8) 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 [Engage 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).

Starting a new student organization  
Undergraduate and graduate students can start a new student organization based on academic program, hobbies, interests, or topics at any point during the academic year. Student organizations must remain open to all members of Metropolitan State and provide important spaces for community building.

To start a new student organization, participants must have a:

1. written mission statement,
2. a Metropolitan State faculty or staff advisor,
3. at least eight members who have been registered Metropolitan State students for at least three academic terms,
4. a completed Student Organization Registration form on [Engage](#),
5. a completed Equal Opportunity Statement form on Engage, and
6. create a Student Organization page on the Engage portal.

Once the request has been submitted, all members of the Student Organization must present their proposal to the Student Senate. During this presentation, Student Senate will ask questions about the Student Organization to better understand their purpose at Metropolitan State. Once the Student Organization is recognized, they must request startup funding up to \$1,000 to the Student Activity Fee Allocation Committee (SAFAC).

To contact Student Senate to be added to the agenda, email: [msusa@metrostate.edu](mailto:msusa@metrostate.edu) or [student.life@metrostate.edu](mailto:student.life@metrostate.edu).

To contact SAFAC, email: [msusa@metrostate.edu](mailto:msusa@metrostate.edu) or [student.life@metrostate.edu](mailto:student.life@metrostate.edu).

For any questions or support in starting a New Student Organization, contact: [student.life@metrostate.edu](mailto:student.life@metrostate.edu).

#### Metropolitan State University Student Association

The Metropolitan State University Student Association (MSUSA) is a 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.

MSUSA assists the University in its efforts to help students achieve academic excellence and be responsible citizens in an increasingly complex and culturally diverse world. MSUSA provides a listening post and forum for student issues, concerns, and needs, and advocates for University accountability and responsiveness.

MSUSA meets on the 1st and 3rd Friday of each month at 5 p.m. in Student Center, room 101. Meetings are open to all students, staff, faculty, and community members. Agenda items regarding new student organizations, event co-sponsorship requests, concerns, feedback, or other student-centered issues can be submitted

to [msusa@metrostate.edu](mailto:msusa@metrostate.edu) or [student.life@metrostate.edu](mailto:student.life@metrostate.edu). Past meeting minutes can be found on the [Engage Portal](#).

Meetings are broadcast via Zoom. To join a meeting, click the links below.

- [First Friday Meetings](#)
- [Third Friday Meetings](#)

Undergraduate and graduate students can apply to become a MSUSA Board Member during annual elections and/or if seats are vacant throughout the academic year. The nomination form can be found on the [Engage Portal](#).

The MSUSA Board Member office can be found in Student Center, room 204.3, located in the Student Life & Leadership Development suite.

For questions about MSUSA, contact: [msusa@metrostate.edu](mailto:msusa@metrostate.edu) or [student.life@metrostate.edu](mailto:student.life@metrostate.edu).

#### **Student Activity Fees Allocation Committee**

The Student Activity Fees Allocation Committee (SAFAC) is a Student Senate sub-committee responsible for the disbursement of student activity fees. SAFAC partners with Student Senate to foster student engagement and to fund activities that provide value to undergraduate and graduate students at Metropolitan State University. There are up to 10 SAFAC members that are appointed by the Student Senate. SAFAC facilitates the budget hearing and distribution process for student organizations, granting start-up and supplemental student organization requests, and travel and conference requests for undergraduate and graduate students.

Budget and conference request information can be found on the [Engage portal](#). For questions about SAFAC, contact: [activityfees.studentcommittee@metrostate.edu](mailto:activityfees.studentcommittee@metrostate.edu) or [student.life@metrostate.edu](mailto:student.life@metrostate.edu).

Student Activity Fees

The Metropolitan State University Student Association (MSUSA) manages the allocation of student activity fees. This portal includes fees requests for individual students and student organizations.

MSUSA's Finance Director and Communications & Records Specialist oversee the fees allocation process to ensure that student and student organization initiatives, goals, and activities of Metropolitan State University are appropriately supported. MSUSA applies consistent unbiased funding decisions to represent the interests of Metropolitan State undergraduate and graduate students and enhances campus life by supporting the educational mission of Metropolitan State University

#### How the Student Activity Fee Works

All students are assessed a student activity fee which appears on their tuition bills. MSUSA is responsible for disbursing the collective student activity fees. Funds are distributed to eligible student organizations in the form of annual budgets, supplementary budgets, and conference requests in an effort to enhance the co-curricular life on campus. MSUSA members embrace the principles of honesty, fairness, and integrity. They protect the interests of all student organizations by ensuring that the decisions they make are in the best interests of all parties involved. Members do not make arbitrary judgments, they look at the big picture and make decisions that will benefit the entire college community.

#### Budget Allocation Process

MSUSA members review allocation requests each Spring in an effort to fairly disburse student activity fee funds. This funding serves as the primary operating budget for over forty groups and organizations on campus. The committee also hears special allocation requests, which provide funding for special events not anticipated during the annual allocation process, throughout the academic year. The committee chair is responsible for correspondence between students, MSUSA, and

the larger Metropolitan State University staff, faculty, and administration.

#### Conference Funding

Undergraduate and graduate students may submit conference and travel funding requests to MSUSA at least ten (10) weeks prior to attending in and out of state events related to their academic major or minor. Once travel requests are submitted, all students requesting funding must present to MSUSA outlining the importance of the professional development and rationale of conference attendance.

Students can apply for funding via the [Engage Portal](#)

For questions about conference and travel funding requests, contact: [msusa.activityfees@metrostate.edu](mailto:msusa.activityfees@metrostate.edu) or [student.life@metrostate.edu](mailto:student.life@metrostate.edu).

#### University Activities Board

University Activities Board (UAB) is a student organization that provides co-curricular programming and events to enhance student engagement for undergraduate and graduate students, staff, faculty, and community members at Metropolitan State University.

Funded by student activity fees, UAB plans and implements large programs such as Fall Fest, Winter/Spring Fest, and social events on- and off-campus such as attending sporting events, fairs and festivals, movies, open mics, and much more. All UAB-affiliated events can be found on the [Engage portal](#).

There are up to four (4) student staff that plan and implement UAB events. UAB Coordinators also serve as peer-mentors to student organization members to create co-curricular programming that focuses on continued education, team development, and other leadership skills. UAB Coordinators are paid student staff members of Student Life and Leadership Development, and are supervised by

the Student Organizations and Activities Coordinator.

For more information about implementing programs, events, or ways to get involved at Metropolitan State, contact the UAB Coordinators and Student Organizations and Activities Coordinator at: [student.life@metrostate.edu](mailto:student.life@metrostate.edu).

### **Student Center services**

The Student Center serves as the heart of student involvement on Metropolitan State University's Saint Paul Campus, with amenities such as:

- family-friendly study rooms
- bookable meeting and events spaces
- quiet reflection areas
- fitness center
- an accessible videophone
- computer access and printing services
- Mamava lactation pod
- Department of Student Life and Leadership Development

Building hours during recognized holidays and university breaks are subject to change.

To reserve a room or inquire about hosting an event, email us. Registered student organizations can submit event and registration events via the [Engage portal](#) or contact Student Life and Leadership Development via email.

### **Fitness Center**

Featuring cardio and weight machines, lockers, as well as gender inclusive single-stall bathrooms for users, the Fitness Center serves as a space for students, staff, and faculty to focus on their physical well-being while on campus.

The Fitness Center is open during regular Student Center hours, and closes 30 minutes prior to the end of services.

Hours during recognized holidays and university breaks are subject to change.

Registered undergraduate and graduate students may utilize the Fitness Center once they have submitted a liability waiver and interest form to Healthcare and Wellness Services.

Staff and faculty may use the Fitness Center after filling out the required paperwork and paying an annual \$70 fee.

All waivers and forms can be found at the Student Center Front Desk or Student Life and Leadership Development.

### **Student Center spaces**

The Student Center has nine spaces that are available to be reserved to students, student organizations, staff, faculty, university departments and outside organizations:

- Multipurpose Room (SC 101): 108 person capacity
- Student Center Cafe (First Floor): 144 person capacity
- Fireplace Lounge (SC 120): 40 person capacity
- Study Room (SC 121): 6 person capacity
- Study Room (SC 122): 6 person capacity + children's play area
- Meeting Room (SC 201 full): 35 person capacity
- Meeting Room (SC 201 half): 15 person capacity
- Meeting Room (SC 202 half): 15 person capacity
- Study Room (SC 203): 25 person capacity

Each space has capacity for audio, visual, amplification and a variety of room arrangements according to safety, security and fire code.

All Student Center room reservation processes are facilitated through the Student Life and Leadership Development Department. Students and university affiliates will be prioritized in the room reservation process. All events must use

Minnesota State approved vendors and follow appropriate contract agreements, policies and procedures as outlined by Metropolitan State University. All parties reserving spaces are responsible for providing contact information to make events accessible. To learn more about accessible events and how to provide disability-related accommodations, including parking, contact the Center for Accessibility Resources at [accessibility.resources@metrostate.edu](mailto:accessibility.resources@metrostate.edu) or 651-793-1549.

Undergraduate students, graduate students, registered student organizations and other university affiliates can submit event and registration events via the [Engage portal](#) or contact Student Life and Leadership Development. External organizations and groups may contact Student Life and Leadership Development to reserve a room or inquire about hosting an event. Fees for parking, room setup, security, and custodial services will be charged to external organizations and groups according to Minnesota State contracts.

#### **Serving on committees and working groups**

Undergraduate and graduate students are invited to participate in university-wide committees and working groups, which are vital components to university service and engagement on-campus. Committees and working groups cover a wide array of topics, such as: Equity and Inclusion, Space Allocation, Student Success and much more.

Metropolitan State University participates in a shared governance model, which means that student representation and voice are important

components to decision-making. Students can learn about involvement opportunities on the university website, the [Engage portal](#), and through Student Life and Leadership Development (SLLD).

Students should budget about 10 hours per month to participate in these involvements, which include:

- 2-3 meetings per month
- email correspondence
- potential event attendance

To participate in university-wide committees, students must:

- have at least a 2.0 cumulative grade point average
- be enrolled and degree-seeking
- be in good academic and conduct standing

If a student is interested in participating on a committee or working group, they can fill out the Involvement Form on the [Engage portal](#). Students should indicate their availability (taking classes, work and other co-curricular involvements into account) and rank the top five committees or working groups they are most interested in. SLLD will facilitate the process of matching students with involvements on-campus and will correspond with students and committees within two weeks of submitting an involvement form.

For questions about participating in university-wide committees or working groups as a student representative, contact [student.life@metrostate.edu](mailto:student.life@metrostate.edu).

### **Finance and Business Office**

#### **Tuition for Fall 2020**

General rates	Resident		Nonresident	
	Undergraduate	Graduate	Undergraduate	Graduate
Per credit				
Tuition	\$234.36	\$420.25	\$478.16	\$840.52
Fees	\$37.11	\$37.11	\$37.11	\$37.11
Specialty rates				

Tuition per credit	Resident		Nonresident	
	Undergraduate	Graduate	Undergraduate	Graduate
Online courses	\$310.56	\$547.64	\$310.56	\$547.64
Student-directed independent studies (SDIS)	\$166.08	\$294.18	\$166.08	\$294.18
Prior learning assessment	\$143.33	\$252.16	\$143.33	\$252.16
Natural Sciences	\$242.36	N/A	\$242.36	N/A
Nursing Courses (BS & MSN)	\$304.29	\$540.31	\$304.29	\$540.31
Dental Hygiene (BSDH)	\$304.29	N/A	\$304.29	N/A
Dental Hygiene (MS in Advanced Dental Therapy/Oral Health Care Practitioner)	N/A	\$1,616.16	N/A	\$1,616.16
Specialty program rates	Combined tuition and fees			
Program	Combined tuition and fees			
Doctoral Nursing Courses (including fees of \$37.11/credit)	\$1,077.84			
Doctoral DBA Courses (including fees of \$37.11/credit)	\$1,119.39			
Law Enforcement Skills Courses (including fees of \$37.11/credit)	\$492.27			

#### Tuition for Spring 2021

General rates				
Per credit	Resident		Nonresident	
	Undergraduate	Graduate	Undergraduate	Graduate
Tuition	\$241.39	\$420.25	\$492.50	\$840.52
Fees	\$37.11	\$37.11	\$37.11	\$37.11
Specialty rates				
Tuition per credit	Resident		Nonresident	
	Undergraduate	Graduate	Undergraduate	Graduate
Online courses	\$317.59	\$547.64	\$317.59	\$547.64
Student-directed independent studies (SDIS)	\$171.06	\$294.18	\$171.06	\$294.18
Prior learning assessment	\$147.63	\$252.16	\$147.63	\$252.16
Natural Sciences	\$249.39	N/A	\$249.39	N/A
Nursing Courses (BS & MSN)	\$311.32	\$540.31	\$311.32	\$540.31
Dental Hygiene (BSDH)	\$311.32	N/A	\$311.32	N/A
Dental Hygiene (MS in Advanced Dental Therapy/Oral Health Care Practitioner)	N/A	\$1,616.16	N/A	\$1,616.16
Specialty program rates	Combined tuition and fees			
Program	Combined tuition and fees			
Doctoral Nursing Courses (including fees of \$37.11/credit)	\$1,077.84			
Doctoral DBA Courses (including fees of \$37.11/credit)	\$1,119.39			
Law Enforcement Skills Courses (including fees of \$37.11/credit)	\$507.04			

### Senior Citizen

Minnesota Residents, age 62 or older, are entitled without payment of tuition to enroll for courses on a space availability basis. See Mn Statute 135A.52 for complete program and qualifications.

### Fees

All fees are subject to change. Fees apply to all courses taken for credit, including online courses.

- Activity fee: \$4 per credit
- Student Center fee: \$8.50 per credit. Student center fees are assessed to all students. The fee supports the construction, maintenance and operation of the student center. The amount of this fee is determined by the Student Senate.
- Technology fee: \$11 per credit. The technology fee, assessed to all students, is used to support student computer labs and other technology that directly relates to instruction. There is a fee per credit hours.
- MSUSA fee: \$0.61 per credit. The Minnesota State University Student Association (MSUSA) fee, assessed to all students, is determined by the MSUSA Minnesota State College and University System Board of Trustees. Funds are used by the MSUSA statewide, for activities representing students. There is a MSUSA fee per credit hour.
- Healthcare/health services fee: \$1 per credit. Healthcare services fees are assessed to all students. The healthcare fee was approved by the Student Senate. The fee is designed to cover the cost of providing healthcare services to students. There will be a list of contracted health care services and a staff member hired as a navigator to help students who need to access health care services.
- Parking fee: \$12 per credit. Parking fees are assessed to students and

faculty/staff and visitors to use the Metro State University Parking Ramp in St. Paul and to park at contracted lots in various campus locations. The fee is used to pay for construction, maintenance and operation of the parking ramp and other parking costs incurred by the University. The rate is set after consultation with and input from the Student Senate. Background on parking fee: The City of Saint Paul required the university to build the parking ramp before allowing construction of the Jason R. Carter Science Education Center. Without construction of the ramp, the University would not have been able to expand and offer the exceptional natural science degrees, which are among our most sought-after academic programs. The ramp could only be financed with state revenue bonds, which require us to assess parking fees to cover the debt service, maintenance and operations of our parking facilities across all locations. We cannot use either tuition revenue or state appropriation to pay these parking ramp expenses. At the time the ramp was built, the student body leadership voted to assess the parking fee for all students, including those taking only online courses. This allows students access to campus to visit the library, Gateway Student Services, advisors, and take advantage of a number of other student services. It also represents a necessary expense of operating our physical campus and providing educational resources.

### Other Fees

- Graduate application fee: \$20
- Doctoral application fee: \$40
- Graduation fee: \$20
- NSF check fee: \$20
- Tuition late fee: \$30
- Transcript fee: \$8

- Rush (next day) transcript fee: \$13
- Online transcript fee: \$5
- Senior citizens (62 years and older): \$20/credit
- Additional course and lab fees vary
- Noncredit workshop fees vary
- Payment plan fees vary
- Replacement ID fees vary
- Health insurance fees vary

### Deadlines for tuition payment

Semester		Tuition due date
Spring	Full Term	Dec. 24, 2019
Summer 2020	First session & Full term	April 20, 2020
Summer 2020	Second session	June 12, 2020
Fall 2020	Full term	Aug. 3, 2020
Spring 2021	Full term	Dec. 17, 2020

For additional calendar details, visit <https://www.metrostate.edu/academics/calendar>

- Tuition and fees for all registered classes must be paid by the deadline.
- A student must have a FAFSA on file with the Financial Aid Office before the tuition dateline.
- Any balance not covered *after* financial aid or third-party funding is applied is the student's responsibility.
- Students are responsible for verifying that authorization has been received by the Third Party Billing Office (651-793-1883) prior to the tuition payment deadline.
- Mailed payments must be sent early enough for the payment to be received by the deadline.
- If payment is not received by the deadline your registration will be cancelled.

#### Registered prior to payment deadline

Students who have a FAFSA on file prior to the payment deadline will not be dropped from courses. Any balance not covered *after* financial aid or third-party funding is applied is the student's responsibility. Students receiving third-party authorizations for tuition and fees (for example, from employers

or government programs) are liable for tuition and fees not covered by the third-party payment. Students without current authorizations for the semester will be dropped from their courses unless they have either paid in full or made arrangements to pay by the tuition deadline.

**Students with Nelnet/FACTS payment plans**  
Students who enroll in the Nelnet/FACTS payment plan by the tuition payment deadline will not be dropped from their classes. Students with Nelnet/FACTS tuition payment plans who have made payments on time without any non-sufficient fund (NSF) transactions for the current semester will be allowed to register for the next semester's courses.

**Registered after payment deadline**  
Students who register after the tuition payment deadline must have financial aid or a Nelnet/FACTS payment plan in place or pay their tuition in full at the time of registration. Payment must be made online or in person.

### Student Billing

Billing statements are available online through eServices only. Tuition statements/invoices are not mailed. Students are responsible for viewing balance online and are expected to pay tuition and fees in full by the tuition due date.



To find your statements in eServices, select "Bills and Payment" from the menu on the left side of the screen, then select "Balance Due by Term" or "Full Account Detail" from the options listed.

"Balance Due by Term" reflects activity for a specific term while "Full Account Detail" reflects all activity on your student account since 1998. The reports include charges, payments and financial aid posted to your account. Financial Aid which has been awarded and disbursed is listed in the payment section of your statement. The information provided will include not just amounts from Metropolitan State but also amounts you may have with other Minnesota State institutions.

An outstanding balance from prior terms must be paid in full before a student will be allowed to register, obtain official transcripts, or to receive their diploma. A \$30 late fee and an unpaid balance hold will be placed on the student's account until all past due amounts have been paid.

#### **Payment options**

Tuition payment options are:

- Payment play through Nelnet/FACTS
- Online payment
- Payment through third-party vendors
- Payment via veteran's benefits
- On-campus payments

Paying in person

The cashier is located in [Gateway](#). A drop box is also available for after-hours payments. Do not mail to or leave payments at any other university office. Faculty will not collect fees from any student. Tuition payments may be made by cash, check, money order, Visa or MasterCard.

Mailing payments

Payments may be mailed directly to Gateway. Payment must be received no later than the day of the payment deadline. Please write your Student Tech ID (located on your student ID

card) on your check. If your name is not printed on the check, please write your name in the memo area on the check so your tuition account will be properly credited.

Mail your payment to:  
Metropolitan State University  
Gateway Students Services Office  
Attn: Cashier  
700 East Seventh Street  
Saint Paul, MN 55106-5000

Financial aid or scholarship  
Students receiving financial aid (grants, loans or scholarships) who have received an award letter from the Financial Aid Office, will automatically have the tuition and fees payment deadline postponed until one week after financial aid funds are disbursed. Financial aid and scholarships are disbursed after the last day to add/drop classes each term.

It is the responsibility of the student to ensure that all required paperwork is received by the published deadlines. Apply early and before the published deadlines to ensure your timely financial aid award. Contact the Financial Aid Department for additional information about receiving financial aid.

Waivers

Minnesota State Colleges and Universities employees may be eligible to use an employee waiver to pay part or all of their tuition and fees. There are two categories of tuition waivers:

- internal waiver (Metropolitan State University) or
- external waiver (other colleges, universities or organizations).

Contact your institution's Human Resources Office for eligibility status if you are unsure. Apply here for a [Minnesota State tuition waiver](#). Once submitted, the tuition waiver is forwarded for approval to the home institution.

It is the responsibility of the student to ensure waivers are received by the published

deadlines. If a waiver does not fully cover tuition and fees, the student must pay or make arrangements to pay the remainder of their tuition and /or fees by the tuition payment deadline. Tuition waivers are not reflected on student accounts until two weeks into the semester.

### **Nelnet/FACTS tuition payment plan**

We are pleased to offer a payment plan from Nelnet/FACTS Management Company, Inc. Nelnet/FACTS is a tuition management plan that provides students with a low cost option for budgeting tuition and fees. It is not a loan program; therefore, you have no debt, there are no interest or finance charges assessed, and there is no credit check. The only cost to budget monthly payments through Nelnet/FACTS is a \$24 per semester nonrefundable enrollment fee.

Through Nelnet/FACTS, you will be able to:

- Arrange for monthly payments on the 5th or 20th day of the month
- Pay in full
- Include the cost of required course textbooks and materials on your payment plan

You can choose to make your monthly payments directly from your bank account or by credit card (MasterCard, American Express, Discover are accepted). There is an additional service charge fee for use of credit card. VISA is not accepted, but you can supply bank account information for automatic withdrawal. For more information, [email Accounts Receivable](#).

You can sign up for a payment plan through student [eServices](#) or directly through the [Nelnet/FACTS](#) site.

Changes to your payment plans  
When you add or drop classes, it is your responsibility to [email the Accounts Receivable department in Financial Management](#) about these changes via email at least 10 days before your next payment. Your scheduled

Nelnet/FACTS payment plan will not automatically be adjusted if financial aid pays your tuition and fees or if you make any unscheduled payment directly to Metropolitan State University. It is your responsibility to inform Financial Management in writing to adjust your Nelnet/FACTS payment plan.

Payment plans and registration holds  
Students with Nelnet/FACTS tuition payment plans who have been making scheduled payments for the current semester without any non-sufficient fund (NSF) transactions will be allowed to register for their next semester's courses before the final payment is received by the university. If the final payment is not made, their registration for the next semester will be cancelled.

Payment deadline and drop for non-payment  
Students who enroll in the Nelnet/FACTS payment plan by the tuition payment deadline will not be dropped from their classes.

### **Pay using online payment**

You may pay tuition and fees online using check, credit card or debit card. Online payments are processed immediately. Students receive a confirmation message when payment is successful.

Go to student [E-Services](#) and enter your Star I.D. and password. Once you have logged in choose "Bills and Payment" from the menu on the left side of the screen. Select "Make a Payment" from the options listed. Follow instructions provided as you continue.

### **Amount you owe**

The information provided will include all amounts due to Metropolitan State and any other Minnesota State institution.

To determine the amount you owe, select "Balance Due by Term" or "Full Account Detail" from the menu on the left side of your screen.

### **Prevent unauthorized viewing of your private data**

- Always LOGOUT from the system to end your session.
- Close all browser windows on your machine.
- Failure to close the browser may allow others to view your data.
- Never share your Login ID and/or PIN with others.
- To Logout, choose the "Logout" link from the list on the upper right corner.

### **Pay using third party payment**

A third party is an entity which guarantees payment of tuition and/or fees on behalf of a student with whom it has a relationship.

Examples of a third party are:

- Employers
- City, County, State, or Federal Government
- Military Units
- Foreign Governments
- Private Organizations
- Chapter 31 Vocational Rehabilitation

An authorization from the third party must be received in Accounts Receivable by the tuition payment deadline if the student's registration is not to be cancelled. Use of the Metropolitan State University Authorization for Payment form is preferred, but the authorization may be in the form of a purchase order or the third party's own form. The following information must be provided on the authorization:

- The student's name and student identification number
- The semester(s) for which the authorization is valid.
- The charges the authorization will cover (tuition, fees, books, etc.)
- The amount of the authorization.
- Whether authorization applies after financial aid.
- The funding organization's name, address, tax identification number, contact name, telephone number.

An authorization cannot be conditional on a student's performance in or completion of the

course(s). The authorization must be signed by an authorized individual. If private information is needed by the third party, the student must provide us with a written release. Should the relationship between the student and third party cease, the student is ultimately responsible for all charges.

### **Registration Cancellation for Nonpayment**

A third party authorization must be received in Accounts Receivable by the tuition payment deadline if the student's registration is not to be cancelled. If the third party paperwork cannot be submitted before the tuition payment deadline, the student should pay the outstanding balance or enroll in the NELNET/FACTS tuition payment plan until the third party paperwork is received and processed. Any payments made by the student will be refunded once the third party authorization is in place.

### **Third Party Instructions**

Instructions to the Student

You are required to sign the Third Party Billing statement which provides for the event that your relationship with the third party ceases before the charges are paid.

- [Third Party Billing statement \(PDF\)](#)

Instructions to the Third Party Vendor

If you are a third party who will pay a student's tuition and/ or fees:

1. Print out the Metropolitan State University Authorization for Payment form below.

- [Third Party Authorization for Payment \(PDF\)](#)

2. Carefully read and fill out all fields in the form. You must supply the student ID.

3. Fax the form to 651-793-1877

OR

Email to

Accounts.Receivable@MetroState.edu

OR

Mail to:

Metropolitan State University  
ATTN: Third Party Billing  
Financial Management  
700 East 7th Street  
Saint Paul, MN 55106

### **Pay using veteran's benefits**

Metropolitan State University acts as a liaison with the Veterans Administration for individuals who wish to utilize veteran's benefits. Students may apply for educational benefits after being accepted to the university. Students must state the same educational objective in making application both to Metropolitan State and the Veterans Administration.

Your request for enrollment certification must be submitted every semester after you have registered for courses. (Exception: Chapter 31 Vocational Rehabilitation)

### **Veterans Services contact information**

If you have questions veteran's benefits related to tuition or need help with [veteran benefit certification](#), visit Metropolitan State's [Veterans Services office](#).

### **Request for enrollment certification (Chapter 31 registered students only)**

Submit form 1905 (VA FORM 28-1905) to Financial Management - Third Party Administrator. A preliminary 1905 will be sent to the VA Regional Office upon receipt and a final certification will be sent after the add/drop period. Emailed or faxed forms are accepted.

### **GI Bill ® website**

<http://www.gibill.va.gov> is your electronic gateway to information on and access to federal educational benefits including:

- Montgomery GI Bill®-Post 9/11 - Chapter 33 (begins 8/1/09)
- Montgomery GI Bill®-Active Duty (MGIB) - Chapter 30
- Montgomery GI Bill® - Selected Reserves - Chapter 1606
- Montgomery GI Bill®- Reserve Educational Assistance Program (REAP) - Chapter 1607

- Survivor's and Dependents' Educational Assistance - Chapter 35
- Payment Rates
- WAVE (Web Automated Verification of Enrollment)
- FAQ (Frequently Asked Questions)
- And links to other federal government web sites

\*Gi Bill Trademark notice, see pg. 127

### **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.

### Refunds

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 fifth business day of the term. Courses starting after the refund deadline may be dropped within one business day of the first class meeting.

Dropping courses with a refund deadline

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.

Dropping versus withdrawing from a course

Dropping a course refers to officially canceling a registration prior to the end of the fifth business day 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 after the end of the fifth business day 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 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 withdraw from courses via [eServices](#). Dropping all courses on the web or in person does not constitute an official university withdrawal. 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. If a student withdraws from all courses in one particular semester, they may be eligible for a refund following Minnesota State Procedure 5.12.4:

#### Fall and Spring Academic Terms

- First through fifth business day of term—100 percent refund
- Sixth through tenth business day of term—75 percent refund
- Eleventh through fifteenth business day of term—50 percent refund
- Sixteenth through twentieth business day of term—25 percent refund
- After twentieth business day of term—0 percent refund

Summer sessions and other terms at least 3 weeks but less than 10 weeks in length

- First through fifth business day of term—100 percent refund
- Sixth through tenth business day of term—50 percent refund
- After the tenth business day of term—0 percent refund

Class term less than 3 weeks in length

- First business day of term—100 percent refund
- Second and third business day of term—50 percent refund
- After the third business day of term—0 percent refund

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.

Minnesota State board policies  
[Chapter 5 - Administration 5.12 Refunds, Withdrawals and Waivers](#)

#### **1098-T tuition statement tax form**

1098-T forms are mailed to all students at the end of January. Please make sure Metropolitan State University has your correct address by December 15 of each calendar year.

If you have any questions about taxes or your tuition statement, please refer to [Minnesota State's Student Tax Information](#) resource.

You may also obtain your account information online or by:

- Using your student email account, email your name, SSN, address, phone number and the year(s) for which the 1098-T is needed to Accounts Receivable at [Accounts.Receivable@MetroState.edu](mailto:Accounts.Receivable@MetroState.edu)
- Come to Metropolitan State, Founders Hall, third floor, financial management office with a current driver's license

Please allow up to one week for requests to be processed.

If you have attended any other Minnesota State institutions, all of the institutions will be combined on the 1098-T form.

The amounts listed are per calendar year only.

Financial Management cannot provide any tax advice. If you have questions regarding the tax credit, please consult a tax specialist.

The federal government also provides information on tax benefits for education at <http://www.irs.gov/pub/irs-pdf/p970.pdf>

### Past due accounts

By completing registration for any semester, you agree to the financial responsibility for all charges on your student account. You promise to pay Metropolitan State University the full amount of the obligation by the due date. Furthermore, you agree to pay any and all costs, including collection, attorney, and litigation costs incurred by Metropolitan State University in efforts to collect, should you default on your account charges.

#### Holds and late fees

An outstanding balance from prior terms must be paid in full before a student will be allowed to register, obtain official transcripts, or to receive their diploma. A late fee of \$30.00 and a unpaid balance hold will be placed on the student's account until all past due amounts have been paid. Holds are removed once your outstanding balance is paid in full.

#### Past due payment plan

Students can contact [accounts receivable](#) to request a Past Due Payment Plan. Please keep in mind that by setting up this payment plan it will not remove the holds from your account until the balance is paid in full, so you would not be able to register for classes until you have paid your balance in full.

- A 25% down payment is due at the time you sign up
- Nelnet assess a \$24 enrollment fee per plan. Fee is non-refundable
- Business office holds will NOT be removed from your account during the installment payment period and therefore no additional registrations will occur.

- Any default in any installment payments will result in agreement termination and immediate referral to the MN Dept. of Revenue for collections.
- You will have 3-6 months to make installment payments
- Students who remain current in making installment payments will not be referred to collections.

This payment plan is for past due balances only. For current term payment plans please sign up through your student [e-Services](#) account.

#### Collection referral

Unpaid account balances remaining at the close of the semester are subject to referral for collection to the Minnesota Department of Revenue, as outlined within Minnesota State Procedure 7.6.2.

If a student is referred to the Minnesota Department of Revenue, collection costs can be assessed up to 25% of the debt owed. This is allowable under [Minnesota Statute, section 16D.11](#).

If you do not pay the balance due within 120 days, we will refer your debt to the Minnesota Department of Revenue's Collection Division. By law (MN Statute section 16D.11), the Department of Revenue can assess up to 25 percent in collection costs to cover the costs of collecting your debt. You may request cancellation of the collection cost, under certain conditions, as provided by MN Statute section 16D.11, subdivision 3.

Interest will be charged pursuant to MN Statute 16D.13. CDMDR is authorized by Minnesota law to take the following actions to collect your debt:

- Obtain a judgment against you
- Garnish your wages
- Levy your bank account
- Issue subpoenas
- Seize your property

- Offset your state tax refund, lottery winnings, or vendor payment
- Revoke or deny renewal of a professional license you may have
- Report you to a credit bureau
- Access non-public government data about you to collect this debt

To avoid these consequences and penalties, make prompt, full payments to Financial Management at Metropolitan State University by the payment deadline. Your account will also be turned over to the Minnesota Department of Revenue for collection under the Revenue Recapture Act, Minnesota Statutes Chapter 270A. According to this statute, if you have a tax refund due to you, the amount of our claim will be deducted from your refund and paid to the university. In addition, the State of Minnesota will claim a \$15 fee from your refund. You have the right to contest the validity of our claim. To contest the validity of our claim, you must submit a written request to the address below within 30 days from the date of a final notice. If you repay the amount due, we will stop the collection proceedings. Please make checks payable to Metropolitan State University and remit to the address below. If you have any questions about your debt you should email us at [accounts.receivable@metrostate.edu](mailto:accounts.receivable@metrostate.edu) or write us at:

Metropolitan State University  
 Financial Management  
 700 East Seventh Street, FH 329  
 Saint Paul, MN 55106-5000

If your Metro State account is currently in collections at the Minnesota Department of Revenue (MDOR), a hold has been placed on your account. The hold will not be removed until the balance is paid in full and the college has received the funds from MDOR. If you want the hold removed immediately you will need to go in person to the Minnesota Department of

Revenue to pay in full with secure funds. Secure funds are: cash, cashier's check, or money order. Payments to MDOR using personal checks, online payments using debit or credit cards, or confirmation numbers from online payments are not considered secure and your hold will not be removed immediately. The hold will be removed when the college receives the payment from MDOR. Below is the contact information for MDOR:

Minnesota Department of Revenue  
 600 North Robert Street  
 Saint Paul, MN 55101  
 651-556-3003

NOTE: The same criteria apply to accounts in collections with a private collection agency. Please email [accounts.receivable@metrostate.edu](mailto:accounts.receivable@metrostate.edu) for more information.

#### Write-off Status

Accounts with a write-off status have been determined to be uncollectible. This does not eliminate the legal obligation to pay. If your account is in write-off, a hold has been placed on your account. In order for the hold to be removed, the balance must be paid in full with secure funds. Secure funds consist of: cash, cashier's check, and money order. We cannot accept online payments, credit cards/debit cards, or personal checks. You can pay with a secure fund in person at Gateway Student Services, located on the first floor of Founders Hall at the Saint Paul campus, or mail in a cashier's check or money order to the address below. If you have any questions about your debt, please email [accounts.receivable@metrostate.edu](mailto:accounts.receivable@metrostate.edu) or write us at:

Metropolitan State University  
 Financial Management  
 700 East Seventh Street, FH 329  
 Saint Paul, MN 55106-5000



## Financial aid

### **Cost of attendance**

Cost of Attendance includes an estimate of the total average cost to attend Metropolitan State University for the fall and spring semesters. The Cost of Attendance includes tuition, books, supplies, loan fees, an allowance for living expenses, transportation and personal expenses. The living expenses, transportation and personal expense estimates are derived using the Consumer Expenditure Survey and the Indexes of Comparative Costs, both produced by the US Department of Labor's Bureau of Labor Statistics and downloaded from the College Board.

This is not the amount students pay the university, but rather an estimate of the cost to cover the above items. The Expected Family Contribution (EFC) is determined by a congressionally-mandated formula used when

the FAFSA is completed. It is the eligibility indicator used to calculate many financial aid need-based awards. Factors considered in the EFC include income, assets, family size and number of family members attending college. Financial aid eligibility for need-based awards is calculated by taking the cost of attendance and subtracting the EFC.

Need-based awards include, but are not limited to, Federal Pell Grants, the Minnesota State Grant and subsidized Direct Loan. Non-need based awards include, but are not limited to, unsubsidized Direct Loans and other private student loans.

NOTE: A student's financial aid cannot exceed the cost of attendance. Also, the tuition, fees and living expense amounts in the tables below are averages and may not be the same as your actual charges.

Estimated cost of attendance, 2020-21

Estimated cost of attendance budgets for the 2020–2021 academic year.

<b>Undergraduate students</b>	<b>Minnesota residents</b>
Tuition and fees (based on 15 credits per term for a two-term academic year)	\$8,250
Books and supplies	\$1,500
Living allowance	\$11,244
Personal expenses	\$6,706
Transportation	\$3,674
Total	\$31,374
<b>Graduate students</b>	<b>Minnesota residents</b>
Tuition and fees (based on 8 credits per term for a two-term academic year)	\$7,318
Books and supplies	\$1,500
Living allowance	\$11,244
Personal expenses	\$6,704
Transportation	\$3,674
Total	\$30,440

### **Types of financial aid**

Your Financial Aid Award Notice shows the different types of financial aid we are able to offer you. If you obtain 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.

Included in this Notice may be some or all of the following financial aid types. These are the most

common types of financial aid offered by Metropolitan State University.

- [Loans](#)
- [Grant and Scholarships](#)
- [Student Employment](#)

### Loans

Information about your loans will be submitted to the [National Student Loan Data System](#) (NSLDS) and will be accessible by guarantee agencies, lenders, and schools determined to be authorized users of the data system.

- [Federal Direct Loans](#)
- [Federal Direct PLUS Loans for Parents](#)
- [Federal Direct Grad PLUS Loans](#)
- [Private educational loans](#)

William D. Ford Federal Direct Loan Program  
Also known as Federal Direct Stafford Loans, these loans require repayment (with interest) over time, which begins when a student drops below half-time enrollment.

Two types of Federal Stafford loans are available to students. Neither requires payment while a student is attending the university at least half-time, but payments made while attending courses can reduce the amount of interest you'll pay when you enter repayment. See the Department of Education's [Repayment Calculator](#) to estimate the length of your loan repayment and how much interest you will pay over time.

- **Subsidized loans:** The federal government pays the interest on these loans while the student is in school, in the grace period and during any deferment periods. Subsidized loans are only available to undergraduates.
- **Unsubsidized loans:** These loans accrue interest throughout the life of the loan for which the student or borrower is responsible. Interest accumulates and is later added to the principal balance of the loan.

Direct loan interest rates  
2020–2021 academic year

- 2.75% fixed for subsidized and unsubsidized loans for undergraduate students
- 4.30% fixed for unsubsidized loans for graduate students

Effective Oct. 1, 2020–Sept. 30, 2021, the origination fee is 1.057% deducted by the federal government prior to loan funds being disbursed by the school. Fee example: \$58.13 on a \$5,500 loan.

Direct loan eligibility

- Students must be fully admitted to the university by the admissions office.
- Students must be enrolled in a degree-seeking program.
- Students must be registered at least half time: 6 credits for undergraduates and 4 credits for graduates.
- Students must be enrolled in courses required for the degree being sought.
- Students must not have previously reached or exceeded any federal [loan limits](#).
- Students must not have previous federal student loans in default status
- Students must be making [Satisfactory Academic Progress](#)

Additional information about the [William D. Ford Federal Direct Loan Program](#) and loan limits.

How to apply for direct loans

As with all federal student aid, students must complete the Free Application for Federal Student Aid (FAFSA). After your FAFSA is processed, the university receives the results within 3 to 5 business days.

The federal school code for Metropolitan State University is 010374.

For more information about what to expect after you complete the FAFSA, check out [Applying for Aid](#).

Accepting your loans

Unlike grants and scholarships, students must actively accept the offer to borrow a student loan to receive the funds. For the next steps to request loan funds, check out [Accepting Your Loans](#).

#### Loan proration requirement

If a student is enrolled in a program of less than 30 credits (such as an undergraduate certificate) or will graduate from an undergraduate degree program after attending only one semester of the academic year are required to have their loan pro-rated for that semester. This will result in an adjusted and lower borrowing limitations for the semester.

Programs less than 30 credits will carry freshmen level federal direct student loan annual limits.

Students graduating will have loans pro-rated according to a federally mandated formula based on enrolled credits for the term in question, and annual loan limits. If the student's loan offer is subject to pro-ration, then the limit on the loan eligibility for that particular term is determined as follows:

The percent of credits enrolled multiplied by the annual maximum [loan limits](#).

For example, an independent undergraduate student will graduate after attending only one term in the academic year and during that term

is enrolled in 8 credits. In this example, the student is independent, so the annual loan limits are: subsidized \$5,500.00, and unsubsidized: \$7,000.00. The first step is to determine the percent of credits enrolled. This is completed by dividing the number of credits enrolled (in this example 8) by the total number of credits in an academic year (24):  $8/24 = 0.33$ .

Now that the percentage is determined (0.33), this percentage is multiplied by the annual maximum loan limit(s):

- $0.33$  (percent of credits enrolled)  $\times$  \$5,500.00 (annual subsidized limit) = \$1,833.00 maximum subsidized
- $0.33$  (percent of credits enrolled)  $\times$  \$7,000.00 (annual unsubsidized limit) = \$2,333.00 maximum unsubsidized
- Keep in mind that the above example is reflective of an independent student, and that dependent students have different annual loan limits: (\$5,500.00 subsidized and \$2,000.00 unsubsidized). Proration calculations are done at the time we certify your loan, based on information you provide through the loan request process. This means that a student's award may change from the time of loan acceptance to certification. Students are always informed of the proration via email once it is processed.

Proration amounts by number of credits enrolled

	Independent student	Dependent student
6 credits	Subsidized \$1,375 Unsubsidized \$1,750	Subsidized \$1,375 Unsubsidized \$500
7 credits	Subsidized \$1,604 Unsubsidized \$2,042	Subsidized \$1,604 Unsubsidized \$583
8 credits	Subsidized \$1,833 Unsubsidized \$2,333	Subsidized \$1,833 Unsubsidized \$667
9 credits	Subsidized \$2,063 Unsubsidized \$2,625	Subsidized \$2,063 Unsubsidized \$750
10 credits	Subsidized \$2,292 Unsubsidized \$2,917	Subsidized \$2,292 Unsubsidized \$833
11 credits	Subsidized \$2,521 Unsubsidized \$3,208	Subsidized \$2,521 Unsubsidized \$917

	Independent student	Dependent student
12 credits	Subsidized \$2,750 Unsubsidized \$3,500	Subsidized \$2,750 Unsubsidized \$1,000
13 credits	Subsidized \$2,979 Unsubsidized \$3,792	Subsidized \$2,979 Unsubsidized \$1,083
14 credits	Subsidized \$3,208 Unsubsidized \$4,083	Subsidized \$3,208 Unsubsidized \$1,167
15 credits	Subsidized \$3,438 Unsubsidized \$4,375	Subsidized \$3,438 Unsubsidized \$1,250
16 credits	Subsidized \$3,667 Unsubsidized \$4,667	Subsidized \$3,667 Unsubsidized \$1,333

### Federal Direct PLUS Loans for Parents

Federal Direct PLUS Loan for Parents is a federal loan option for parents of dependent undergraduate students to help pay for school when Federal Direct Loans are not sufficient to cover educational expenses. Independent undergraduates are not eligible for this loan program. It is recommended that a student applies for their annual loan maximum eligibility under the Federal Direct Loan Program before a parent applies for the Federal Direct PLUS Loan for Parents.

The loan is taken in the parent's name and the parent is responsible for repayment of the loan. The parent will also be required to pass a credit check. Repayment on the Federal Direct PLUS Loan for Parents begins 60 days after the loan is fully disbursed.

Interest rates for PLUS Loans for Parents

- 2020-21 academic year: 5.30% fixed

Effective Oct. 1, 2020–Sept. 30, 2021, the origination fee is 4.228% deducted by the federal government prior to loan funds being disbursed by the school. Fee example: \$422.80 on a \$10,000 loan.

PLUS Loans for Parents eligibility

Students must meet all requirements listed above for the William D. Ford Federal Direct Loan Program eligibility requirements, in addition to:

- Parent must not be in default on a previous federal student loan.
- Parent must pass a credit check.
- A student must be a dependent undergraduate student.
- A student must have already requested their maximum eligibility under the Federal Direct Loan Program.
- PLUS counseling will be required for students with a denied application that was approved with an endorser or appeal.
- Applying for PLUS Loans for Parents
- Log into [www.studentloans.gov](http://www.studentloans.gov) (The parent will need to sign in to the site using their FSA ID and password, this is the same FSA ID and password used to sign the student's FAFSA.)
- Click "Apply for a Direct PLUS Loan" and select the "Direct PLUS Loan Application for Parents" and complete.
- Go back to home page and click on "Complete Loan Agreement (Master Promissory Note)" and select the "PLUS MPN for Parents."
- Additional information about the [Federal Direct PLUS Loan for Parents](#).

### Federal Direct PLUS Loans for Graduate Students

Also known as the Graduate PLUS Loan. This loan program is available to graduate students that need funding beyond their Federal Direct loans. This loan program is not available to undergraduate students. It is recommended

that a student applies for their annual loan maximum eligibility under the Federal Direct Loan Program before applying for a Federal Direct Graduate/Professional PLUS loan. The loan is taken in the student's name and the student is responsible for repayment of the loan. This loan will also require a credit check.

Repayment on the Federal Direct Graduate/Professional PLUS loan begins six months after they graduate, leave school, or drop below half-time status.

Graduate PLUS Loan interest rates

- 2020–21 academic year: 5.30% fixed

Effective Oct. 1, 2020–Sept. 30, 2021, the origination fee is 4.228% deducted by the federal government prior to loan funds being disbursed by the school. Fee example: \$422.80 on a \$10,000 loan.

Graduate PLUS Loan eligibility

Students must meet all requirements listed above for the William D. Ford Federal Direct Loan Program eligibility requirements, in addition to:

- A student must pass a credit check.
- A student must be a graduate student.
- A student must have already requested their maximum eligibility under the Federal Direct Loan Program.
- PLUS counseling will be required for students with a denied application that was approved with an endorser or appeal.

Applying for Graduate PLUS Loans

- Log into [www.studentloans.gov](http://www.studentloans.gov) (The student will need to sign in to the site using their FSA ID and password, this is the same FSA ID and password used to sign the student's FAFSA.)
- Click "Apply for a Direct PLUS Loan" and select the "Direct PLUS Loan Application for Graduate/Professional Students" and complete.

- Go back to home page and click on "Complete Loan Agreement (Master Promissory Note)" and select the "PLUS MPN for Graduate/Professional Students."

Additional information about the [Federal Direct Graduate PLUS Loan](#).

Private educational loans

Many banks and credit unions provide educational loan options, commonly referred to as private or alternative loans. These loans may have higher interest rates than federal loans and should only be considered as a borrowing option after all federal loan eligibility has been exhausted.

Eligibility for private loans is based on the creditworthiness of the borrower and/or co-signer. Selecting a lender is the sole right of the student. [FASTChoice](#) is provided as a way to compare loan options for a number of common lenders and choose the loan that best fits your needs. Metropolitan State University does not endorse any one lender; you may choose any lender you wish that currently offers an educational loan product. The lenders listed on the FASTChoice website are lenders who have most commonly provided private loans to Metropolitan State University students over the past three years.

The lender list is updated each spring with the most current information.

Under the Truth in Lending Act rules, private education loans are subject to self-certification, three consumer disclosures at specific times in the application process, and a three-day delay in disbursement.

Due to the number of steps involved in the private loan application process, applicants should allow a minimum of three weeks for processing.

This information is intended to be accurate, but the publisher does not assume liability for errors or omissions.

### **Financial aid policies**

In addition to being aware of the terms and conditions around financial aid, students are also obligated to be aware of the following policies:

#### **Eligibility and Enrollment Status for Retaking Coursework**

For purposes of calculating enrollment for financial aid, a student may retake a previously passed course (received a grade of "D" or higher) only one time and have it count toward enrollment status.

#### **Loan Pro-ration**

The loan pro-ration requirement applies to a student who is enrolled in a program of less than 30 credits (such as an undergraduate certificate) or undergraduate students who plan to graduate from a degree program after attending for only a single semester at Metropolitan State University. More information on [Loans](#)

#### **Refunds to Minnesota Financial Aid Programs**

For students receiving State financial funding, the Minnesota Office of Higher Education refund policies will apply.

#### **Return to Title IV**

Students who completely withdraw from all credits before the semester is 60 percent complete are subject to the Federal [Return to Title IV refund policy](#).

#### **Satisfactory Academic Progress**

Federal and State regulations require students to meet [academic performance standards](#) to maintain financial aid eligibility.

#### **Verification of Application for Financial Aid (FAFSA)**

It is Metropolitan State's policy to verify all student applications selected by the FAFSA

processor. Metropolitan State reserves the right to select students for verification with conflicting information, incomplete database matches, rejects and C codes as applicable to resolve the issue(s). Verification of documents will be requested of the student upon receipt of the FAFSA. Documents must be received and verification performed before financial aid is packaged and disbursed.

Documents received after 120 days after the last date of enrollment of the student OR the date the Department of Education determines (annually), whichever is earlier, will not be processed, and thus, no aid will be disbursed.

The Financial Aid Office will correct the data on the FAFSA as a result of discrepancies following verification. The student may choose to correct the data themselves or use the Data Retrieval Tool, if applicable. Students will receive new FAFSA results from the central processor if their expected family contribution (EFC) changes as a result of the verification of data. On the verification documents, students attest the information provided is complete and correct. If found to be purposefully false or misleading, students will be reported to Minnesota State Colleges and Universities Internal Audit and/or the Office of the Inspector General.

#### **Summer term financial aid**

Typically, summer financial aid consists of unused financial aid eligibility from the prior fall and spring terms. If a student is offered and accepts the annual maximum limit of the amount of grants and loans for the academic year, there would be no eligibility left for enrollment in a summer term. Both Minnesota State Grants and the Federal Pell Grant may be available provided the student meets eligibility criteria and funding exists. Private educational loans can also be a source of funding for summer courses.

Summer term is considered the last term of the academic year for financial aid purposes. For continuing Metropolitan State students, the

Financial Aid Office will process a Summer Term Award Notice approximately one week after the student has registered for summer courses provided a FAFSA is on file and all requested documents have been received.

For students beginning attendance in the summer term, a FAFSA must be filed for the year. For example, if the student begins attendance in summer 2019, the application for financial aid for that term is the 2018-19 FAFSA, as summer is the final term for that FAFSA application.

Keep in mind, if the student intends to continue enrollment beyond the summer 2019 term, the 2019-20 FAFSA will also need to be completed.

Once the Financial Aid Award Notice is prepared, the student is sent an email with instructions on how to access the information through Minnesota State's eServices. If the Notice includes student loans and the student wishes to borrow, the Loan Acceptance process is done online via student eServices.

Students can make an online loan request by following the instructions below:

1. Visit Student [eServices](#) and log in.
2. On the left, click on "Financial Aid" and then "Loans".
3. Follow the on-screen instructions to submit the loan acceptance.
4. In 1-3 business days, the student's loan status will be updated to "Certified" status.

Loan funds will be applied to the student's account on the scheduled disbursement date.

### **Taking courses at another institution**

Occasionally, students may need to take a course for their degree or certificate program through another college or university. The Consortium Agreement is a process where a student can add credits from another institution (host school) to the credits or enrollment at Metropolitan State University (home school) in

an effort to increase their credit load and possibly the amount of financial aid.

Metropolitan State agrees to accept the credits taken at the host school on the same basis as if Metropolitan State offered the courses. The course or courses taken at the host school will appear on Metropolitan State's transcript and the course credits will be counted toward the student's enrollment level for the purpose of calculating financial aid eligibility. Any coursework taken through this agreement will be treated as resident credit and will count toward a student's cumulative GPA and completion percentage. Students may not receive aid at the host school for the same semester for which the agreement applies.

To transfer credit(s), DARS update request is required upon completion of course(s) listed in the agreement\*. For information on repeats, see [Metropolitan State University Policy 2080](#).

### **Completing a Consortium Agreement**

In order to receive financial aid for a course or courses at another college or university, students need to complete the following steps:

1. Download the correct Consortium Agreement form below. Register for courses at the host school.
2. Fill out the student section of the Consortium Agreement completely, including signature and date. Be sure to include the instructor's name and contact information. The agreement will be delayed or denied if there is no course instructor contact information.
3. Take the form to the appropriate Metropolitan State academic advisor for approval. The student's academic advisor must certify that the courses will apply to the requirements of the chosen degree plan.
4. If the host school is not a Minnesota State Colleges and Universities affiliated institution, the student will need to take the form to the host school's financial aid office and have an

appropriate official complete the school section. The host school approval is not required or requested on the form for Minnesota State schools. For non-Minnesota State schools, students must provide the Metropolitan State registrar a copy of an official transcript showing the earned grade in the course at the end of the semester.

5. The student must notify the Metropolitan State Financial Aid Office if s/he does not complete the course by the end of the term due to accepting an incomplete, or if s/he drops or withdraws from the course.
6. Submit the form to the Financial Aid Office at Metropolitan State for processing. Please allow 5-7 business days for processing.

#### Forms

- [Consortium Agreement for Minnesota State \(formerly MnSCU\) institutions \(PDF\)](#)
- [Consortium Agreement for Non-Minnesota State Schools \(PDF\)](#)

\*In order for the consortium course(s) to be evaluated and appear on your Interactive Degree Audit/DARS report (or GELS worksheet for students admitted before fall 2006), you must complete a Transfer Update Request after grades have been posted for the consortium course(s).

**Paying for Courses as a Visiting Student**  
Visiting students must make payment arrangements for courses as required by the host school. Tuition and fee charges at the host school will not be paid by Metropolitan State. As the home school, Metropolitan State will credit all financial aid for to the student's account at Metropolitan State on approximately the 17th day of the semester. Any financial aid that exceeds the charges will be available to pay for other educational expenses, including tuition and fees for courses taken at another institution. It is the student's responsibility to

clear any tuition and fee charges with the host institution and, if attending a non-Minnesota State institution, obtaining an official transcript at the end of the semester.

#### Purchasing Books

Metropolitan State bookstore credits do not transfer to another institution. Students are responsible for purchasing books at the host.

#### **Bookstore credit**

Bookstore credit allows a student to purchase textbooks and necessary supplies by charging these purchases to student's account. A student account is established for you by the university when you first apply. Students who have more financial aid than their cost of tuition and fees may have this charge covered by financial aid once it disburses. Students without financial aid or who have other 3rd party funding for books (employer, workforce agency, etc.) may also use this program.

Bookstore credits are available each semester during the [dates published](#) on the website.

#### Bookstore Credit Program eligibility

Students are eligible for the Bookstore Credit Program if they are enrolled in courses, have authorized the university to place a book and supply charge on their student account, and do not have any active holds on their student account.

- PSEO students are not eligible for this program.
- All registered students may charge up to \$750.
- Emergency approvals for students needing larger than those limits would be done case-by-case through Gateway Student Services.

#### Obtaining the bookstore credit

After selecting books and supplies at the University Bookstore (Saint Paul Campus) or online, students will be asked to present their student identification card to the cashier in the



bookstore and inform the cashier that they have a bookstore credit.

1. The disbursement of financial aid will pay for tuition, fees and bookstore charges in that order.
2. If you are a student whose charges are paid by a 3rd party, please ask your payer for assistance in completing sections 2 and 3 of the Metropolitan State Third Party Authorization for Payment form. Forward the signed form to Third Party Billing, in Founders Hall 329. Students using a third party must also sign the Bookstore Credit and Other Miscellaneous Charges Authorization.
  - [Third Party Authorization for Payment \(PDF\)](#)
  - [Bookstore Credit and Other Miscellaneous Charges Authorization \(PDF\)](#)
3. Any remaining balance owing after financial aid or 3rd party funds are received must be paid by the student to the university in accordance with the due dates.

Eligible purchases with bookstore credit **Student may purchase textbooks and necessary supplies only. Supplies include, but are not limited to: study guides, supplemental texts, workbooks, notebooks, notepaper or pads, pens, pencils, art/drawing supplies and calculators. Items that cannot be purchased with bookstore credit include clothing, mugs, food, mass market books (unless designated as a course text) and other items not necessary for course work.**

### **Financial aid for Minneapolis School of Anesthesia**

When/How to Apply:

A Free Application for Federal Student Aid (FAFSA) is required if you choose to apply for federal student loans. FAFSA applications are available beginning in October for the following Fall term and covers Fall, Spring, and Summer terms. For example, the FAFSA for 2020-21 will

be available in October 2019 for enrollment in Fall 20, Spring 21, and Summer 21. A FAFSA is not required for private loan applications only.

The FAFSA is found at [www.fafsa.ed.gov](http://www.fafsa.ed.gov). Metropolitan State University's Federal School Code is 010374.

What to Expect After Applying:

After the university receives the results of the FAFSA, students will receive either a Financial Aid Award Notification via their student email account or a request for additional information from the Financial Aid Office. Return any requested information timely. Login to Student eServices to view the state of your application and/or the official Award Notice. An official Award Notice will be produced for Fall and Spring terms, and an additional Award Notice will be processed specifically for Summer term.

Types of Financial Aid Available:

William D. Ford Federal Direct Unsubsidized Loans- Though no payments are required while the student is enrolled at least halftime, interest does accrue for the life of the loan for which the student borrower is responsible. Any interest accrued while in enrolled will be added to the principal balance. Federal Direct Loans are disbursed in equal amounts for Fall and Spring. Loans for Summer term will require a separate application.

Combined borrowing between all loans cannot exceed the cost of attendance. For information on the maximum borrowing limits for the academic year (Fall and Spring) and Summer, visit the [Cost of Attendance for MSA](#).

Federal Direct PLUS Loans for Graduate Students- Also known as the Graduate PLUS Loan, this loan program is available to graduate students that need funding beyond their Federal Direct loans. It is recommended that a student applies for their annual loan maximum eligibility under the Federal Direct Loan Program before applying for a Federal Direct Graduate/Professional PLUS loan. The loan is

taken in the student's name and the student is responsible for repayment of the loan and will require a credit check. Grad PLUS loans are disbursed in equal amounts for Fall and Spring. Loans for Summer will require a separate application.

Private Educational Loans- Many banks and credit unions provide educational loan options, commonly referred to as private or alternative loans, some of which are specifically tailored to students enrolled in health-related fields of study. These loans may have higher interest rates than federal loans and should only be considered as a borrowing option after all federal loan eligibility has been exhausted.

Eligibility for private loans is based on the creditworthiness of the borrower and/or co-signer. Selecting a lender is the sole right of the student. [FASTChoice](#) is a website provided as a way to compare loan options for a number of common lenders and then choose the loan that best fits your needs.

Metropolitan State University does not endorse any one lender; you may choose any lender you wish that currently offers an educational loan product. The lenders listed on the FASTChoice website are lenders who have most commonly provided private loans to Metropolitan State University students over the past three years. The lender list is updated each spring with the most current information.

<https://choice.fastproducts.org/FastChoice/home/1037400>

Under the Truth in Lending Act rules, private education loans are subject to self-certification, three consumer disclosures at specific times in the application process, and a three-day delay in disbursement.

Due to the number of steps involved in the private loan application process, applicants should allow a minimum of three weeks for

processing.

Combined borrowing between all loans cannot exceed the cost of attendance. For information on the maximum borrowing limits for the academic year (Fall and Spring) and Summer, visit the [Cost of Attendance for MSA](#).

For more detailed information on Student Loans, visit <https://www.metrostate.edu/finances/aid/what-to-expect/loans>

Disbursement:  
Financial aid is disbursed beginning approximately the 17th day of each semester based on enrolled credits. Funds are credited to the account created for you by the university's Financial Management office. Students are required to attend all courses before financial aid is disbursed.

Financial aid that is over and above the student's tuition, fees and, if applicable, bookstore charge is refunded by BankMobile according to the student's instructions. Refund options include electronic deposit to your bank, disbursement to a BankMobile Vibe account, or check.

If you have questions about BankMobile or disbursement of financial aid, contact [Gateway Student Services](#).

Changes in Enrollment/Withdrawal from all courses

If a student withdraws from all courses before the 60 percent point of the semester, the federal financial aid disbursed is subject to the "Federal Return to Title IV" refund policy. For complete details, see <https://www.metrostate.edu/finances/aid/getting-started/withdrawal>

Satisfactory Academic Progress  
Metropolitan State University, the Minnesota State Colleges and Universities and Federal and

State law require that a student make satisfactory academic progress towards a degree to remain eligible for financial aid. The standards are cumulative and include all periods of enrollment, whether or not a student received financial aid. Students bear primary responsibility for their own academic progress and for seeking assistance when experiencing academic difficulty. For the complete policy, see

<https://www.metrostate.edu/finances/aid/policies/sap>.

#### Financial Aid for Summer

Summer financial aid consists of unused financial aid eligibility from the prior fall and spring terms. If a student is offered and accepts the annual maximum limit of the amount of loans for the academic year, there would be no eligibility left for enrollment in a summer term. Private educational loans can be a source of funding for summer courses.

Summer term is considered the last term of the academic year for financial aid purposes. The Financial Aid Office will process a Summer Term Award Notice approximately one week after the student has registered for summer courses provided a FAFSA is on file and all requested documents have been received.

Questions? Gateway Student Services can help! 651-793-1300 (Option 5). For more Gateway services, visit <https://www.metrostate.edu/students/support/gateway>.

#### When to apply

While FAFSAs are processed on a rolling basis, applying early will ensure you receive adequate notice regarding your award and allow time for processing loans should you choose to accept them. The following dates are suggestions for priority processing. Students should apply by these dates for enrollment beginning:

- fall - apply by May 1
- spring - apply by November 1
- summer - apply by April 1

Academic terms covered by a single FAFSA are fall, spring and summer.

Students who wish to begin enrollment with the summer term, will need to complete the FAFSA for the remainder of the current academic year and another for the upcoming academic year at about the same time.

Only fully admitted, degree-seeking students are eligible for financial aid. While the FAFSA may be completed prior to admission, no awards will be calculated until the student is admitted.

#### Accepting your loans

A Financial Aid Award Notice may include an amount from the William D. Ford Federal Direct Loan program. The Federal Direct Loan program is a low interest loan program that provides loan funds that are to be repaid after you complete your program of study or stop attending on an at least half-time basis (whichever occurs first). The funds for the Federal Direct loan come directly from the Department of Education.

Unlike the grants included in your Offer of Financial Assistance, there are additional steps you must take in order to receive a Federal Direct Loan. It is important to follow each of these steps to avoid delays in receiving your student loan funds. (Not having an accepted Federal Direct loan for the semester is a common reason for not being eligible for the bookstore credit program at Metropolitan State University.)

To accept your Federal Direct Loan offer, please refer to the instructions below (these instructions are also in your award letter)

#### Accepting Your Loans

Loan acceptance or loan requests are done online via student eServices. Students can make an online loan request by following the below instructions

- Login to Student [eServices](#).
- Click on "Financial Aid" and then "Loans".
- Follow the on-screen instructions to submit the loan acceptance.
- In 1-3 business days, the student's loan status will be updated to "Certified" status. Loan funds will be applied to the student's account on the scheduled disbursement date.

Beginning with the first scheduled disbursement date for the semester, loan funds are transmitted from the Department of Education to the university and then applied to your student account. Financial aid funds in excess of your tuition, fees and other charges on your student account are provided to you (either by check or by direct deposit) for your indirect education expenses. See the [disbursement process](#) for more information.

Each year that you wish to accept student loans, you will need to complete the [Loan Acceptance](#) (requires login) on eServices. Because the Master Promissory Note (MPN) is not year specific, you can obtain additional loans for future academic years under the same MPN. So long as you do not stop attending for more than two consecutive terms, your MPN will remain active for 10 years.

#### Other Requirements of the Federal Direct Loan Program

By accepting loans from the Federal Direct Loan program, you agree to abide by the rules of the program. Three of the most important rules in this program are:

- You must notify the Financial Aid Office when you stop attending at least half time; that is, when the number of credits you are registered for drops below 6 credits (4 if you are a graduate student).
- You must notify the Financial Aid Office when you have a change of circumstance (for example, if you

withdraw, graduate or otherwise change your degree program) that affects your loan eligibility.

- You must attend or participate in online Exit Counseling after you stop attending at least half time.

#### Borrow Just What You Need

It's important to remember that Federal Direct Loans are funds that you will need to repay after you graduate. Because of this, it is important to ensure that the job-market value of your education supports the amount of student loans that you are borrowing.

Student loans are an affordable way to invest in your future, but borrow wisely so that you can enjoy the benefits of your education without the burden of excessive student loan debt.

#### Disbursement of financial aid

Financial aid is disbursed beginning approximately the 17th day of each semester based on enrolled credits. Funds are credited to the account created for you by the university's Financial Management office. Students are required to attend all courses before financial aid is disbursed.

Financial aid that is over and above the student's tuition, fees and, if applicable, bookstore charge is refunded by BankMobile according the student's instructions.

If you have questions about BankMobile or disbursement of financial aid, [contact Gateway Student Services](#).

#### Metropolitan State Client Contract and Profile with Customer Bank.

Setting up refund delivery through BankMobile Metropolitan State uses BankMobile to disburse any refund money students may have. To set up your fund disbursement preferences with BankMobile:

1. Look for a refund selection kit in the mail. It will arrive in a bright green

envelope at the address you have on file with the university. The kit contains a personal code.

2. [Log in to RefundSelection.com](#). You'll log in using the personal code contained your refund selection kit.
3. Select the option of receiving refund money that works best for you.

#### Your refund options

##### Electronic deposit to a bank account

Money is transferred directly to the bank account you specify. Transfers are on the same business day BankMobile receives funds from the university. Typically, it takes 1 to 3 business days for the bank receiving the money to credit it to your account.

##### Electronic deposit to a BankMobile account

If you [open a BankMobile Vibe account](#), money is deposited the same business day BankMobile receives funds from your school.

#### Request a check

If you do not select a refund preference through RefundSelection, you can request a check.

- Check issuance requests must be made at least 24 hours in advance.
- Check requests cannot be made until BankMobile has processed your refund.
- To request a check, send email from your university email account to [accounts.receivable@metrostate.edu](mailto:accounts.receivable@metrostate.edu). Include your name, tech ID and the date and time you want to pick up your check.
- We will notify you when your check is ready for pick up.

#### **Code of Conduct for Financial Aid Employees**

*This Code of Conduct is given annually to each employee with a responsibility related to Federal Title IV student loans.*

This code is applicable to all Metropolitan State University employees with responsibilities related to Federal Title IV student loans and

prohibits a conflict of interest. Where applicable, this code is superseded by Minnesota State Colleges and Universities' Employee Code of Conduct, if more restrictive.

Metropolitan State employees responsible for Federal Title IV student loans are prohibited from:

- Revenue sharing arrangements
- Receiving most lender gifts, including those to family members, with certain minimal exceptions
- Receiving fees or other compensation for consulting with lenders
- Using the award packaging or other methods to assign first-time borrowers to certain lenders
- Delaying or refusing to certify any loan based on the borrower's choice of lender
- Accepting any funds for private education loans in exchange for benefits to the lenders such as a preferred lender arrangement
- Requesting or accepting assistance from any lender for call-center staffing or financial aid office staffing, and
- Receiving any compensation or financial benefit for service other than reasonable reimbursement of expenses for any financial aid office employee who serves on a lender's advisory board.

#### **Financial Aid Satisfactory Academic Progress Policy**

##### 11.1 Introduction

Metropolitan State University, the Minnesota State Colleges and Universities and Federal and State law require that a student make satisfactory academic progress towards a degree or certificate to remain eligible for financial aid. The standards defined below are cumulative and include all periods of enrollment, whether or not a student received

financial aid. Students bear primary responsibility for their own academic progress and for seeking assistance when experiencing academic difficulty.

- Students may receive financial aid for no more than 150% of the number of credits required to earn the degree being sought.

### Academic Progress Standards

Students must meet the following Academic Progress Standards in order to be eligible for financial aid:

#### 11.2 Qualitative Measure

- Undergraduate Students: Must maintain a minimum cumulative grade point average of 2.0 or better.
- Graduate Students: Must maintain a minimum cumulative grade point average of 3.0 or better.

Credit hours attempted through an approved consortium agreement are included in the calculation of Cumulative Grade Point Average. Courses taken under the "pass/no credit" registration and transfer credits are not included in the calculation.

Credit hours attempted through an approved consortium agreement are included in the calculation of Cumulative Grade Point Average.

#### Program Specific Requirements

##### Bachelor's Degree

1. Maintain a cumulative grade point average of 2.0 or better
2. Complete 67% or more of credit hours attempted at Metropolitan State University
3. Complete the degree program within the following Maximum Time Frame limits:

First Bachelors Degree - 180 attempted credit hours, including all transfer credits.

Second Bachelor's Degree - 60 attempted credit hours, excluding transfer credits.

#### 11.3 Quantitative Measure (also called Pace)

- Students must maintain a minimum Cumulative Completion Rate of 67% or better.

Financial aid applicants who have reached the maximum time frame limit but have officially changed their major may appeal to be considered eligible for financial aid for up to an additional 32 credit hours.

### Graduate Degree or Certificate

1. Maintain a cumulative grade point average of 3.0 or better
2. Complete 67% or more of credit hours attempted at Metropolitan State University
3. Complete the degree program within the following Maximum Time Frame limits (excludes transfer credits):

Program	Normal Program Length (credit hours)	Maximum Time Frame (credit hours)
Advanced Dental Therapy (MS)	43	65
Advocacy and Political Leadership (MA)	40	60
Alcohol and Drug Counseling (MS)	48	72
Biology (MS)	34	51
Business Administration (MBA)	42	63
Business Administration (DBA)	72	108
Business Analytics	20	30
Computer Forensics (Certificate)	24	36

Program	Normal Program Length (credit hours)	Maximum Time Frame (credit hours)
Computer Science (MS)	34	51
Computer Science (PSM)	38	57
Co-Occurring Disorders Recovery Counseling (MS)	60	90
Criminal Justice (MS)	32	48
Cyber Security (Certificate)	24	36
Database Administration (GC)	22	33
Dental Hygiene (Post-Bachelor's Certificate)	16	24
Design of User Experience (GC)	16	24
Global Supply Chain (GC)	12	18
Healthcare Information Technology Management (GC)	22	33
Individualized Studies (MA and MS)	32	48
Information Assurance (GC)	20	30
Law Enforcement (Certificate)	28	42
Liberal Studies (MA)	32	48
Management Information Systems (MMIS)	44	66
Math (GC)	18	27
MIS Generalist (GC)	20	30
MIS Systems Analysis (GC)	20	30
Nonprofit Leadership and Management (MA)	40	60
Nurse Anesthetist (MSN)	57	86
Nurse Education (MSN)	39	59
Nursing (DNP)	80	118
Nursing (MSN)	62	93
Nursing Leadership and Management (MSN)	39	59
Project Management (GC)	12	18
Psychology (MA)	36	54
Public Administration (MA)	40	60
Public and Nonprofit Administration (MPNA)	40	60
Substance Use Disorders (Cert)	41	62
Technical Communication (MS)	32	48
Urban Education (MS)	34	51

#### 11.4 Evaluation Periods

##### A. Evaluation Periods

The academic year for programs at Metropolitan State is divided into approximately equal calendar periods: Fall, Spring, and Summer Semesters. Evaluation of all enrolled students' academic progress is

conducted following the completion of each semester.

##### B. Re-evaluation of progress following the initial evaluation

A student who has been placed on financial aid warning or suspension status at the end of a semester may request a re-evaluation of their

academic progress if the academic record has changed. If a full semester has elapsed since the student was placed on warning or suspension status, the student must complete an appeal form.

### 11.5 Failure to Meet Academic Progress Standards

A student on financial aid suspension may not receive any federal or state financial aid including (but not limited to) grants, loans, and student employment.

#### A. Financial Aid Warning

Following the first period of enrollment in which a student fails to meet the Minimum Cumulative Grade Point Average and/or the Minimum Cumulative Completion Rate standards, a student shall be placed on financial aid warning. A student on financial aid warning remains eligible for financial aid for one additional semester of enrollment.

#### B. Financial Aid Suspension

Students will be suspended from further financial aid eligibility if:

- Attempted credit hours meet or exceed the Maximum Time Frame limit;
- A mathematical determination shows that the student cannot meet the Minimum Cumulative Completion Rate standard before the student meets or exceeds the Maximum Time Frame limit; or
- A student fails to meet the Minimum Cumulative Grade Point Average and/or Minimum Cumulative Completion Rate standards after being on warning status.

The suspension will remain in effect until the student improves his or her Cumulative Grade Point Average to the minimum 2.0 for undergraduate and 3.0 for graduate students or reaches a Cumulative Completion Rate of 67%. The student may receive aid if the Director of

Financial Aid or his or her designee grants a semester of probation based on an approved appeal of suspension.

#### Extraordinary Circumstances

The Director of Financial Aid, using his or her professional judgment supported by adequate documentation, may place a student on immediate financial aid suspension:

##### A. Admission on Academic Probation

Students who are admitted to the University on Academic Probation may be concurrently placed on Financial Aid Warning. Students admitted on Academic Probation must meet or exceed the Academic Progress Standards minimums at the end of the probation period or the student shall be suspended from further financial aid eligibility.

##### B. Other extraordinary circumstances

Other extraordinary circumstances may include, but are not limited to: failing to successfully complete any courses in one or more evaluation periods; failing to meet financial aid academic progress standards at a prior institution or institutions; accumulation of excessive academic credits and/or excessive indebtedness from a prior institution or institutions; evidence of, or the suspicion of fraudulent activities conducted by the student with respect to the application for or the receipt of financial aid; or being found in violation of the Metropolitan State Student Conduct Code (Policy 1020.)

#### Notification of Failure to Meet Standards

Students are notified in writing when the evaluation of satisfactory academic progress results in warning or suspension. The notice includes the conditions of the current status and the process necessary to appeal suspension.

### 11.6 Appeal of Suspension

#### A. Appeal of Suspension

A student who has been suspended from further financial aid eligibility and who has experienced circumstances outside of his or her



control that affected his or her academic performance may appeal in writing.

Circumstances outside of a student's control that affect academic performance include, but are not limited to:

- Death of a family member or close relative or friend,
- Car accident,
- Effects of physical or mental illness
- Unemployment or other sudden and unexpected change in financial situation
- Divorce or separation from a spouse
- Military deployment of student or student's spouse.
- A complete appeal shall include at a minimum:
  - A signed Appeal form
  - A signed statement (or a statement transmitted from the student's official Metropolitan State University e-mail account) describing the special, unusual or extenuating circumstances that prevented the student from making satisfactory academic progress.
  - A statement describing what has changed in the student's situation that will allow the student to show satisfactory academic progress at the end of the next evaluation period.
  - Documentation from a third party attesting to the circumstance described by the student.

At the discretion of the Director of Financial Aid, his or her designee, other information relevant to the student's appeal for reinstatement, such as academic transcripts from prior institutions or documentation submitted to resolve conflicting information, may be considered as part of the student's appeal for reinstatement, even if they are not included in the student's appeal documentation.

[Satisfactory Academic Progress \(SAP\) Appeal \(PDF\)](#) Satisfactory Academic Progress appeal form

#### B. Probation with Academic Plan

Probation is a status in which a financial aid applicant has his or her financial aid eligibility temporarily reinstated, subject to the student meeting semester-based (rather than cumulative) academic progress requirements (academic plan).

A student who has been granted probation, but who fails to meet the terms of the academic plan in a subsequent term, shall be suspended from further financial aid eligibility.

#### C. Appeal Following Initial Denial

If the Director of Financial Aid or his /her designee denies the student's appeal of suspension, the student may send a secondary appeal of this decision to the Dean of Students. The decision of the dean on all financial aid appeal decisions is final.

**11.7 Reinstatement upon Meeting Standards**  
During the review each semester of Satisfactory Academic Progress, students who had been previously placed on Financial Aid Warning or Suspension status and who are now meeting the academic progress standards shall be automatically reinstated for full financial aid eligibility. The automatic reinstatement shall be part of the process for reviewing student records in the student records system.

#### 11.8 Treatment of Grades

##### A. Successful Grades

Successful grades indicate that the student has successfully completed the course and earned the attempted credits. Successful grades include grades of A, B, C, D and S (and shades). Both earned credit hours and attempted credit hours are included in the calculation of the Cumulative Completion Rate for courses with successful grades. Credit hours for which a successful grade has been given are counted in

the calculation of progress towards the Maximum Time Frame.

#### B. Unsuccessful Grades

Unsuccessful grades are grades of F, NC, and W. These grades indicate that the student has not earned the attempted credits. Only attempted credit hours are included in the calculation of the Cumulative Completion Rate for unsuccessful grades. Credit hours for which an unsuccessful grade has been given are counted in the calculation of progress towards the Maximum Time Frame.

#### C. In-Process Grades

In-process grades are grades of I. Missing grades (recorded on the transcript as grades of "Z", but otherwise blank in the student information system) are also considered in-process grades. In process grades are treated as unsuccessful grades for purposes of calculating the Cumulative Completion Rate at the end of the first evaluation period. In-process grades are not included in the calculation of Cumulative Grade Point Average. Credit hours for which an in-process grade has been given are counted in the calculation of progress towards the Maximum Time Frame.

#### Academic Amnesty

This Financial Aid Satisfactory Academic Progress Policy does not recognize "academic amnesty." All prior coursework attempted at Metropolitan State University, with the exception of audited courses or "dropped" courses (see 11.16 Withdrawn and Dropped Courses) is included in the evaluation of Financial Aid Satisfactory Academic Progress.

#### Audited Courses

Audited courses are courses taken for no credit and on a "satisfactory/unsatisfactory" basis only. They do not contribute towards the student's enrollment level for financial aid purposes. Audited courses are not considered in the evaluation of Financial Aid Satisfactory Academic Progress.

#### Consortium Credits

Attempted and earned credit hours, along with GPA/Quality Points and GPA Credits for courses taken at an institution acting as the host school under an approved consortium agreement are included in the calculation of the Cumulative Completion Rate, Cumulative Grade Point Average, and progress towards the Maximum Time Frame.

#### Remedial and English as a Second Language Courses

Credit hours taken for remedial courses (less than level 100 courses) and English as a Second Language courses may be included in the calculation of the Cumulative Completion Rate, the Cumulative Grade Point Average and progress towards the Maximum Time Frame if they are taken at Metropolitan State University or under an approved consortium agreement. Up to 30 credit hours for remedial courses shall be excluded from the calculation of the student's credit hours toward the Maximum Time Frame limit.

#### Repeated Courses

Repeated credits are counted as credits that the student has attempted but has not earned. Once a student repeats a course, the previously earned credits for that course are reduced to 0. Attempted credit hours for repeated courses are included in the calculation of the Cumulative Completion Rate and the progress towards the Maximum Time Frame. This is the case whether the student successfully completed the course or not during the previous time(s) it was taken. Students may only receive financial aid for one repetition of a previously passed course.

#### Transfer Credits

##### A. First Bachelor Degree Students:

- All credit hours accepted in transfer shall be counted in the calculation of progress toward the Maximum Time Frame standard
- Transfer credits shall be counted as credits attempted and completed

- for purpose of evaluating a student's progress towards the Cumulative Completion Rate standard if accepted and applied to the student's program requirements. Grades associated with these credits shall not be used in calculating cumulative GPA.
- Grade points earned in association with transfer credits shall not be counted for purpose of evaluating a student's progress towards the Cumulative Grade Point Average standard

A student who has met or exceeded the Maximum Time Frame may appeal to exclude certain credits from the Maximum Time Frame if the student can document that those credits did not apply to the student's degree program requirements or that the student has changed majors since earning the transfer credits.

B. Second and subsequent bachelor degree seeking students; graduate degree and certificate seeking students:

- Transfer credit shall be counted for the purpose of evaluating a student's progress toward the Cumulative Completion Rate and the Maximum Time Frame standards. Grades associated with these credits shall not be used in calculating cumulative GPA.
- Grade points earned in association with transfer credits shall not be counted for purpose of evaluating a student's progress towards the Cumulative Grade Point Average standard.

#### Withdrawn and Dropped Courses

A. Official Withdrawals

- Maximum Time Frame: Considered attempted credits and count in the calculation of credit hours attempted toward the Maximum Time Frame standard.

- Cumulative Completion Rate: Counted in the calculation of the Cumulative Completion Rate as credit hours attempted but not earned.
- Cumulative Grade Point Average: Do not affect the calculation of the Cumulative Grade Point Average. No GPA Credits or GPA/Quality Points are counted for withdrawn credit hours.

B. Dropped Courses (includes retroactive dropped courses) Courses from which a student is "dropped" are erased from the student's academic record, except for purpose of maintaining the history of registration transactions. Courses from which a student has been dropped do not count in the calculation of credit hours attempted for purposes of evaluating Maximum Time Frame and Cumulative Completion Rate; and no GPA Credits or GPA/Quality points are assessed for calculation in the Cumulative Grade Point Average.

#### 11.9 Definitions:

Academic Plan – A student who successfully appeals their suspension status will be required by the University to complete specific requirements contained in an academic plan. At a minimum the academic plan will require a student to achieve 2.5 GPA during their probationary term and/or a 100% completion rate during their probationary term, depending upon the deficiency.

Evaluation Period – The academic year for programs at Metropolitan State is divided into approximately equal calendar periods: Fall, Spring and Summer Semesters. Evaluation of all enrolled students' academic progress is conducted following the completion of each semester.

Maximum Time Frame – The maximum number of cumulative attempted credits within which a

student must complete their academic program.

Probation Status – A student who has successfully appealed shall be placed on probation with academic plan for one evaluation period. If, at the end of the next evaluation period, a student on financial aid probation status:

- Has met the institution's cumulative grade point average and completion percentage standards, the student shall be returned to good standing
- Has not met the institution's cumulative grade point average and completion percentage standards but has met the conditions specified in his/her academic plan, the student shall retain his/her financial aid eligibility under a probation status for a subsequent evaluation period
- Has not met the institution's cumulative grade point average and completion percentage standards and has also not met the conditions specified in his/her academic plan, the student shall be suspended immediately upon completion of the evaluation.

Qualitative Measure – Undergraduate students must maintain a minimum cumulative grade point average of 2.0 in order to retain financial aid eligibility. Graduate students must maintain a minimum cumulative grade point average of 3.0 in order to retain financial aid eligibility.

Quantitative Measure – Students may receive financial aid for no more than 150% of the number of credits required to earn the degree being sought.

Required Completion Percentage – Students must maintain a minimum Cumulative Completion Rate of 67% or better in order to retain financial aid eligibility.

Suspension Status – A student on financial aid suspension status is not eligible to receive financial aid. Students who have been suspended may regain their eligibility only through the institution's appeal process or when they are again meeting the institution's satisfactory academic progress cumulative grade point average and completion percentage standards.

Warning Status – Students on warning are eligible to register and receive financial aid for one evaluation period despite a determination that the student has not met either the University's grade point average standard, or completion percentage standard, or both.

- If at the end of the warning period a student who has been on warning status has met both the institution's cumulative grade point average and completion percentage standards, the warning status is ended and the student is returned to good standing.
- If at the end of the warning period a student who has been on warning status has not met either the institution's cumulative grade point average or completion percentage standards, the institution shall suspend the student.

### **Terms and Conditions of Financial Aid**

#### **General Eligibility Requirements**

To be eligible to receive federal or state financial aid, students must meet the following conditions.

Failing to meet one of these conditions at any time during the period covered by the award letter may result in financial aid revision or cancellation:

- Be a U.S. Citizen or Eligible Non-Citizen;
- Not be in default on a prior education loan or owe a repayment on a prior education grant;
- Have earned HS diploma or G.E.D.;

- Be admitted to, and maintain enrollment in, an eligible program as a regular degree or certificate-seeking student;
- If male, be registered with the Selective Service Administration;
- Not have been convicted of a drug offense resulting in termination of eligibility for federal benefits;
- Meet the academic progress standards for maintaining satisfactory academic progress for financial aid;
- Not be incarcerated in a federal or state penal institution; and
- (For Minnesota State aid programs only) Meet the Minnesota residency requirements and be within maximum credit hour limit for each type of financial aid.

#### Acceptance of Awards

- The student does not need to take any action to accept grant awards. The actual amount of the grant is determined by the number of registered credits at the time financial aid applies to the student's account.
- Loan awards must be accepted by completing the loan acceptance process required by the Financial Aid Office and the Department of Education.
- Student Employment awards must be accepted by obtaining a student employment position which has been pre-approved for Federal or State funding, and completion of all required documents for employment and payment of wages, including providing proof of eligibility to work in the United States.

#### Application for Financial Aid

You must apply for financial aid each academic year (fall semester through summer semester.)

It is recommended that students complete the FAFSA no later than 45 days before the start of the first term in which they intend to enroll. The Financial Aid Office publishes annual recommended application filing dates on the Financial Aid website.

#### Additional Financial Aid

Students are required to notify the Financial Aid Office in writing if they are the recipient of any additional grants, scholarships, loans or other financial assistance not shown on the Financial Aid Award Notice for the academic year.

#### Course Degree Applicability

It is presumed that the courses for which students are registered will apply toward their general education/liberal studies (GELS) requirements or are requirements for a major. The Financial Aid Office reserves the right to adjust enrollment status for the purpose of determining award eligibility if a course is found not to meet any degree requirements.

Graduate students enrolled in undergraduate-level courses and Undergraduate students enrolled in graduate-level courses must provide documentation from their Academic Advisor stating that the course is required for completion of the student's degree before that course may be counted in the student's enrollment status.

#### Fees on Federal Direct Loans

The U.S. Department of Education will charge an origination fee of the total amount of each of your Federal Direct Student loan requests. These fees are deducted from each loan disbursement and students are notified of these fees in the Loan Disclosure statement. Please visit [studentaid.ed.gov](http://studentaid.ed.gov) for details.

#### Fraudulent Activities

If a student is suspected of fraudulent activities in connection with financial aid, their education records may be provided without prior consent to the U.S. Department of Education, the Minnesota Office of the Legislative Auditor, the

Minnesota State Internal Auditor, and other federal and/or state agencies as required for investigation and possible prosecution.

#### Liability for Over-Awards

Metropolitan State University will use its best efforts to ensure that student records and systems upon which the Financial Aid Office relies are free of errors. However, if financial aid funds are disbursed in error, students may be liable to repay to the university the amount of financial aid received that was determined to be in excess of the correct eligibility. Furthermore, if the university takes actions against a student which results in an administrative withdrawal or drop from some or all courses, the student may be liable to repay any funds the university is required to return on his/her behalf.

#### Loan Pro-ration Requirement (undergraduate students only)

If a student is enrolled in a program of less than 30 credits (such as an undergraduate certificate) or will graduate from an undergraduate degree program after attending only one semester of the academic year, the student is required to have their loan pro-rated for that semester. This will result in an adjusted and lower borrowing limitations. For more information click here: [Loan Pro-ration Requirement](#).

#### Right to Revise Awards

Metropolitan State reserves the right to revise the amount and type of financial aid offered due to:

- Changes in laws, regulations or policies;
- Changes in eligibility status;
- Disciplinary actions as determined by the university's student conduct officer;
- Errors that result in aid being offered or received to which the student was not entitled;

- Inability to confirm a student's participation in academic activities related to registered course(s);
- Requirements of Federal, State or Institutional auditors;
- Withdrawal or cessation of attendance in courses after the term has begun.

#### Student Employment Awards

An award of Federal or State Work Study provides students with an opportunity to work in a position eligible for need-based student employment. These award amounts are estimates of what you could earn based on your financial need, expected hours of work and hourly pay rate. Student employment funds are earned over the course of the academic year and are paid to you according to the university's payroll schedule. You are not guaranteed to earn this award amount, and this award amount may be reduced or canceled if you cease employment.

#### Suspension of Financial Aid and Appeals

Students who fail to meet the Financial Aid Satisfactory Academic Progress Standards and have their financial aid eligibility suspended may appeal based on unusual or extenuating circumstances. See the Financial Aid Satisfactory Academic Progress Policy for more information.

#### **Withdrawal and Return to Title IV refund policy**

If a student completely withdraws from all credits before the 60 percent point of the semester, his/her financial aid is subject to the "Federal Return to Title IV" refund policy. Under this policy, students earn financial aid in proportion to the time they are enrolled up to the 60 percent point. The unearned share of the federal financial aid must be returned to the program from which it was paid as prescribed by federal regulations in the following order:

1. Federal Unsubsidized Direct Loan
2. Federal Subsidized Direct Loan

3. PLUS Loan
4. Additional Pell Grant
5. Federal Pell Grant
6. Federal SEOG
7. TEACH

For example, if a student withdraws after completing 30% of the term, s/he is entitled to keep approximately 30% of his/her financial aid and must repay the remaining 70%.

After the 60 percent point of the semester, the student is considered to have earned all of the financial aid eligibility and no refund is required for withdrawal.

#### **Official Withdrawal**

When the student officially withdraws from all courses after the semester begins, the Financial Aid Office will use the withdrawal date to determine the portion of the Federal Title IV aid earned (or could have been earned) to be used to pay institutional charges (such as tuition and fees).

#### **Unofficial Withdrawal**

A student is said to be unofficially withdrawn if they stop attending and receive failing grades in all credits. For a student who has been determined to have unofficially withdrawn, the date of withdrawal for purposes of the Return of Title IV refund calculation is deemed to be

\*GI Bill® is a registered trademark of the U.S. Department of Veterans Affairs (VA). More information about education benefits offered by VA is available at the official U.S. government Web site at <https://www.benefits.va.gov/gibill>.

the last date of attendance recorded by the faculty at grading.

#### **Timeframe for R2T4 calculation**

Federal regulation requires the university to calculate the Return to Title IV refunds within 45 days of determining an official or unofficial withdrawal date.

#### **Post Withdrawal Disbursement**

In some cases, a student may withdraw from all courses before aid has disbursed. A post withdrawal disbursement is done when a student shows they have withdrawn from all of their classes prior to financial aid disbursement but began attendance in all courses and are qualified for some (earned) aid.

For Pell grant eligibility only, the earned portion of the grant is disbursed to the student account and a letter is sent to student to notify them of their eligibility and right to return funds within 45 days on the date letter was issued.

For loan eligibility, a notice is sent to the student before any funding will be processed. The student must tell the university if they want funds disbursed to them directly or to their student account. Post Withdrawal disbursements of Federal Direct Loans will be made within 180 days after the determination of the withdrawal.

### **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.

### **Enrolling in this program**

#### **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.

### **Enrolling in this program**

#### **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 200 Pharmacology of Addictive Drugs (4 credits)
- HSCD 300 Introduction to Substance Use Disorders (4 credits)
- HSCD 303 Racial and Cultural Considerations for Alcohol and Drug Counseling (4 credits)
- HSCD 302 Assessment of Substance Use Disorders (4 credits)
- HSCD 306 Prevention of Substance Use Problems (4 credits)
- HSER 346 Counseling and Interviewing Skills (4-5 credits)
- HSCD 353 Case Management for Alcohol and Drug Counseling (4 credits)
- HSER 368 Understanding and Using Research for the Practitioner (4 credits)
- HSER 348 Group Counseling (4 credits)



- HSCD 309 Co-Occurring Disorders: Substance Use and Mental Health (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)

### **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.

### **Enrolling in this program**

#### **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.

### **Enrolling in this program**

#### **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 Industrial-Organizational 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 300 Corrections and Community Corrections (4 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: Fake News and High Drama (4 credits)
- CJS 366 The U.S. Intelligence Community (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 465 Criminal Justice Response to the Mentally Ill and Other Special Populations (4 credits)
- LAWE 104 Emergency Medical Responder Law Enforcement (3 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 367 Exploring Forensic Science (4 credits)
- LAWE 388 Crime Analysis (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: Fake News and High Drama (4 credits)
- CJS 366 The U.S. Intelligence Community (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 465 Criminal Justice Response to the Mentally Ill and Other Special Populations (4 credits)
- LAWE 312 Emergency Management for Law Enforcement (4 credits)
- LAWE 330 Policing and Society (4 credits)
- LAWE 339 Violent Crime Investigation (4 credits)
- LAWE 367 Exploring Forensic Science (4 credits)
- LAWE 388 Crime Analysis (4 credits)
- LAWE 431 Police Culture (4 credits)
- LAWE 445 Law Enforcement Leadership: Contemporary Issues (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.

### **Enrolling in this program**

#### **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 Community Studies and Public Affairs 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. Information about how to complete the background study requirement will be provided in Early Childhood Studies courses.

### 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 418 Early Childhood Studies Practicum (4 credits)
- 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 I (4 credits)

### *Minnesota Association for the Education of Young Children Director's Credential*

Metropolitan State University offers two online courses leading to the Minnesota Association for the Education of Young Children (MnAEYC) Director's Credential. The MnAEYC Director's Credential program is a voluntary opportunity for the career advancement and professional development of early childhood center directors and other administrators. Students seeking the Director's Credential complete Psyc 425 Administration of Early Childhood Programs I and Psyc 426 Administration of Early Childhood Programs II through Metropolitan State University. After courses are successfully completed, students send an application and payment to the Minnesota Association for the Education of Young Children to receive the credential. For more information, please visit <https://mnaeyc-mnsaca.org>.

- PSYC 425 Administration of Early Childhood Programs I (4 credits)
- PSYC 426 Administration of Early Childhood Programs II (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.

### **Enrolling in this program**

#### **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.

### **Enrolling in this program**

#### **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)
- 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)

## **Human Services BS**

The Human Services major (BS) is for students preparing for a career as helping professionals, 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.

### **Enrolling in this program**

#### **Course requirements**

##### **Prerequisites**

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

### **Requirements (57 credits)**

#### *Core Classes (32 credits)*

- HSER 002 Background Check Workshop (0 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 351 Crisis Intervention/Caring for Trauma through the Lifecourse (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)

#### *Research Requirement (4 credits)*

Choose one

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

#### *Specialty Areas/Electives (16 credits)*

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)
- HSA 370 Supervision in Human Services (4 credits)
- HSER 325 Working with/in Community (4 credits)
- HSER 350 Issues in Adolescent Counseling (4 credits)
- HSER 354 Ethical Issues in Human Services (4 credits)
- HSER 415 Spirituality and Helping (4 credits)
- HSTD 389 Organizational Development and Change (4 credits)
- HSTD 390 Conflict Resolution (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.

### **Enrolling in this program**

#### **Course requirements**

##### **Prerequisites**

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

##### **Requirements (57 credits)**

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

- HSER 002 Background Check Workshop (0)
- 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)
- HSFS 370 Sexuality and the Family (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.

### **Enrolling in this program**

#### **Course requirements**

#### *Prerequisites*

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

#### *Requirements (57 credits)*

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

- HSER 002 Background Check Workshop ()
- 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 Requirements (32 credits)*

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 390 Conflict Resolution (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.

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

#### **Course requirements**

#### *Requirements (20 credits)*

- PSYC 100 General Psychology (4 credits)
- PSYC 344 Industrial-Organizational 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 (you may select additional courses from guided electives)

- 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)
- PSYC 360 Friday Forum Topics (0-2 credits)
- PSYC 323 The Nature of Creativity: A Psychological Perspective (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, LAW 210L\*, LAW 220, LAW 280, LAW 301, LAW 301L\*, LAW 321 LAW 321L\*, and CJS 375, must be completed at a Minnesota POST certified college or university prior to Skills Practicum. \*LAW210L, LAWE301L, and LAW 321L are Skills based labs that are embedded into some of the POST required courses. They must be taken as co-requisites with the corresponding course numbers (for example, LAW 210L must be taken the same semester as LAW 210). The labs are charged at Skills tuition rates (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)
- 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 280 Juvenile Justice (3 credits)
- CJS 301 Research Methods in Criminal Justice (4 credits)
- LAWE 301 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 (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)

## 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. 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)

## 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 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 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: Fake News and High Drama (4 credits)
- CJS 366 The U.S. Intelligence Community (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 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 367 Exploring Forensic Science (4 credits)
- LAWE 388 Crime Analysis (4 credits)
- LAWE 431 Police Culture (4 credits)
- LAWE 445 Law Enforcement Leadership: Contemporary Issues (4 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.

**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 academic 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

- <li>2015 - 54 taking exam, pass rate of 93%

### 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)
- LAWE 367 Exploring Forensic Science (4 credits)
- LAWE 388 Crime Analysis (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.

**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 academic 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.

### 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)

### Choose one

- CJS 489 Criminal Justice Capstone Internship (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

#### *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 (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.

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

##### **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.

## **Enrolling in this program**

### **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.

Students plan this experience in Psyc 407.

Field Experiences are expected for most students entering psychology as a new field of study, and for students exploring a new area of psychology. Examples of possible field 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. 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. Students will develop their application of knowledge in Psyc 407.

### **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 corequisites*

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)
- PSYC 407 Professional and Career Applications of Psychology (1 credits)

*In addition to the courses listed, an Application of Knowledge Learning Experience is required. This experience is planned in Psyc 407.*

#### *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 9 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.

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

##### **Course requirements**

##### Requirements (minimum of 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 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**

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. The program's mission concentrates on multicultural competence for generalist social work practice and aims to increase the capacity of:

- Individuals and families to maintain their cultural identities and heritage;
- Individuals and families to live and function successfully in two or more cultural environments;
- Groups and communities to serve and nurture their members and to achieve a viable balance between community or group needs and available resources;
- Organizations at all levels to continuously examine and modify their practices and procedures to ensure an equitable distribution of resources; and,
- Organizations to provide race, gender, and class-sensitive service.

### **Program accreditation**

The Social Work program has been accredited since 1997 under the Council of Social Work Education (CSWE). The program was reaccredited under the new CSWE 2015 Educational Policy Accreditation Standards (EPAS).

### **Enrolling in this program**

#### **Program eligibility requirements**

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 or Introduction to Human Services from a community college
- U.S.A. Government
- Human Biology or Biology of Women
- Developmental Psychology
- Psychology
- Introduction to Sociology
- Racial/Ethnic Awareness (content is about people of color and/or Native Americans in the U.S.)

### **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 or higher from a 4 years educational institution) 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 Minnesota Board of Social Work.

### 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)

### **Substance Use Disorders Post-baccalaureate UCERT**

This certificate program is designed for individuals who already have a baccalaureate degree or higher from an accredited institution and are seeking licensure in Substance use Disorders Post-baccalaureate certificate in the state of Minnesota. Most courses in this program are offered in the evening.

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

##### *Program eligibility requirements*

To be eligible for acceptance to the Substance Use Disorders Post-

baccalaureate Certificate UCERT, students must have a bachelor's degree earned from a regionally accredited college/university.

### **Program requirements**

Each student must complete 41 credits in the certificate. 16 core credits, including HSCD 303, must be earned at Metropolitan State University. Conditional Admits must provide an official transcript with a confirmed Bachelor's degree prior to major declaration.

### **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 Racial and 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)

### **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**

Our Individualized Degree program offers you a chance to:

- Incorporate courses from a variety of different subjects.
- Design a degree that reflects your educational, personal, and career interests
- Transfer credits from other schools and apply them towards a B.A. degree.
- Use creative learning strategies, including prior learning to complete your degree in less time and money.

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 initial course PRSP 301 Perspectives: Educational Philosophy & Planning, students design their own course of study.

In addition to traditional classroom setting, students also use a variety of course

delivery methods such as student-directed learning.

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, human services and psychology 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

[CIS.Advising@metrostate.edu](mailto:CIS.Advising@metrostate.edu) or 651-793-1937 .

### **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)

*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)
- METR 110 Reinventing Your Career: Theory and Practice (2 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 317 Women in Minnesota Life: Education, Politics and Social Change (4 credits)
- IDST 321 Human Rights and the Educated Citizen (4 credits)
- IDST 323 Chautauqua: Sense of Place (4 credits)
- IDST 325 Perspectives on Peace: (4 credits)
- IDST 327 Mapping Judaism, Christianity, and Islam (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 371 American Legal System, Reasoning and Writing (4 credits)
- IDST 380 Adult Learning and Social Change (4 credits)
- IDST 385 Turning Points: Self-Transformation (4 credits)
- IDST 490 Exploring Interdisciplinary Projects (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:

- **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**

**Summary (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.

**Lower Division Electives (up to 9 credits)**

Students may select advocacy and leadership-related courses in anthropology, geography, political science, sociology, and social science. Students may not apply more than 6 credits in any one discipline. Please see an advisor for more information.

**Survey courses (8 credits)**

Students must take two survey courses, from two distinct disciplines: POL 311 and SOC 311 are cross-listed sections of the same course. Students may choose one section, but not both.

- 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)

### *Core Courses (17 credits)*

All social science majors must complete all four core courses (SSCI 300, SSCI 311, SSCI 501, and SSCI 451/452). Students should take core courses after earning the following number of credits: SSCI 300 (60 credits), SSCI 311 (75), SSCI 501 (90), SSCI 451/452 (105). Sequencing: SSCI 300, SSCI 311, SSCI 501 and SSCI 451 or SSCI 452, taken in four separate semesters. SSCI 300 and SSCI 311 may be taken concurrently if a student intends to graduate in three semesters (not including summer) and with departmental approval.

FIRST:

- SSCI 300 Seeing Like a Social Scientist (4 credits)

THEN:

- SSCI 311 Research Methods in Social Science (4 credits)

THEN:

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

THEN:

- SSCI 451 Empirical Research Capstone (5 credits)

OR:

- SSCI 452 Conceptual Research Capstone (5 credits)

SSCI 365 may be taken at any time during the major.

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

Students may select any of the following 300-level electives.

- 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)

POL 381 and SOC 381 are cross-listed sections of the same course. Students may choose one section, but not both.

### **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.

## Enrolling in this program

### Course requirements

Summary (19-20 credits)

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

- ANTH 101 Human Origins (3 credits)

#### *Survey Course (4 credits)*

CHOOSE ONE:

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

#### *Upper Division Electives (12 credits)*

Students must take 3 upper division courses in anthropology. Students may substitute SSCI 300, SSCI 311, SSCI 401, or SSCI 501 for one upper division anthropology course.

### **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

#### Summary (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.

#### Lower Division Electives (up to 9 credits)

Students may select lower division courses in anthropology. Students may also select SSCI 100: Introduction to Social Science

#### Survey Course (4 credits)

Choose one:

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

#### Core Courses (17 credits)

All social science majors must complete all four core courses (SSCI 300, SSCI 311, SSCI 501, and SSCI 451/452). Students should take core courses after earning the following number of credits: SSCI 300 (60 credits), SSCI 311 (75), SSCI 501 (90), SSCI 451/452 (105). Sequencing: SSCI 300, SSCI 311, SSCI 501 and SSCI 451 or SSCI 452, taken in four separate semesters. SSCI 300 and SSCI 311 may be taken concurrently if a student intends to graduate in three semesters (not including summer) and with departmental approval.

FIRST:

- SSCI 300 Seeing Like a Social Scientist (4 credits)

THEN:

- SSCI 311 Research Methods in Social Science (4 credits)

THEN:

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

THEN:

- SSCI 451 Empirical Research Capstone (5 credits)

OR:

- SSCI 452 Conceptual Research Capstone (5 credits)

SSCI 365 may be taken at any time during the major.

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

Students may select any 300-level courses in anthropology. Students may also take SSCI 401 (Social Science Seminar: Contending Perspectives), which is offered only in the summer.

### **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

### Summary (19-20 credits)

#### *Upper Division Courses (12 credits):*

- SOC 311 Community Organizing and Social Action (4 credits)
- POL 312 Advocacy for Policy Change (4 credits)
- IDST 343 Perspectives on Community Development (4 credits)

SOC 311 and POL 311 are cross-listed sections of the same course. Students may choose either section, but not both.

#### *Upper Division Electives (8 credits)*

Students must choose two additional electives related to community organizing and development in consultation with their advisor.

## 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.

## Enrolling in this program

### Course requirements

#### Prerequisites (3-4 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

Either Writ 353 OR Writ 354 is required

### *Required (21 credits)*

- WRIT 353 Writing Short Fiction (4 credits)
- WRIT 354 Writing Poetry (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 (5 credits)

### *Electives (16 credits)*

- 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 (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)

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

### **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.

### **Enrolling in this program**

#### **Course requirements**

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

Before taking any other Creative Writing class you must take either Writ 251 or Writ 359. WRIT 359 may count in only one category: prerequisite or elective.

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

- WRIT 251 Introduction to Creative Writing (3 credits)
- WRIT 359 Boot Camp: Creative Writing for Non-Majors (4 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 (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 574G Usability and User Experience (4 credits)
- WRIT 577 Design of User Experience (4 credits)
- WRIT 372 Document and Information Design I (4 credits)

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

- ICS 225 Web Design and Implementation (4 credits)

- ICS 321 Multimedia Design and Programming (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.

### **Enrolling in this program**

#### **Program eligibility requirements**

Students majoring in any discipline are welcome to pursue the minor in Digital Media.

### **Program requirements**

**Students may count TWO 4-credit electives in the Digital Media minor toward their major and/or another minor. In addition, the prerequisite—WRIT 280—may be counted toward both the student's major and the Digital Media minor.** Up to 9 credits may be taken at the lower division.

## 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)
- ARTS 323 Intermediate Digital Arts (4 credits)
- MDST 487 Podcasting: Writing and Producing for Audio/Radio (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)

Students can take up to a maximum of 4 credits of internship.

### 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.

### Enrolling in this program

#### 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 and Race 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.

### **Enrolling in this program**

#### **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

### *Final Capstone*

- LIT 400 Reflective Capstone (1 credits)

### **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.

## Enrolling in this program

### 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 and Race 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.

### **Enrolling in this program**

#### **Course requirements**

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

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

- WRIT 375 Environmental Communication (4 credits)
- HIST 363 World Environmental History (4 credits)
- HIST 333 The Greening of America: Environmental History since 1900 (4 credits)
- ETHS 304 Environmental Justice and Public Policy (4 credits)
- NSCI 204 Environmental Science (4 credits)
- LIT 349 American Nature Writers (4 credits)

Choose either Hist 363: World Environmental History OR Hist 333 The Greening of America: Environmental History since 1900

### **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.

## Enrolling in this program

### 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*

- ANTH 309 New Neighbors: The U.S. Hmong Community (4 credits)
- GNDR 375 Intersectionality (4 credits)
- 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 Philosophy and Blackness (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)
- RELS 380 Muslim Identities in the United States (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 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 Traumascaples: 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)

#### *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)
- ETHS 375 Black Life in Wealth and Poverty (4 credits)
- LIT 361 African-American Literature (4 credits)
- LIT 362 Black Women Writers (4 credits)
- PHIL 362 Philosophy and Blackness (4 credits)
- PSYC 328 Psychology of African Americans (4 credits)
- HIST 311 African American History (4 credits)
- HIST 315 The Civil Rights Movement in the 1960s (4 credits)

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

- 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 335 American Indian Nations: Law, Power, and Persistence (4 credits)
- ETHS 334 American Indian Spirituality (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 Comparative Latinx and Latin American 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.

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

#### **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 Traumascaples: 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)

#### *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)
- HUM 364 The Harlem Renaissance (4 credits)
- LIT 361 African-American Literature (4 credits)
- LIT 362 Black Women Writers (4 credits)
- PHIL 362 Philosophy and Blackness (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)
- LIT 368 Asian American Literature (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 Comparative Latinx and Latin American 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

### **Enrolling in this program**

#### **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)*

Electives in addition to this list may be approved by the Game Studies advisor.

- 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.

### **Enrolling in this program**

#### **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)*

Choose one

- 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 Comparative Latinx and Latin American 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 and Race 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.

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

#### **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 Comparative Latinx and Latin American 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 and Race 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

#### Summary (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.

#### Lower Division Electives (up to 9 credits).

Students may select courses in anthropology, geography, political science, sociology, and social science. Students may not apply more than 6 credits in any one discipline.

#### Survey courses (12 credits)

Students must take three survey courses, one from each of the three disciplines: anthropology, political science and sociology.

Anthropology (choose one):

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

Political Science (choose one):

- POL 301 Citizenship in a Global Context (4 credits)
- POL 321 Approaches to World Politics (4 credits)

Sociology (choose one):

- 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)

#### Core courses (17 credits)

All social science majors must complete all four core courses (SSCI 300, SSCI 311, SSCI 501, and SSCI 451/452). Students should take core courses after earning the following number of credits: SSCI 300 (60 credits), SSCI 311 (75), SSCI 501 (90), SSCI 451/452 (105). Sequencing: SSCI 300, SSCI 311, SSCI 501 and SSCI 451 or SSCI 452, taken in four separate semesters. SSCI 300 and SSCI 311 may be taken concurrently if a student intends to graduate in three semesters (not including summer) and with departmental approval.

FIRST:

- SSCI 300 Seeing Like a Social Scientist (4 credits)

THEN:

- SSCI 311 Research Methods in Social Science (4 credits)



THEN:

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

THEN:

- SSCI 451 Empirical Research Capstone (5 credits)

OR:

- SSCI 452 Conceptual Research Capstone (5 credits)

SSCI 365 may be taken at any time during the major.

*Upper division electives (to reach 40 credits)*

Students may select any 300-level courses in anthropology, political science, and sociology. Students may also take SSCI 401 (Social Science Seminar: Contending Perspectives), which is offered only in the summer.

### **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**

##### **Summary (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.

#### *Lower Division Courses (3-9 credits)*

Students must take GEO 201. In addition, students may take up to 6 additional credits in courses related to global studies. Please see an advisor for more information. Students may also select SSCI 100: Introduction to Social Science.

- GEOG 201 Introduction to Geography (3 credits)

#### *Survey Courses (8 credits)*

Select two of the following courses, no more than one course from any one discipline:

- ANTH 302 Gender and Culture (4 credits)
- ANTH 328 Anthropology of Immigrants and Refugees (4 credits)
- POL 301 Citizenship in a Global Context (4 credits)
- POL 321 Approaches to World Politics (4 credits)
- SOC 303 Ethnic Conflict in Global Perspective (4 credits)
- SOC 304 Social Movements in Global Perspective (4 credits)

#### *Core Courses (17 credits)*

All social science majors must complete all five core courses (SSCI 300, SSCI 311, SSCI 501, and SSCI 451/452). Students should take core courses after earning the following number of credits: SSCI 300 (60 credits), SSCI 311 (75), SSCI 501 (90), SSCI 451/452 (105). Sequencing: SSCI 300, SSCI 311, SSCI 501 and SSCI 451 or SSCI 452, taken in four separate semesters. SSCI 300 and SSCI 311 may be taken concurrently if a student intends to graduate in three semesters (not including summer) and with departmental approval.

FIRST:

- SSCI 300 Seeing Like a Social Scientist (4 credits)

THEN:

- SSCI 311 Research Methods in Social Science (4 credits)

THEN:

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

THEN:

- SSCI 451 Empirical Research Capstone (5 credits)

OR:

- SSCI 452 Conceptual Research Capstone (5 credits)

SSCI 365 may be taken at any time during the major.

*Upper division electives (to reach 40 credits)*

- ANTH 301 Approaches to Cultural Anthropology (4 credits)
- ANTH 304 Anthropology of Religion (4 credits)
- ANTH 308 Archaeology: Explaining the Past (4 credits)
- POL 323 The Middle East and International Conflict (4 credits)

Additional survey courses may be taken to fulfill upper division elective requirements.

**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.”*

### **Enrolling in this program**

#### **Program requirements**

A minimum total of thirty-eight (38) semester credit hours in history courses must be completed with a minimum grade of C- or better in each course.

#### **Course requirements**

##### **Prerequisites**

WRIT 131 (or equivalent) is a prerequisite for all upper-division HIST courses.

- WRIT 131 Writing I (3 credits)

##### **Program Requirements (38 credits total)**

##### *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.

##### *Introductory Level Requirements (6 credits)*

Required are 2 history courses (minimum 6 credits) of introductory level electives; HIST 100- or 200-level or HIST 302-309 courses can fulfill this requirement.

- 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 Major Required Courses (12 credits)*

The following three courses must be completed by all history majors: HIST 301, HIST 401, and HIST 490. Students are advised to take HIST 301 as early as possible because it is foundational to studying history and it is a prerequisite for HIST 401. Students are also advised to take HIST 401 and HIST 490 in their last year, that is, after they have taken most if not all of their upper division elective history courses. Additional offerings of HIST 401 may be used as upper division electives, so long as each offering used is a unique subject. HIST 401 is a prerequisite for HIST 490, the capstone course.

- HIST 301 Historical Interpretation (4 credits)
- HIST 401 Topics Proseminar (4 credits)
- HIST 490 Historian as Investigator: Historical Research (4 credits)

##### *Upper Division Electives (20 credits)*

Required upper-division history courses are: Outside U.S. History (2 courses, 8 credits); Women's or Gender History (1 course, 4

credits); Electives (any geographical area or field) (2 courses, 8 credits). Courses from the list below or transfer equivalency may be used to fulfill upper-division requirements. Courses numbered HIST 302 and above are considered upper-division courses. Though they are numbered above 302, HIST 303, HIST 304, HIST 305, or HIST 309 may be used to fulfill either the introductory level elective requirement or the upper-division 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 335 A New Birth of Freedom: U.S. Civil War and Reconstruction (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 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 391 The Crusades: Origins and Global Perspectives (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 or 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)

### *Internships*

The History Department encourages serious and disciplined history majors and history minors to participate in internships which are well-designed and academically beneficial. The department will sponsor one internship per student (HIST 350I, from 0.5 to 4 credits) and it can count toward upper-division history elective credits. Please contact the History Department Chair ([history@metrostate.edu](mailto:history@metrostate.edu)) for more information.

### **History Minor**

"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.

Here is what one history major says about our program:

*"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."*

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.

### **Enrolling in this program**

#### **Program requirements**

A minimum total of nineteen (19) semester credit hours in history courses must be completed with a minimum grade of C- or better in each course.

### **Course requirements**

#### **Prerequisites**

WRIT 131 (or equivalent) is a prerequisite for all upper-division HIST courses.

#### **Program Requirements (19 credits)**

##### *Transfer credits*

Students may transfer up to 8 credits to meet minor requirements with courses designated as history only. Students may not transfer courses from other disciplines, including multidisciplinary programs, to meet major requirements.

##### *Introductory Level Requirements (3 credits)*

Required is 1 history course (minimum 3 credits) of introductory level electives; 100- or 200-level or HIST 302-309 courses can fulfill this requirement.

- 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 (4 credits)*

- HIST 301 Historical Interpretation (4 credits)

##### *Upper Division Electives (12 credits)*

Required upper-division history courses: Electives (any geographical area or field) (2 courses, 8 credits); Women's or Gender History (1 course, 4 credits). Courses from the list below or transfer equivalency may be used to fulfill these requirements.

- 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 335 A New Birth of Freedom: U.S. Civil War and Reconstruction (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)
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  - 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)
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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)
  - HIST 383 Latin America History II: 1910 to Present (4 credits)
  - HIST 391 The Crusades: Origins and Global Perspectives (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)
  - HIST 490 Historian as Investigator: Historical Research (4 credits)
- Women's or 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)

### *Internships*

The History Department encourages serious and disciplined history majors and history minors to participate in internships which are well-designed and academically beneficial. The department will sponsor one internship per student (HIST 350I, from 0.5 to 4 credits) and it can count toward upper division history elective credits. Please contact the History Department Chair (history@metrostate.edu) for more information.

### **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.

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

##### **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

Students interested in the LAM must first work with an advisor to create a proposal for a unified interdisciplinary program of study. Advisors can find all of the relevant application materials and additional program information in the university S Drive: CLA folder/Checklists/Current Liberal Arts Major Documents.

All LAM proposals consist of three parts:

1. LAM Rationale of Coherence Essay (1000-2000 words)
  - Identifies the focus of the interdisciplinary Liberal Arts Major
  - Specifies how this program of study will contribute to the student's future goals
  - Describes how each of the courses included in the student's course list contributes to the overall learning/goal(s)
2. LAM Course List (at least 33 upper-division credits)
  - Includes at least 32 upper-division semester credits (3xx-, 4xx-, or 5xx-level courses)

- Includes a 1-credit LAM Mentorship Student-Designed Independent Study (SDIS)
- At least half of the credits in the course list must be earned at Metropolitan State
- No more than 8 semester credits of the total coursework can be in non-CLA courses or disciplines
- No D grades are acceptable in any LAM

#### 3. LAM Checklist

- Includes student tech ID
- Includes advisor's name
- Is signed and dated

Students are encouraged to apply to the LAM before they have earned 80 credits or at least one semester before they intend to graduate. Students submitting their LAM proposal after this guideline may find their graduation delayed. Students must submit their proposals to the LAM Director and may do so electronically, in-person or by mail. Proposals not meeting minimum guidelines will be immediately returned to students. Typically within two weeks of each proposal deadline, the LAM Faculty Review Committee will evaluate student proposals and either approve them or return them with suggestions for revision. Each LAM proposal will be scored on a rubric and must demonstrate appropriate communication skills, writing skills, and research skills. Students may request a copy of this rubric from their advisor.

The application deadlines for the 2020-2021 academic year are August 24, September 21, October 19 and November 16, December 7, January 4, February 8, March 15 and April 19.

## Program requirements

All LAMs must include at least 33 upper-division credits.

Students admitted to the LAM program must adhere to the LAM course list approved by the LAM Faculty Review Committee.

If changes to an approved LAM program are necessary up to 8 credits of the LAM may be amended with an advisor's permission. Changing more than 8 credits decertifies the LAM and it must then be resubmitted for review by the LAM Faculty Review Committee.

All LAM students must complete a 1-credit LAM Mentorship in their final semester.

## Course requirements

To become a Liberal Arts Major (LAM), students must have an approved program of study. Please see below for further information regarding the application and approval process.

### Requirements (33 credits)

*Approved upper-division credits (32 credits)*  
*LAM Mentorship Student designed independent study (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.

## Enrolling in this program

### Program eligibility requirements

Any admitted student may declare a public relations minor.

## Program requirements

20 credits

## 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 Podcasting: Writing and Producing for Audio/Radio (4 credits)
- MDST 520 Digital Storytelling (4 credits)
- MDST 560 Writing for Television Comedy (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.

### Enrolling in this program

#### Course requirements

Requirements (120 total credits are required to graduate, 40 credits are required for this major)

#### *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 352 Borders, Walls, Us and Them (4 credits)
- PHIL 362 Philosophy and Blackness (4 credits)
- PHIL 364 Feminism and 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 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.

### **Enrolling in this program**

#### **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 352 Borders, Walls, Us and Them (4 credits)
- PHIL 362 Philosophy and Blackness (4 credits)
- PHIL 364 Feminism and 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 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

#### Summary (19-20 credits)

#### *Lower Division Course (3-4 credits)*

- POL 101 Introduction to American Government and Politics (4 credits)

#### *Survey Course (4 credits)*

#### CHOOSE ONE:

- POL 301 Citizenship in a Global Context (4 credits)
- POL 321 Approaches to World Politics (4 credits)

### *Upper Division Electives (12 credits)*

Students must take 3 upper division courses in political science. Students may substitute SSCI 300, SSCI 311, SSCI 401, or SSCI 501 for one upper division political science course.

### **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

#### Summary (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.

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

Students may take up to 9 credits in lower-division political science courses. Please see an advisor for more information. Students may also select SSCI 100: Introduction to Social Science.

#### Survey Course (4 credits)

CHOOSE ONE:

- POL 301 Citizenship in a Global Context (4 credits)
- POL 321 Approaches to World Politics (4 credits)

#### Core Courses (17 credits)

All social science majors must complete all four core courses (SSCI 300, SSCI 311, SSCI 501, and SSCI 451/452). Students should take core courses after earning the following number of credits: SSCI 300 (60 credits), SSCI 311 (75), SSCI 501 (90), SSCI 451/452 (105). Sequencing: SSCI 300, SSCI 311, SSCI 501 and SSCI 451 or SSCI 452, taken in four separate semesters. SSCI 300 and SSCI 311 may be taken concurrently if a student intends to graduate in three semesters (not including summer) and with departmental approval.

FIRST:

- SSCI 300 Seeing Like a Social Scientist (4 credits)

THEN:

- SSCI 311 Research Methods in Social Science (4 credits)

THEN:

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

THEN:

- SSCI 451 Empirical Research Capstone (5 credits)

OR:

- SSCI 452 Conceptual Research Capstone (5 credits)

SSCI 365 may be taken at any time during the major.

*Upper division electives (to reach 40 credits)*

Students may select any 300-level courses in political science. Students may also take SSCI 401 (Social Science Seminar: Contending Perspectives), which is offered only in the summer.

**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.

**Enrolling in this program**

**Course requirements**

*Requirements (20 credits)*

*General ethics (4 credits)*

Choose one

- PHIL 301 Ethical Inquiry (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 352 Borders, Walls, Us and Them (4 credits)
- PHIL 362 Philosophy and Blackness (4 credits)
- PHIL 364 Feminism and 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.

#### **Program requirements**

36 credits

#### **Course requirements**

Students should complete the Organizational Communication track course work in the order it is listed below. Electives may be taken concurrently with the Intermediate or Advanced Coursework. Students should register for the Advanced courses during their final year in the program.

### **Foundational Coursework**

#### *Prerequisites*

Choose one

- COMM 103 Public Speaking (3 credits)
- COMM 103P Public Speaking Proficiency Test (3 credits)

#### *Required Foundational Courses*

- INFS 315 Searching for Information (4 credits)
- COMM 333 Intermediate Intercultural Communication (4 credits)

### **Intermediate Coursework**

- COMM 351 Communication in Work Groups (4 credits)
- COMM 352 Organizational Communication (4 credits)
- COMM 372 Health Communication (4 credits)
- MDST 485 Communicating with New Media (4 credits)

### **Advanced Coursework**

- COMM 452 Advanced Organizational Communication (4 credits)
- COMM 472 Advanced Health Communication: Campaigns (4 credits)

### **Electives**

Students select 4 credits from the electives to complete their major. Students interested in completing an internship must apply and register for an internship (COMM 350I) BEFORE registering for WRIT 010. For information on internships please consult with your advisor or the Internship Coordinator at [internships@metrostate.edu](mailto:internships@metrostate.edu).

- WRIT 010 SCWA Internship Workshop ( )
- COMM 320 Individual Rights and Public Discourse (4 credits)
- COMM 332 Negotiation And Mediation Skills (4 credits)
- COMM 381 Public Relations Principles (4 credits)
- COMM 482 Applied Communication Research (4 credits)
- COMM 499 Topics in Communication (4 credits)
- MDST 487 Podcasting: Writing and Producing for Audio/Radio (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 admitted to Metropolitan State University may declare the Professional Communication - Public Relations Track as a major.

#### **Program requirements**

36 credits

#### **Course requirements**

Students should complete the Public Relations track course work in the order it is listed below. Electives may be taken concurrently with the Intermediate or Advanced Coursework. Students should

register for the Advanced courses during their final year in the program.

### **Foundational Coursework**

#### *Prerequisite*

Choose one

- COMM 103 Public Speaking (3 credits)
- COMM 103P Public Speaking Proficiency Test (3 credits)

#### *Required Foundational Coursework*

- INFS 315 Searching for Information (4 credits)
- COMM 333 Intermediate Intercultural Communication (4 credits)
- COMM 320 Individual Rights and Public Discourse (4 credits)
- COMM 381 Public Relations Principles (4 credits)
- COMM 385 Media Relations (4 credits)

Choose one of the following courses:

- MDST 361 Visual Communication (4 credits)
- MDST 485 Communicating with New Media (4 credits)

### **Advanced Coursework**

- COMM 386 Public Relations Writing (4 credits)
- COMM 481 Advanced Public Relations (4 credits)

### **Electives**

Students select 4 credits from the electives to complete their major. Students interested in completing an internship must apply and register for an internship (COMM 350I) BEFORE registering for WRIT 010. For information on internships please consult

with your advisor or the Internship Coordinator at [internships@metrostate.edu](mailto:internships@metrostate.edu).

- WRIT 010 SCWA Internship Workshop ( )
- COMM 351 Communication in Work Groups (4 credits)
- COMM 499 Topics in Communication (4 credits)
- MDST 487 Podcasting: Writing and Producing for Audio/Radio (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 admitted student may declare a public relations minor.

Program requirements  
20 credits

#### **Course requirements**

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

##### *Required (16 credits)*

- COMM 381 Public Relations Principles (4 credits)
- COMM 385 Media Relations (4 credits)
- COMM 386 Public Relations Writing (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.

### **Enrolling in this program** **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 Exploring Christian Origins (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 555 Religion and Politics in America (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.

## Enrolling in this program

### 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)
- MDST 487 Podcasting: Writing and Producing for Audio/Radio (4 credits)
- MDST 520 Digital Storytelling (4 credits)
- HIST 301 Historical Interpretation (4 credits)
- LIT 332 Adolescent Literatures (4 credits)
- INFS 350I Information Studies Individual Internship (1-8 credits)
- INFS 518 Information Issues: (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 choose 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 Comedy (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.

### **Enrolling in this program**

#### **Course requirements**

**Requirements (16 credits)** Choose any four courses listed below. Prerequisites must be followed!

- SCRW 313 Beginning Screenwriting (4 credits)
- SCRW 314 New Screenplay Forms (4 credits)
- SCRW 415 Advanced Screenwriting (4 credits)
- SCRW 416 Projects in Screenwriting (4 credits)
- SCRW 315 Film Production and Editing I (4 credits)
- SCRW 383 Writing For Video Games (4 credits)
- MDST 370 Contemporary Cinema (4 credits)
- MDST 560 Writing for Television Comedy (4 credits)
- IDST 370 Cinema, Self and Other (4 credits)
- MDST 330 Topics in Film Studies (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.

### Enrolling in this program

#### Course requirements

#### 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.

### Enrolling in this program

#### 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

Summary (43-46 credits)

*Foundation Courses (21-22 credits)*

A minimum of 8 credits from foundation coursework is required for admission to the Urban Teacher Program.

*Social Science Foundation Courses (9-10 credits)*

All 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)

SSCI 100 may be taken as a substitute for SOC 101.

*History Foundation Courses (9 credits)*

Choose three of the four courses listed below:

- 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 Course (3 credits)*

CHOOSE ONE:

- ECON 200 Introduction to Economics for Non-Business and Non-Economics Majors (3 credits)
- ECON 201 Macroeconomics (3 credits)
- ECON 202 Microeconomics (3 credits)

PLEASE NOTE: ECON 200 (Introduction to Economics) is a new course, and may not be offered every semester. Social Studies for Teaching Majors should make every effort to take ECON 200, although either ECON 201 or ECON 202 are options if ECON 200 is not available.

*Core Courses (14-16 credits)*

CHOOSE ONE:

- ANTH 302 Gender and Culture (4 credits)
- HIST 394 Comparative Women's History (4 credits)

CHOOSE ONE:

- ANTH 329 Race and Ethnicity: Sociological and Anthropological Perspectives (4 credits)
- 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)

CHOOSE ONE:

- ETHS 232 American Indians in Minnesota (2 credits)
- ETHS 332 Topics in Contemporary Native North America (4 credits)

CHOOSE ONE:

- POL 301 Citizenship in a Global Context (4 credits)
- POL 321 Approaches to World Politics (4 credits)

### *Final Required Courses (8 credits)*

- HIST 301 Historical Interpretation (4 credits)

HIST 301 is an advanced course and should be taken either the semester before or the semester after SSCI 401.

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

SSCI 401 is the Capstone for the major. Students are required to complete at least 30 credits in the major before taking SSCI 401. As well, SSCI 401 is only offered during the summer and should be taken in the summer preceding student teaching.

### **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](#).

## Enrolling in this program

### Course requirements

#### Summary (19-20 credits)

##### *Lower Division Elective (3-4 credits)*

- SOC 101 Introduction to Sociology (3 credits)

##### *Survey Course (4 credits)*

#### CHOOSE ONE:

- 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 (12 credits)*

Students must take 3 upper division courses in sociology. Students may substitute SSCI 300, SSCI 311, SSCI 401, or SSCI 501 for one upper division sociology course.

### **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

### Summary (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.

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

Students may take up to 9 credits in lower-division sociology courses. Please see an advisor for more information. Students may also select SSCI 100: Introduction to Social Science.

### Survey Course (4 credits)

#### CHOOSE ONE:

- 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)

### Core Courses (17 credits)

All social science majors must complete all five core courses (SSCI 300, SSCI 311, SSCI 501, and SSCI 451/452). Students should take core courses after earning the following number of credits: SSCI 300 (60 credits), SSCI 311 (75), SSCI 501 (90), SSCI 451/452 (105). Sequencing: SSCI 300, SSCI

311, SSCI 501 and SSCI 451 or SSCI 452, taken in four separate semesters. SSCI 300 and SSCI 311 may be taken concurrently if a student intends to graduate in three semesters (not including summer) and with departmental approval.

#### FIRST:

- SSCI 300 Seeing Like a Social Scientist (4 credits)

#### THEN:

- SSCI 311 Research Methods in Social Science (4 credits)

#### THEN:

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

#### THEN:

- SSCI 451 Empirical Research Capstone (5 credits)

#### OR:

- SSCI 452 Conceptual Research Capstone (5 credits)

SSCI 365 may be taken at any time during the major.

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

Students may select any 300-level courses in sociology. Students may also take SSCI 401 (Social Science Seminar: Contending Perspectives), which is offered only in the summer.

## **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 207 Introduction to Painting (4 credits)
- ARTS 300 Museums and Galleries (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 307 Intermediate 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 319 Topics in Printmaking (4 credits)
- ARTS 320 Topics in Clay: Variable Subtitles (3 credits)
- ARTS 323 Intermediate Digital Arts (4 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.

### **Enrolling in this program 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 207 Introduction to Painting (4 credits)
- 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 Intermediate 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 319 Topics in Printmaking (4 credits)
- ARTS 320 Topics in Clay: Variable Subtitles (3 credits)
- ARTS 323 Intermediate Digital Arts (4 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 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.

### Enrolling in this program

#### Course requirements

#### Prerequisites

The TCPW major requires an internship for at least 2 credits. Apply and register for an internship (WRIT 350I) BEFORE registering for WRIT 010. Consult with your advisor or the Internship Coordinator at [internships@metrostate.edu](mailto:internships@metrostate.edu)

#### 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 461 Writing and Technical Communication Capstone (4 credits)
- WRIT 010 SCWA Internship Workshop (0 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)

- 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)
- MDST 520 Digital Storytelling (4 credits)
- MDST 583 Online Education and Training (4 credits)
- INFS 338 The Craft and Commerce of Book Publishing (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 two

- 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)
- MKTG 348 Advertising Copywriting, Design and Production (4 credits)
- MDST 520 Digital Storytelling (4 credits)
- INFS 338 The Craft and Commerce of Book Publishing (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.

### **Enrolling in this program**

#### **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.

### **Enrolling in this program 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 Career and 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**

**Are you interested in accounting? [Join us for a Zoom information session on Tuesday, July 14 at 6 p.m. to learn more.](#)**

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.

**Are you interested in a business administration degree?** [Join us for a Zoom information session on Tuesday, July 14 at 6 p.m. to learn more.](#)

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.

Due to the strong similarities between degrees, a student may not declare a double major in Organizational Administration BAS and Business Administration BA.

### **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.

### **Enrolling in this program**

#### **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 three courses below

- ECON 300 Analytical and Quantitative Methods for Economists (4 credits)
- 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 for a total of 16 credits. More than one ECON 490 may be accepted; please consult the chairperson of the Department of Economics and Finance.

- 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 317 Global Economic and Financial Crises: Theory and Policy (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 for a total of 12 credits. More than one ECON 490 may be accepted; please consult the chairperson of the Department of Economics and Finance. 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 317 Global Economic and Financial Crises: Theory and Policy (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 (18 credits)

#### Required

- ECON 201 Macroeconomics (3 credits)
- ECON 202 Microeconomics (3 credits)

#### Electives

Choose for a total of 12 credits. More than one ECON 490 may be accepted; please consult the chairperson of the Department of Economics and Finance.

- ECON 300 Analytical and Quantitative Methods for Economists (4 credits)
- 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 317 Global Economic and Financial Crises: Theory and Policy (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 Innovative Mindset in a Diverse Economy (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 Innovative Mindset in a Diverse Economy (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 Investment and Portfolio Analysis (4 credits)

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

A student can only use either ACCT 310 or ACCT 311 but not both as a BS Finance elective. If both ACCT 310 and ACCT 311 are

taken, only one of the two courses will be counted as a BS Finance elective.

- ACCT 310 Financial Reporting (4 credits)
- ACCT 311 Intermediate Accounting I (4 credits)
- ACCT 515 Financial Statement Analysis (4 credits)
- ECON 300 Analytical and Quantitative Methods for Economists (4 credits)
- ECON 317 Global Economic and Financial Crises: Theory and Policy (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)
- FIN 395 Principles of Real Estate (4 credits)
- FIN 495 Real Estate Finance and Investment (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

**Are you interested in a human resources degree? [Join us for a Zoom information session on Tuesday, July 14 at 6 p.m. to learn more.](#)**

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 Industrial-Organizational 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 335 Understanding and Addressing Race in the Workplace (3-4 credits)
- HRM 540 Compensation Management (4 credits)
- HRM 544 Employee Benefits Management (4 credits)

### **Information Assurance BAS**

**Are you interested in an Information Assurance BAS degree? [Join us for a Zoom information session on Tuesday, July 14 at 6 p.m. to learn more.](#)**

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](#)**

Students must have earned an AAS degree related to computer science and technology with a cumulative 2.5 GPA or higher within the Minnesota State system. See the [Mn State Transfer](#) webpage for approved articulation agreements. 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.

**Are you interested in an international business degree? [Join us for a Zoom information session on Tuesday, July 14 at 6 p.m. to learn more.](#)**

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)
- ECON 317 Global Economic and Financial Crises: Theory and Policy (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)
- ECON 317 Global Economic and Financial Crises: Theory and Policy (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.

**Are you interested in a management degree? [Join us for a Zoom information session on Tuesday, July 14 at 6 p.m. to learn more.](#)**

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**

**Are you interested in a Management Information Systems degree? [Join us for a Zoom information session on Tuesday, July 14 at 6 p.m. to learn more.](#)**

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 328 Applications Development I (4 credits)
- MIS 329 Applications Development II (4 credits)
- MIS 350I Management Information Systems Individual Internship (1-8 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 467 Telecommunications and Internet Management (4 credits)
- MIS 498 Telecommunications Economics and Policy (4 credits)
- MIS 533 Special Topics: Emerging Technologies (4 credits)

## Marketing BS

**Are you interested in a marketing degree? [Join us for a Zoom information session on Tuesday, July 14 at 6 p.m. to learn more.](#)**

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.

**Are you interested in an organizational administration degree? [Join us for a Zoom information session on Tuesday, July 14 at 6 p.m. to learn more.](#)**

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 only available to students who have completed an AAS program within the Minnesota State system have earned a 2.5 GPA in their AAS degree.

Note: All major-related courses require C- or higher or S grade to meet prerequisites.

Due to extensive curricular overlap between degrees, a student may not double major in Organizational Administration BAS and Business Administration BA.

### **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)*

- FIN 390 Principles of Finance (4 credits)
- DSCI 434 Introduction to Operations Management (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)

##### *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)*

The following course is a prerequisite for the Project Management Minor or you must receive consent of the department chair.

- 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 (4 Required Courses and 1 Elective Course)

##### *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)

##### *Elective: Take one of the following courses.*

- 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.

**Are you interested in a supply chain degree? [Join us for a Zoom information session on Tuesday, July 14 at 6 p.m. to learn more.](#)**

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)
- MKTG 451 Materials Management (2 credits)
- DSCI 415 Special Topics in Supply Chain and Operations (2-4 credits)
- MIS 370 Retail Information Systems (4 credits)

NOTE: You can choose to do an internship in supply chain and operations elective credits. Please contact your advisor or department chair for more information.

*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)
- MKTG 451 Materials Management (2 credits)
- DSCI 415 Special Topics in Supply Chain and Operations (2-4 credits)
- MIS 370 Retail Information Systems (4 credits)

NOTE: You can choose to do an internship in supply chain and operations for elective credits. Please contact your advisor or department chair for more information.

**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

Dual Admission/Enrollment BSDH applicants will declare their major after the Dual Admission/Enrollment Intent Form has been signed and submitted to their community college campus and their admission to Metropolitan State has been completed. Upon admittance to the BSDH Dual Admission/Enrollment Program, the Metropolitan State Dental Hygiene Academic Advisor will work with admitted Dual Admission/Enrollment students to ensure their BSDH major is declared at Metropolitan State.

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

All dental hygiene courses utilize online teaching/learning strategies. Online coursework provides you flexibility and convenience while completing your baccalaureate degree. Other required courses may be offered using online, hybrid or face-to-face formats.

#### 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 Requirement*

- DENH 340 Educational Concepts in Dental Hygiene (3 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 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.
- Completion of all pre-major requirements with a grade of at least a C in each.
- Completion of 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 (but not limited to) associate degrees (AS) or (AAS) 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
- Dental Assistant

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: Introductory college level writing course, 3 credit minimum; Introductory or general psychology course; Introductory or general sociology course; General, organic, or biochemistry course with lab or human, cell, or general biology course with lab; Human anatomy course with lab; Human physiology course with lab; Introductory statistics. To matriculate into the BSHS major student must also complete a degree plan with the academic advisor.

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

#### *Requirements*

In addition to the courses shown, the Health Science Capstone 4XXX is also required.

- WRIT 331 Writing in Your Major (4 credits)
- HSCI 301 Understanding the U.S. Health System (4 credits)
- HSCI 309 Global Health Issues (3 credits)
- PSYC 346 Health Psychology (4 credits)
- MGMT 310 Management Principles and Practices (4 credits)
- HSA 369 Program Evaluation (4 credits)

#### *Other required courses (currently under development)*

HSCI 4xx, Health Science Capstone (4 Credits)

#### *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), Ethics (1 course). Approved Courses in each Focus Area  
 Focus Area: Evidence-Based Practice  
 NURS 335 Introduction to Evidence-Based Practice  
 PSYC 312 Research Methods  
 HSER 368 Understanding and Using Research for the Practitioner  
 Focus Area: Communication Collaboration & Diversity (Group 1)  
 COMM 333 Intermediate Intercultural Communication  
 HSER 395 The Intersection of Race and Diversity in Human Services  
 MGMT 360 Managing a Diverse Workforce  
 Focus Area: Communication Collaboration & Diversity

(Group 2) COMM 352 Organizational Communication PSYC 314 Group Dynamics and Facilitation COMM 351 Communication In Work Groups Focus Area: Leading People, Organizations, and Projects HSA 370 Supervision in Human Services NURS 465 Leadership and Management in Nursing PSYC 344 Personnel and Industrial Psychology MGMT 320 Organizational Behavior DSCI 420 Project Management Focus Area: Health Topics PSYC 363 Community Psychology NURS 456 Population Based Care HRM 380 Managing Employees Health and Safety RMI 300 Risk Management and Insurance HSG 374 Aging in America: A Personal Challenge PSYC 340 Understanding Death and Dying HSFS 338 Family: Racial, Gender, Class Dimensions COMM 372 Health Communication HSVP 301 Violence: Individual, Community, and Global Response HSVP 308 Family Violence Across the Lifespan Focus Area: Ethics PHIL 320 Business Ethics PHIL 321 Medical Ethics \*Additional courses maybe added to these focus areas in future and are subject to change based on course offering.

### **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**

**Note:** MANE Nursing programs are currently being evaluated for Holistic Admissions. We are anticipating application and admission criteria changes starting for Fall 2020 semester. Please be advised there will be no changes to pre-requisite courses at this time. 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**

**Note:** *At this time, MANE is implementing Holistic Admissions in two phases. (PHASE I) Consideration for admission to the MANE Nursing program is based on TEAS and GPA. Effective December 1, 2019, a Personal Statement is also required to complete the application.*

*This statement will be used to determine future criteria for Holistic Admissions and*

*will not influence Fall 2020 admission. The Personal Statement is confidential and will not be shared outside of the Holistic Admissions workgroup.*

*Applications without the Personal Statement will be considered incomplete and will not move forward for consideration.*

*We thank you for your contribution to the MANE Phase I Holistic Admissions process. Personal Statement as follows:*

**Personal Statement**

*Respond to the following question for your personal statement. Your personal statement should be **no more than 1,000 words**.*

*Why the nursing profession and why now? Reflect upon and describe a strength and/or challenge related to an experience that influenced your future aspirations to pursue a nursing profession.*

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 post-secondary institutions attended;
2. Completion of the four prerequisites (“first semester curriculum” listed on the Courses and Requirements Tab) with a 2.75 minimum GPA (WRIT 131, PSYC 100, MNTC GOAL AREA 3 SCIENCE, MNTC GOAL AREA ELECTIVE);
3. Submission of the [MANE Application](#) before February 1.
4. “Second semester classes” (listed on the Courses and Requirements Tab) must be completed prior to program start (BIOL 221, BIOL 225, PSYC 311, COMM 231 or COMM 233);
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. Admission is competitive. Achieving the minimum score does not guarantee admission. 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](#) 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

Note: Please see Course Sequence document on left for further details on progression and requirements.

### Prerequisites

#### *Pre-application Requirements*

Pre-application requirements also include a 4-credit MNTC Goal Area 3 science course (CHEM 105 is recommended) and a 4-credit MNTC Goal Area elective.

- WRIT 131 Writing I (3 credits)
- PSYC 100 General Psychology (4 credits)

### Requirements

*General Education requirements (55 credits, including semester one and two courses)*

Additional requirements: Two General Education electives and one General Education Sociology or Anthropology course.

- COMM 231 Introduction to Interpersonal Communication (3 credits)
- PSYC 311 Life Span Developmental Psychology (4 credits)
- BIOL 221 Human Anatomy and Physiology I (4 credits)
- BIOL 221L Human Anatomy and Physiology I Lab ()
- BIOL 222L Human Anatomy and Physiology II Lab ()
- BIOL 222 Human Anatomy and Physiology II (4 credits)
- BIOL 225 Basic Microbiology (4 credits)
- BIOL 225L Basic Microbiology Lab ()
- STAT 201 Statistics I (4 credits)
- PHIL 321 Medical Ethics (4 credits)
- WRIT 331 Writing in Your Major (4 credits)

#### *Required (65 credits)*

Either HSCI 309 or NURS 485 may be taken to meet the 8th semester major requirement.

- 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 282 Pharmacology and the Role of the Professional 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 364 Nursing Leadership I (3 credits)
- NURS 406 Nursing Care of the Family (4 credits)
- NURS 444 Evidence-Based Nursing Practice (3 credits)
- NURS 446 Nursing Informatics (2 credits)
- NURS 459 Population Based Care (7 credits)
- NURS 464 Nursing Leadership II (4 credits)
- NURS 485 Global Health Perspectives for Nursing (3 credits)
- NURS 490 Integrative Seminar and Practicum (7 credits)

### **Nursing RN to 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. 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.

The RN to 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.

There are two cohort progression models: Online and Hybrid.

### **RN to BSN Online Cohorts**

In online cohorts, all of the nursing courses are completely online, with the exception of the NURS 456P, Community Health Nursing Practicum, which includes some clinical experiences in the community along with the online content. That class occurs in the fourth semester of the cohort progression. Classes run for five consecutive semesters, including summers.

- 32 credits of nursing coursework
- Up to 24 non-nursing credits, if needed, to meet other graduation requirements such as general education
- Part-time progression (typically two courses per semester)
- Online cohorts begin in fall and spring semesters
- Prerequisites no longer required (Stat 201 is still a course prerequisite to NURS 335, which is held in the second semester of the progression)

### **RN to BSN Hybrid Cohorts**

In hybrid cohorts, nursing classes combine online with face-to-face delivery. Classes with face to face content typically meet twice per month. Some classes are completely online. NURS 456P, Community Health Nursing Practicum, includes some clinical experiences in the community along with the online content. That class occurs in the fourth semester of the cohort progression. Classes run for five consecutive semesters, including summers.

- 32 credits of nursing coursework
- Up to 24 non-nursing credits, if needed, to meet other graduation requirements such as general education
- Part-time progression (typically two courses per semester)

- Hybrid cohorts begin once per year in fall semesters
- Prerequisites no longer required (Stat 201 is still a course prerequisite to NURS 335, which is held in the second semester of the progression)

### Program Highlights

- Program designed to provide flexibility for working adult students
- 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.

### 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.

### Enrolling in this program

#### Program eligibility requirements

To be eligible for acceptance to the RN to BSN major, the following must be completed:

- Approved admission to Metropolitan State University
- Evidence of current unencumbered registered nurse licensure in Minnesota or Wisconsin.
- 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.
- Students must complete an official degree plan with their academic advisor.
- Students must request placement in a RN-BSN cohort.

### 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**

#### **Requirements (40 total credits)**

- NURS 301 Theoretical Foundations for Nursing Practice (3 credits)
- NURS 302 Introduction to Baccalaureate Nursing (1 credits)
- NURS 446 Nursing Informatics (2 credits)
- STAT 201 Statistics I (4 credits)
- NURS 335 Introduction to Evidence-Based Practice (3 credits)
- NURS 407 Family Health Nursing (4 credits)
- NURS 420 Lifespan Transitions: Aging and Health (4 credits)
- NURS 307 Integrative Nursing Care (2 credits)
- NURS 456 Community Health Nursing (4 credits)
- NURS 456P Community Health Nursing Practicum (2 credits)
- HSCI 309 Global Health Issues (3 credits)
- NURS 465 Leadership and Management in Nursing (4 credits)
- PHIL 321 Medical Ethics (4 credits)

### **College of Sciences**

#### **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. Transfer coursework equivalency is determined by the Mathematics and Statistics Department.

### **Program requirements**

Students are required to complete at least 13 credit-hours of the Applied Statistics Minor at Metropolitan State University. Students must include at least 8 credits in the Applied Statistics Minor that is not counted as part of their major or any other minor. Work with your academic advisor to assure both major and minor requirements are met when planning out your course load every semester towards graduation. All prerequisite and required courses must be completed with grades of C- or above.

### **Course requirements**

#### **Minor Requirements (21-23 credits)**

At least 13 credits of the Applied Statistics Minor have to be completed at Metropolitan State University

#### **Core (14-16 credits)**

A grade of C- or higher is required for all courses.

- STAT 201 Statistics I (4 credits)
- STAT 301 Analysis of Variance and Multivariate Analysis (4 credits)
- STAT 311 Regression Analysis (4 credits)

*Complete one of the following two courses.*

- DATA 211 Data Science and Visualization (4 credits)
- STAT 252 Statistics Programming (2 credits)

*Electives (minimum 7 credits)*

A minimum of 7 credits from the following course list is required. Students may take a maximum of 4 credits of non-STAT elective coursework.

- MATH 320 Probability (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)
- STAT 411 Time Series Analysis and Forecasting (4 credits)
- STAT 480 Statistical Consulting (4 credits)
- 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)
- MIS 335 Management and Use of Databases (4 credits)
- MIS 380 Business Intelligence and Analytics (4 credits)
- MKTG 420 Marketing Research (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 toward total credits for this major but fulfills math GELS requirements.

Choose one

- MATH 115 College Algebra (4 credits)
- MATH 120 Precalculus (4 credits)

## Major Requirements (66 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)

Select from the following courses to fulfill the remaining elective requirement. Research and internship cannot exceed five credits toward the elective requirement. 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 425 Polymer Chemistry and Dynamics (3 credits)
- CHEM 433 Advanced Organic Chemistry (3 credits)
- CHEM 435 Advanced Organic Chemistry Lab (2 credits)
- CHEM 437L Research Methods (3 credits)
- CHEM 441 Instrumental Analysis (5 credits)
- CHEM 469 Seminars in Chemistry (1 credits)
- CHEM 488 Directed Research in Biochemistry (1-5 credits)
- CHEM 350I Chemistry Internship (1-5 credits)
- BIOL 302 Cell Biology and Histology (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 (57 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)

- BIOL 211 Principles of Genetics (4 credits)

##### Calculus or Statistics Requirement

Choose one

- MATH 208 Applied Calculus (4 credits)
- STAT 201 Statistics I (4 credits)

##### Physics requirement

One 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)
- BIOL 307 Biochemistry (5 credits)

##### Ecology and Evolutionary (5 credits)

Choose one

- BIOL 310 Ecology (5 credits)
- BIOL 312 Evolution (5 credits)
- BIOL 315 Limnology (5 credits)
- BIOL 316 Behavioral Ecology (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, 400, or 500 level Biology courses (see advisor for details). Research and internship cannot exceed five credits toward the elective requirement. Subject to advisor approval, up to 4 credits of HBIO201/HBIO205 (BIOL 221/BIOL 225) 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.

- BIOL 350I Biology Internship (1-5 credits)
- ESCI 320 Ecosystem and Global Ecology (5 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 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 toward total credits for this major.

Choose one

- MATH 115 College Algebra (4 credits)
- MATH 120 Precalculus (4 credits)

### Requirements (68 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 (23-27 Credits)

#### Lower-Division Core

- BIOL 211 Principles of Genetics (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)

#### 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)

Select 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 Biology 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)

#### *Ecology and Evolutionary (5 credits)*

Choose one

- BIOL 310 Ecology (5 credits)
- BIOL 312 Evolution (5 credits)
- BIOL 315 Limnology (5 credits)
- BIOL 316 Behavioral Ecology (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 list of elective courses below, and other approved 300, 400, or 500 level Biology courses (see advisor for details). Research and internship cannot exceed five credits toward the elective requirement. Subject to advisor approval, up to 4 credits of HBIO201/HBIO205 (BIOL 221/BIOL 225) or another 200 level biology course may be counted toward this requirement.

- BIOL 350I Biology Internship (1-5 credits)
- ESCI 320 Ecosystem and Global Ecology (5 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. A student must include at least 5-credits of coursework in the biology minor that is not counted as part of their major or other minor. Work with your academic advisor to assure both major and minor requirements are met when planning out your course load every semester toward graduation. 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 toward total credits for this major.

Choose one

- MATH 115 College Algebra (4 credits)
- MATH 120 Precalculus (4 credits)

#### **Major Requirements (64 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 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 toward the elective requirement.

- CHEM 350I Chemistry Internship (1-5 credits)
- CHEM 407 Biochemistry of Neurological Disorders (3 credits)
- CHEM 425 Polymer Chemistry and Dynamics (3 credits)
- CHEM 429 Biochemistry II: Bioenergetics, Metabolism, and Macromolecule Biosynthesis (3 credits)
- CHEM 437L Research Methods (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)

#### **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. 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. 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 student must complete 23 credits in the major including at least 10 upper division credits and at least 10 credits from Metropolitan State University. A student must include at least 5-credits of coursework in the chemistry minor that is not counted as part of their major or other minor. Work with your academic advisor to assure both major and minor requirements

are met when planning out your course load every semester toward graduation. 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 (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 407 Biochemistry of Neurological Disorders (3 credits)
- CHEM 421 Medicinal Chemistry (3 credits)
- CHEM 425 Polymer Chemistry and Dynamics (3 credits)
- CHEM 429 Biochemistry II: Bioenergetics, Metabolism, and Macromolecule Biosynthesis (3 credits)
- CHEM 437L Research Methods (3 credits)
- CHEM 441 Instrumental Analysis (5 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. Official admission to this major program and review of prior course credentials is done directly through the Computer Science and Cybersecurity (CSC) Department. 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:

- Have minimum cumulative GPA of 2.5 for ICS 141 and MATH 215 or transfer equivalents
- Complete the General Education Goal I Writing Requirement
- 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 who are not accepted to the major will not be allowed to take 400-level courses in the discipline. All prerequisite and required courses must be completed with grades of C- or above. Transfer coursework equivalency is determined by the Computer Science and Cybersecurity Department.

#### Program requirements

#### ***Guidelines for completing the Computer Application Development major***

- 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.
- In order to declare a Computer Application Development (CApp) major, students should reference the program eligibility requirements noted in this catalog on the previous page and also noted on a student's Degree Audit Report (DARs).
- All courses for the major must be completed with a grade of C- or better.
- 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 level.
- Students are responsible to both be aware of and abide by prerequisites for CFS, CYBR, and ICS courses for which

they enroll, and will be administratively dropped from a course if they have not met prerequisites.

- Transfer coursework equivalency is determined by the Computer Science and Cybersecurity (CSC) Department and additional guidelines are noted below.

#### Course requirements

##### Pre-Major Foundation (20 credits)

To declare a Computer Application Development major, students are required to complete the following foundation courses listed with a grade of C- or better. Math courses should be taken before, or concurrently with, foundation ICS courses. Reference the CSC department's General Guidelines section of this catalog page for further details.

##### *College Math Introduction*

Choose one.

- MATH 115 College Algebra (4 credits)
- MATH 120 Precalculus (4 credits)

##### *Foundation Courses*

Complete all of the following. A minimum cumulative GPA of 2.5 for ICS 141 and MATH 215 or transfer equivalents is required for admission into major.

- MATH 215 Discrete Mathematics (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)



## Major Requirements (60 credits)

Once the pre-major foundation courses are complete, students are eligible to declare the major. Students who have not declared or been accepted into the major will not be allowed to take 400-level courses in the discipline. Reference the CSC department's General Guidelines section of this catalog page for further details on prerequisites. Students who have taken and passed ICS 240 may take ICS 372 in lieu of ICS 370.

### Core Requirements (20 credits)

- ICS 251 IT Work Skills (2 credits)
- ICS 311 Database Management Systems (4 credits)
- ICS 370 Software Design Models (4 credits)

### Client/Server Computing (4 credits)

Choose one. The other course may be taken as an upper division major elective.

- ICS 325 Internet Application Development (4 credits)
- ICS 425 Client/Server Architectures (4 credits)

### Residency Internship Requirement (6 credits)

Students are required to do a residency internship consisting of six credits which span either two or three semesters. ICS 251 IT Work Skills course must be taken prior to, or concurrently with, the first semester of the residency.

- ICS 350I Information and Computer Sciences Individualized Internship (1-6 credits)

## Electives Requirement (20 credits)

Students are required take a minimum of 20 credits of elective courses as part of the major, of which at least 12 must be at the upper division (300-level or above). Any 200-level or higher CFS, CYBR, or ICS courses, not already required for the major, may be taken as electives, with the following exceptions: ICS 372 (but ICS 372 may replace ICS 370 as a major requirement), ICS 381, ICS 390, ICS 495, CFS 499, ICS 499. Repeatable exceptions: ICS 490 Special Topics in Information and Computer Sciences and ICS 492 Seminar on Emerging Technologies may be taken more than once for elective credit, so long as the topics differ. Consult with academic advisor on acceptable electives.

### General Guidelines

#### Transfer Courses

Transfer coursework equivalency is determined by the Computer Science and Cybersecurity (CSC) Department and initially evaluated upon admission with updates documented on Degree Audit Report (DARs). When transferring coursework, please be aware of the following:

- Many universities and community colleges offer courses equivalent to all of our Pre-Major courses. Many technical colleges offer some courses equivalent to some of our Pre-Major courses.
- Sometimes a course at the lower division at another university or college is equivalent to one of our upper division courses, or an upper-division course at another university is equivalent to one of our lower-division courses.
- For the purpose of calculating upper division credits for the major electives or for university graduation requirements, the status of the

course at the institution where the student took the course is what matters.

### *Prerequisites*

- Math courses should be taken before, or concurrently with, foundation ICS courses.
- Students are responsible to both be aware of and abide by prerequisites for CFS, CYBR, and ICS courses for which they enroll, and will be administratively dropped from a course if they have not met prerequisites.
- For some courses, prerequisites are enforced automatically by the registration system.
- If your DARS report shows you have met the prerequisites for a course, and the registration system will not let you register, please contact your academic advisor.

### **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 (Bachelor of Applied Science) when they apply for admission to the university will be assigned an academic advisor in the College of Sciences and will be given a pre-major status. Official admission to this major program and review of prior course credentials is done directly through the Computer Science and Cybersecurity (CSC) Department.

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
- Successful completion of General Education Goal I Writing Requirement
- Complete each of the pre-major foundation courses 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 who are not accepted to the major will not be allowed to take advanced courses in the discipline. All prerequisite and required courses must be completed with grades of C- or above. Transfer coursework equivalency is determined by the Computer Science and Cybersecurity Department.

#### **Program requirements**

#### ***Guidelines for completing the Computer Forensics major***

Students are strongly encouraged to complete the pre-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, students could start the program as freshmen at Metropolitan State University and take these classes with the intent to declare a major in Computer Forensics.

- 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 a pre-major status.
- In order to declare a major, students should reference the program eligibility requirements noted in this catalog on the previous page and also noted on a student's Degree Audit Report (DARs).
- All courses for the major must be completed with a grade of C- or better.
- A minimum of 16 semester credits of major requirements must be completed at Metropolitan State. At least 24 credits of coursework must be completed at the upper division level.
- Students are responsible to both be aware of and abide by prerequisites for CFS, CYBR, and ICS courses for which they enroll, and will be administratively dropped from a course if they have not met prerequisites.
- Transfer coursework equivalency is determined by the Computer Science and Cybersecurity (CSC) Department and additional guidelines are noted below.

## Course requirements

### Pre-Major Foundation (26 credits)

In order to declare a Computer Forensics BAS major, students are required to complete each of the following pre-major foundation courses with a grade of C- or better. Math courses should be taken before, or concurrently with, CFS, CYBR, and ICS courses. Transfer coursework equivalency is determined by the Computer Science and Cybersecurity (CSC) Department.

### *Math or Statistics Fundamentals (4 credits)*

Choose one.

- STAT 201 Statistics I (4 credits)
- MATH 208 Applied Calculus (4 credits)
- MATH 210 Calculus I (4 credits)
- MATH 215 Discrete Mathematics (4 credits)

### *Computing Fundamentals (16 credits)*

Choose one

- CFS 160 Computer Forensics Fundamentals (4 credits)
- ICS 140 Computational Thinking with Programming (4 credits)

Complete with a minimum cumulative GPA of 2.5 for CFS 262, CFS 264 and CFS 280 or transfer equivalents is required for admission into the major.

- 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)

### *Criminal Justice and Law Fundamentals (6-7 credits)*

- CJS 101 Introduction to Criminal Justice (3 credits)

### Choose one

- CJS 210 Constitutional Law (3 credits)
- LAWE 220 Legal Studies in Law Enforcement (4 credits)

### *Major Requirements (50 to 60 credits)*

Once the pre-major foundation courses are complete, each of the following courses is required with a grade of C- or better. Students who haven't declared or haven't been accepted into the major will not be allowed to take 400-level courses in the discipline. Students are advised to reference the CSC department's General Guidelines section of this catalog page for further details on prerequisites.

### *Core Requirements (16 credits)*

- CFS 380 Digital Evidence Analysis (4 credits)
- CYBR 332 Computer Security (4 credits)
- CFS 484 Computer Laws (4 credits)
- CFS 499 Computer Forensics Internship/Capstone (4 credits)

### *Core Options (8 credits)*

### Choose two (8 credits)

- CFS 345 Electronic Discovery I (4 credits)
- CFS 445 Electronic Discovery II (4 credits)
- CFS 485 Mobile Device Security and Forensics (4 credits)
- CYBR 412 Vulnerability Assessment and Penetration Testing (4 credits)

- CYBR 432 Cryptography for Cybersecurity Practitioners (4 credits)
- CYBR 442 Cyber Operations (4 credits)
- CYBR 482 Malware Analysis (4 credits)
- CYBR 445 Cyber Incident Response and Handling (4 credits)

### *Electives (10 credits) or Minor*

Complete either: (1) at least 10 credits of major electives listed below or other upper-division CFS, CYBR, and ICS courses except ICS 499, or (2) an approved minor (or a second/earned major). Contact your advisor with questions concerning your degree plan. A course can only be used once to meet either the requirements or electives/minor, not both.

- 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 375 Ethics and Professionalism in Criminal Justice (4 credits)
- CJS 387 White Collar Crime (4 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)
- CJS 305 The Criminal Court System (4 credits)
- CJS 366 The U.S. Intelligence Community (4 credits)

## General Guidelines

Transfer coursework equivalency is determined by the Computer Science and Cybersecurity (CSC) Department and initially evaluated upon admission with updates documented on Degree Audit Report (DARs). When transferring coursework, please be aware of the following:

### Transfer Courses

- Many universities and community colleges offer courses equivalent to all of our Pre-Major courses. Many technical colleges offer some courses equivalent to some of our Pre-Major courses.
- Sometimes a course at the lower division at another university or college is equivalent to one of our upper division courses, or an upper-division course at another university is equivalent to one of our lower-division courses.
- For the purpose of calculating upper division credits for the major electives or for university graduation requirements, the status of the course at the institution where the student took the course is what matters.

### Prerequisites

- Math courses should be taken before, or concurrently with, foundation ICS courses.
- Students are responsible to both be aware of and abide by prerequisites for CFS, CYBR, and ICS courses for which they enroll, and will be administratively dropped from a course if they have not met prerequisites.
- For some courses, prerequisites are enforced automatically by the registration system.
- If your DARS report shows you have met the prerequisites for a course, and the registration system will not let you

register, please contact your academic advisor.

### Cross-Listed Courses

Some courses are cross-listed as both CYBR and ICS courses. The following pairs of courses are the same: CYBR 332 = ICS 382; CYBR 412 = ICS 482; CYBR 432 = ICS 483; CYBR 362 = ICS 383; CYBR 442 = ICS 484; CYBR 445 = ICS 487; CYBR 482 = ICS 486.

## 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

To be eligible for acceptance to the Computer Forensics minor, students must submit a College of Sciences Undergraduate Program Declaration Form when the following conditions are met:

- Currently enrolled in the university with a specific major program
- 30 earned college credits with a GPA of 2.5 or better

All prerequisite and required courses must be completed with grades of C- or above. Transfer coursework equivalency is determined by the Computer Science and Cybersecurity Department.

### Program requirements

Each student must complete 24 credits in the minor including at least 12 upper

division credits and at least 10 credits from Metropolitan State University. Students are allowed to have up to 8 credits overlapped with their current or previously completed majors or minors. Please work with your academic advisor to assure both your major and minor requirements are met when planning out your course load every semester toward graduation. All prerequisite and required courses must be completed with grades of C- or above.

### Course requirements

Minor Requirements (24 credits)

Core (16 credits)

*Computing Fundamentals (4 credits)*

Choose one

- CFS 160 Computer Forensics Fundamentals (4 credits)
- ICS 140 Computational Thinking with Programming (4 credits)

*Computer and Operating Systems (4 credits)*

Choose one

- CFS 262 Computer and Operating Systems Fundamentals I (4 credits)
- CFS 264 Computer and Operating Systems Fundamentals II (4 credits)

*Computer Forensics and Law (8 credits)*

- CFS 280 Introduction to Computer Forensics (4 credits)
- CFS 484 Computer Laws (4 credits)

Electives (8 credits)

*Computer Forensics and Security (4 credits)*

Choose one

- CFS 345 Electronic Discovery I (4 credits)
- CFS 380 Digital Evidence Analysis (4 credits)
- CFS 445 Electronic Discovery II (4 credits)
- CFS 485 Mobile Device Security and Forensics (4 credits)
- CYBR 332 Computer Security (4 credits)
- CYBR 412 Vulnerability Assessment and Penetration Testing (4 credits)
- CYBR 445 Cyber Incident Response and Handling (4 credits)
- CYBR 482 Malware Analysis (4 credits)
- ICS 311 Database Management Systems (4 credits)
- ICS 325 Internet Application Development (4 credits)

*Law and Legal System (4 credits)*

Choose one

- BLAW 310 Business Law: UCC and Contracts (4 credits)
- BLAW 320 Legal Environment of Organizations (4 credits)
- CJS 305 The Criminal Court System (4 credits)
- CJS 310 Introduction to Security Management (4 credits)
- CJS 320 Criminology and Public Policy (4 credits)
- CJS 387 White Collar Crime (4 credits)
- POL 331 Law and the Legal Process (4 credits)
- CJS 366 The U.S. Intelligence Community (4 credits)
- CJS 375 Ethics and Professionalism in Criminal Justice (4 credits)
- PHIL 320 Business Ethics (4 credits)
- PHIL 327 Ethics in the Information Age (4 credits)
- PHIL 325 Criminal Justice Ethics (4 credits)

## General Guidelines

### *Cross-Listed Courses*

Some courses are cross-listed as both CYBR and ICS courses. The following pairs of courses are the same: CYBR 332 = ICS 382; CYBR 412 = ICS 482; CYBR 432 = ICS 483; CYBR 362 = ICS 383; CYBR 442 = ICS 484; CYBR 445 = ICS 487; CYBR 482 = ICS 486.

### **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*

To be eligible for acceptance to the Computer Forensics Post-baccalaureate certificate, students must submit a College of Sciences Undergraduate Program Declaration Form when the following has been completed:

- A bachelor's degree earned from a regionally accredited college/university with a GPA of 2.5 or better.

Official admission to this program and review of prior course credentials is done directly through the Computer Science and Cybersecurity (CSC) Department with the approval from the coordinator of the program. Students without a bachelor's degree are not eligible for admission for this

certificate but advised to pursue the major or minor in Computer Forensics.

#### **Program requirements**

Each student must complete 24 credits in the certificate including at least 12 upper division credits and at least 10 credits from Metropolitan State University. Students are allowed to have up to 8 credits overlapped with their current or transferred from their previously completed major or minors. All prerequisite and required courses must be completed with grades of C- or above.

#### **Course requirements**

##### *Certificate Requirements (24 credits)*

##### *Core (16 credits)*

##### *Computing Fundamentals (4 credits)*

Choose one

- CFS 160 Computer Forensics Fundamentals (4 credits)
- ICS 140 Computational Thinking with Programming (4 credits)

##### *Computer and Operating Systems (4 credits)*

Choose one

- CFS 262 Computer and Operating Systems Fundamentals I (4 credits)
- CFS 264 Computer and Operating Systems Fundamentals II (4 credits)

##### *Computer Forensics and Law (8 credits)*

- CFS 280 Introduction to Computer Forensics (4 credits)
- CFS 484 Computer Laws (4 credits)

## Electives (8 credits)

### *Computer Forensics and Security (4 credits)*

Choose one

- CFS 345 Electronic Discovery I (4 credits)
- CFS 380 Digital Evidence Analysis (4 credits)
- CFS 445 Electronic Discovery II (4 credits)
- CFS 485 Mobile Device Security and Forensics (4 credits)
- CYBR 332 Computer Security (4 credits)
- CYBR 412 Vulnerability Assessment and Penetration Testing (4 credits)
- CYBR 445 Cyber Incident Response and Handling (4 credits)
- CYBR 482 Malware Analysis (4 credits)
- ICS 311 Database Management Systems (4 credits)
- ICS 325 Internet Application Development (4 credits)

### *Law and Legal System (4 credits)*

Choose one

- BLAW 310 Business Law: UCC and Contracts (4 credits)
- BLAW 320 Legal Environment of Organizations (4 credits)
- CJS 305 The Criminal Court System (4 credits)
- CJS 310 Introduction to Security Management (4 credits)
- CJS 320 Criminology and Public Policy (4 credits)
- CJS 387 White Collar Crime (4 credits)
- POL 331 Law and the Legal Process (4 credits)
- CJS 366 The U.S. Intelligence Community (4 credits)
- CJS 375 Ethics and Professionalism in Criminal Justice (4 credits)
- PHIL 320 Business Ethics (4 credits)

- PHIL 325 Criminal Justice Ethics (4 credits)
- PHIL 327 Ethics in the Information Age (4 credits)

## General Guidelines

### *Cross-Listed Courses*

Some courses are cross-listed as both CYBR and ICS courses. The following pairs of courses are the same: CYBR 332 = ICS 382; CYBR 412 = ICS 482; CYBR 432 = ICS 483; CYBR 362 = ICS 383; CYBR 442 = ICS 484; CYBR 445 = ICS 487; CYBR 482 = ICS 486.

## **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. Official admission to this major program and review of prior course credentials is done directly through the Computer Science and Cybersecurity (CSC) Department.

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 transfer equivalents
- Complete the General Education Goal I Writing Requirement
- 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. All prerequisite and required courses must be completed with grades of C- or above. Transfer coursework

equivalency is determined by the Computer Science and Cybersecurity Department.

### **Program requirements**

#### ***Guidelines for completing the Computer Information Technology major***

- Students expressing interest in the Computer Information Technology BS (CIT) 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.
- In order to declare a major, students should reference the program eligibility requirements noted in this catalog on the previous page and also noted on a student's Degree Audit Report (DARs).
- All courses for the major must be completed with a grade of C- or better.
- 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 level.
- Students are responsible to both be aware of and abide by prerequisites for CFS, CYBR, and ICS courses for which they enroll, and will be administratively dropped from a course if they have not met prerequisites.
- Transfer coursework equivalency is determined by the Computer Science and Cybersecurity (CSC) Department and additional guidelines are noted below.

### **Course requirements**

#### **Pre-Major Foundation (20 credits)**

In order to declare a Computer Information Technology (CIT) major, students are required to complete the following foundation courses listed with a grade of C-

or better. Math courses should be taken before, or concurrently with, foundation ICS courses. Reference the CSC department's General Guidelines section of this catalog page for further details.

### *College Math Introduction*

Choose one of the two courses below.

- MATH 115 College Algebra (4 credits)
- MATH 120 Precalculus (4 credits)

Complete all of the following courses. A minimum cumulative GPA of 2.5 for ICS 141 and MATH 215 or transfer equivalents is required for admission into major.

- MATH 215 Discrete Mathematics (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)

### *Major Requirements (60 credits)*

Once the pre-major foundation courses are complete, the following courses are required with a grade of C- or better. Students who haven't declared or been accepted into the major will not be allowed to take 400-level courses in the discipline. The Capstone course, ICS 499, should be taken in the final semester of your program, or at least during the semester you complete the last of the other required major courses. Students are advised to reference the CSC department's General Guidelines section of this catalog page for further details on prerequisites. Students who have taken and passed ICS 240 may

take ICS 372 in lieu of ICS 370. CYBR 332 is cross-listed as ICS 382.

### *Core Requirements (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)
- CYBR 332 Computer Security (4 credits)
- ICS 370 Software Design Models (4 credits)
- ICS 499 Software Engineering and Capstone Project (4 credits)

### *Client/Server Computing*

Choose one of the two courses below. The other course may be taken as a major elective.

- ICS 325 Internet Application Development (4 credits)
- ICS 425 Client/Server Architectures (4 credits)

### *Electives Requirement (8 credits)*

Students are required take a minimum of 8 credits of elective courses as part of the major and as a means to meet the 24 credit upper division course requirement. Any 200-level or higher CFS, CYBR, or ICS courses, not already required for the major, may be taken as electives, with the following exceptions: ICS 372 (which may be taken in lieu of ICS 370), ICS 381, ICS 390, ICS 495, and CFS 499. Repeatable exceptions: ICS 490 Special Topics in Information and Computer Sciences and ICS 492 Seminar on Emerging Technologies may be taken more than once for elective credit,

so long as the topics differ. Consult with academic advisor on acceptable electives. Internship/Residency: A maximum of 4-credits in ICS 350I Individualized Internship may be spread over 1-3 semesters.

### General Guidelines

Transfer coursework equivalency is determined by the Computer Science and Cybersecurity (CSC) Department and initially evaluated upon admission with updates documented on Degree Audit Report (DARs). When transferring coursework, please be aware of the following:

#### Transfer Courses

- Many universities and community colleges offer courses equivalent to all of our Pre-Major courses. Many technical colleges offer some courses equivalent to some of our Pre-Major courses.
- Sometimes a course at the lower division at another university or college is equivalent to one of our upper division courses, or an upper-division course at another university is equivalent to one of our lower-division courses.
- For the purpose of calculating upper division credits for the major electives or for university graduation requirements, the status of the course at the institution where the student took the course is what matters.

#### Prerequisites

- Math courses should be taken before, or concurrently with, foundation ICS courses.
- Students are responsible to both be aware of and abide by prerequisites for CFS, CYBR, and ICS courses for which they enroll, and will be administratively dropped from a

- course if they have not met prerequisites.
- For some courses, prerequisites are enforced automatically by the registration system.
- If your DARS report shows you have met the prerequisites for a course, and the registration system will not let you register, please contact your academic advisor.

### 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. Official admission to this major program and review of prior course credentials is done directly through the Computer Science and Cybersecurity (CSC) Department.

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 Goal I Writing Requirement
- 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 who are not accepted to the major will not be allowed to take advanced courses in the discipline. All prerequisite and required courses must be completed with grades of C- or above. Transfer coursework equivalency is determined by the Computer Science and Cybersecurity Department.

### **Program requirements**

#### ***Guidelines for completing the Computer Science major***

- 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.
- In order to declare the major, students should reference the program eligibility requirements noted in this catalog on the previous page and also noted on a student's Degree Audit Report (DARs).
- All courses for the major must be completed with a grade of C- or better.
- 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 level.
- Students are responsible to both be aware of and abide by prerequisites for CFS, CYBR, and ICS courses for which they enroll, and will be administratively dropped from a course if they have not met prerequisites.
- Transfer coursework equivalency is determined by the Computer Science and Cybersecurity (CSC) Department and additional guidelines are noted below.

## Course requirements

### Pre-Major Foundation (28 credits)

In order to declare a Computer Science (CS) major, students are required to complete the following pre-major foundation courses with a grade of C- or better. Math courses should be taken before, or concurrently with, ICS courses. The cumulative GPA for ICS 141, ICS 240, and MATH 215 (or equivalents) must be at least 2.5 (A=4) in order to declare a major. Transfer students are advised to reference the CSC Department's General Guidelines for Transfer Courses and Prerequisites section of this catalog page.

- MATH 120 Precalculus (4 credits)
- MATH 215 Discrete Mathematics (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)

### Calculus Requirement

Choose one of the two courses below.

- MATH 208 Applied Calculus (4 credits)
- MATH 210 Calculus I (4 credits)

### Major Requirements (60 or 68 credits)

Once the pre-major foundation courses are complete, the following courses are required with a grade of C- or better. Students who haven't declared or not accepted into the major will not be allowed to take 400-level courses in the discipline. Students are advised to reference the CSC

department's General Guidelines section of this catalog page for further details on prerequisites.

### Core Requirements (32 credits)

The Capstone course, ICS 499, should be taken in the final semester of your program, or at least during the semester you complete the last of the other required major courses.

- 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

Either eight credits of approved upper-division electives, or complete a minor in a field approved by the academic advisor, is required for the Computer Science major.

### Elective Option (8 credits)

Students are required to take a minimum of 8 credits of elective courses as part of the major and a means to meet the 24 credit upper division course requirement. Consult with academic advisor on acceptable electives.

- At least 4 credits of electives must come from any 300-level or higher CYBR ICS

courses, not already required for the major, with the following exceptions: ICS 350I, ICS 370, ICS 381, ICS 383, ICS 390, and ICS 495.

- Repeatable exceptions: ICS 490 Special Topics in Information and Computer Sciences and ICS 492 Seminar on Emerging Technologies may be taken more than once for elective credit, so long as the topics differ.
- Any upper division Mathematics or Statistics course may be used as an elective except for internships and seminars.
- Internship/Residency: A maximum of 4-credits in ICS 350I Individualized Internship may be spread over 1-3 semesters.

### *Minor Option*

Work with your academic advisor to assess if the minor option is appropriate for your degree and career plan. Students are allowed to have up to 8 credits overlapped with their current or previously completed major or minors. Recommended fields for a minor include (but are not limited to): Industrial and Applied Mathematics, Applied Statistics, Biology, Chemistry, Computer Forensics, Cybersecurity, Design of User Experience, Game Studies, 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.

### *General Guidelines*

Transfer coursework equivalency is determined by the Computer Science and Cybersecurity (CSC) Department and initially evaluated upon admission with updates documented on Degree Audit Report (DARs). When transferring

coursework, please be aware of the following:

### *Transfer Courses*

- Many universities and community colleges offer courses equivalent to all of our Pre-Major courses. Many technical colleges offer some courses equivalent to some of our Pre-Major courses.
- Sometimes a course at the lower division at another university or college is equivalent to one of our upper division courses, or an upper-division course at another university is equivalent to one of our lower-division courses.
- For the purpose of calculating upper division credits for the major electives or for university graduation requirements, the status of the course at the institution where the student took the course is what matters.

### *Prerequisites*

- Math courses should be taken before, or concurrently with, foundation ICS courses.
- Students are responsible to both be aware of and abide by prerequisites for CFS, CYBR, and ICS courses for which they enroll, and will be administratively dropped from a course if they have not met prerequisites
- For some courses, prerequisites are enforced automatically by the registration system.
- If your DARS report shows you have met the prerequisites for a course, and the registration system will not let you register, please contact your academic advisor.

### **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-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**

Official admission to this post-baccalaureate certificate program and review of prior course credentials is done directly through the Computer Science and Cybersecurity (CSC) Department. 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.

Students who do not meet the requirements above or are on academic probation will not be accepted to the certificate program. Students who are not accepted to the program will not be allowed to take 400-level courses in the discipline. All prerequisite and required courses must be completed with grades of C- or above. Transfer coursework equivalency is determined by the Computer Science and Cybersecurity Department.

### **Program requirements**

Cybersecurity Certificate is a 24-credit program intended for students who have already graduated with a 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.

- Students are responsible to both be aware of and abide by prerequisites for CFS and ICS courses for which they enroll, and will be administratively dropped from a course if they have not met prerequisites.
- Transfer coursework equivalency is determined by the Computer Science and Cybersecurity (CSC) Department and additional guidelines are noted below.

### **Course requirements**

#### **Certificate Requirements (24 credits)**

This program requires a core of 16 credits and 8 cybersecurity-related elective credits. Each student must complete 24 credits in the certificate including at least 12 upper division credits and at least 10 credits from Metropolitan State University. Students are allowed to have up to 8 credits overlapped with their current or previously completed major or minors.

#### **Core (16 credits)**

Cybersecurity courses are identical with their cross-listed ICS courses.

- CYBR 332 Computer Security (4 credits)
- CYBR 412 Vulnerability Assessment and Penetration Testing (4 credits)
- CYBR 442 Cyber Operations (4 credits)

Choose one of the following courses.

- CYBR 362 Networking Protocols and Analysis (4 credits)
- ICS 460 Networks and Security (4 credits)

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

The contents of ICS 490 Special Topics in Computer Science and Cybersecurity vary from semester to semester, and may be taken more than once for elective credit with the permission of the cybersecurity coordinator or CSC department chair, as long as it is related to Cybersecurity.

Cybersecurity courses are identical with their cross-listed ICS courses.

- CFS 380 Digital Evidence Analysis (4 credits)
- CFS 484 Computer Laws (4 credits)
- CFS 485 Mobile Device Security and Forensics (4 credits)
- CYBR 445 Cyber Incident Response and Handling (4 credits)
- CYBR 432 Cryptography for Cybersecurity Practitioners (4 credits)
- CYBR 482 Malware Analysis (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)

#### **General Guidelines**

Transfer coursework equivalency is determined by the Computer Science and Cybersecurity (CSC) Department and initially evaluated upon admission with updates documented on Degree Audit Report (DARs). When transferring coursework, please be aware of the following:

#### **Transfer Courses**

- Sometimes a course at the lower division at another university or college is equivalent to one of our upper division

courses, or an upper-division courses at another university is equivalent to one of our lower-division courses.

- For the purpose of calculating upper division credits for program requirements, the status of the course at the institution where the student took the course is what matters.

### *Prerequisites*

- Students are responsible to both be aware of and abide by prerequisites for CFS, CYBR, and ICS courses for which they enroll, and will be administratively dropped from a course if they have not met prerequisites • For some courses, prerequisites are enforced automatically by the registration system. • If your DARS report shows you have met the prerequisites for a course, and the registration system will not let you register, please contact your academic advisor.

### *Cross-Listed Courses*

Some courses are cross-listed as both CYBR and ICS courses. The following pairs of courses are the same: CYBR 332 = ICS 382; CYBR 412 = ICS 482; CYBR 432 = ICS 483; CYBR 362 = ICS 383; CYBR 442 = ICS 484; CYBR 445 = ICS 487; CYBR 482 = ICS 486.

### **Cybersecurity BS**

Cybersecurity is a computing-based field that prepares individuals for careers in securing computer systems. It is an interdisciplinary course of study, including instruction in information technology and assurance, computer architecture, programming and systems analysis; cryptography; security system design; applicable law and regulations; risk

assessment and policy analysis; contingency planning; investigation techniques; and troubleshooting, often in the context of adversaries.

Students completing the BS in Cybersecurity major will learn to assess the security needs of computer and network systems, recommend safeguard solutions to prevent unwanted security breaches, and manage the implementation of security devices, systems and procedures. The program emphasizes lab-based courses designed to provide students with the conceptual and technical background necessary to secure jobs in cybersecurity and related areas. Metropolitan State University is designated as a National Center of Academic Excellence in Cyber Defense Education (CAE-CDE) by the National Security Agency (NSA) and the Department of Homeland Security (DHS). CAE-CDE 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. The Cybersecurity program curriculum also conforms to the NSA requirements for maintaining the CAE-CDE designation.

### **Program Oversight**

Positioned under the College of Sciences, MN Cyber Institute (<https://mncyber.org>) is a statewide initiative to position Minnesota as a national leader in cybersecurity through education, innovative public/private partnerships, interdisciplinary research, and community engagement. MN Cyber advisory board (<https://mncyber.org/advisory-board/>) comprises of representatives from public/private sectors who provide advice and guidance on the Institute's strategic plans and performance as well as ensure that Metro's cyber-related program

offerings are relevant, valuable, and targeted to meet workforce needs.

### **Prospects**

Cybersecurity is in very high demand as a career field, with the projected number of jobs growing 28% over the next decade and starting salaries for well-qualified BS graduates approaching \$100,000/year. Potential cybersecurity career titles include Security Auditor/Manager, Security Administrator, Security Analyst/Architect/Engineer, Penetration Tester, Vulnerability Assessor, Incident Responder, and Secure Software Developer.

### **Program Educational Objectives**

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

1. Contribute to their communities and societies in the area of cybersecurity and demonstrating an understanding of contemporary security issues, both technological and societal.
2. Advance their careers through the application of their cybersecurity knowledge.
3. Work effectively as team members and demonstrating ethical and responsible behaviors.
4. Apply cybersecurity methods and concepts to the general area of their bachelor's degree in cybersecurity.
5. Maintain their skills through continuing professional development and life-long learning.

### **Curriculum Structure**

The Bachelor of Science in Cybersecurity consists of 62 credits, of which 24-credits are prerequisites taken prior to declaring the major, 26-credits are required core courses, 8-credits of elective courses from a selected list, and 4-credits are from a

senior capstone project or a cyber-residency program.

Students must complete a minimum of 20 credit hours of their major required courses and/or major electives at Metropolitan State University. In addition, students must complete at least 30 credits at Metropolitan State University in order to graduate.

### **Enrolling in this program**

#### **Program eligibility requirements**

Students expressing interest in the Cybersecurity BS when applying for admission to the university will be assigned an academic advisor in the College of Sciences and will be given pre-major status. Official admission to this major program and review of prior course credentials is done directly through the Computer Science and Cybersecurity (CSC) Department.

To be eligible for acceptance to the cybersecurity major, students must submit a College of Sciences Undergraduate Program Declaration Form when the following is completed:

- Have a minimum cumulative GPA of 2.5 for ICS 141 and MATH 215 or equivalents.
- Complete the General Education Goal I Writing Requirement
- Complete all prerequisite courses with a grade of C- or better.
- Demonstrate competency in the Java (or C/C++) programming language either by coursework (e.g., ICS 141) 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 400-level courses in the

discipline. All prerequisite and required courses must be completed with grades of C- or above. Transfer coursework equivalency is determined by the Computer Science and Cybersecurity Department.

### Program requirements

#### ***Guidelines for completing the Cybersecurity major***

- Students expressing interest in the Cybersecurity BS will be assigned an academic advisor in the College of Sciences and will be given pre-major status when they apply for admission to the university.
- In order to declare the major, students should reference the program eligibility requirements noted in this catalog on the previous page and also noted on a student's Degree Audit Report (DARs).
- All courses for the major must be completed with a grade of C- or better.
- 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 level.
- It is students' responsibility to be aware of and abide by prerequisites for ICS, CFS, or CYBR courses for which they are enrolled in. The students will be administratively dropped from a course if they have not met prerequisites.
- Transfer coursework equivalency is determined by the Computer Science and Cybersecurity (CSC) Department and additional guidelines are noted below.

### Course requirements

#### Pre-Major Foundation (30 credits)

In order to declare a Cybersecurity major, students are required to complete the

following pre-major foundation courses with a grade of C- or better and a minimum cumulative GPA of 2.5 for ICS 141 and MATH 215 or equivalents. Math courses should be taken before, or concurrently with, ICS, CFS, and CYBR courses. Reference the CSC department's General Guidelines section of this catalog page for further details.

#### *College Math Introduction*

Choose one

- MATH 115 College Algebra (4 credits)
- MATH 120 Precalculus (4 credits)

Complete all of the following courses. A minimum cumulative GPA of 2.5 for ICS 141 and MATH 215 or transfer equivalents is required for admission into major. ICS 251 may be waived with a demonstrated industry experience of 3 years AND with CSC Program Coordinator's permission. If waived, an additional two credits needed in the elective category to total 70 credits.

- MATH 215 Discrete Mathematics (4 credits)
- ICS 140 Computational Thinking with Programming (4 credits)
- ICS 141 Programming with Objects (4 credits)
- CFS 262 Computer and Operating Systems Fundamentals I (4 credits)
- CFS 264 Computer and Operating Systems Fundamentals II (4 credits)
- ICS 251 IT Work Skills (2 credits)
- STAT 201 Statistics I (4 credits)

#### Major Requirements (40 credits)

Once the pre-major foundation courses are complete, the following courses are required with a grade of C- or better.

Students who haven't declared or not accepted into the major will not be allowed to take 400-level courses in the discipline. Students are advised to reference the CSC department's General Guidelines section of this catalog page for further details on prerequisites.

### Core Requirements (32 credits)

Cybersecurity courses are identical with their cross-listed ICS courses. The following pairs of courses are the same: CYBR 332 = ICS 382; CYBR 412 = ICS 482; CYBR 432 = ICS 483; CYBR 362 = ICS 383; CYBR 442 = ICS 484.

- ICS 232 Computer Organization and Architecture (4 credits)
- ICS 240 Introduction to Data Structures (4 credits)
- ICS 311 Database Management Systems (4 credits)
- CYBR 332 Computer Security (4 credits)
- CYBR 362 Networking Protocols and Analysis (4 credits)
- CYBR 412 Vulnerability Assessment and Penetration Testing (4 credits)
- CYBR 432 Cryptography for Cybersecurity Practitioners (4 credits)
- CYBR 442 Cyber Operations (4 credits)

### Capstone Project OR Cyber Residency (4-credit minimum)

Capstone Project (4-credit) OR Cyber Residency (4-8 credits) In their senior year, students will need to complete 4 credits integrative cybersecurity capstone project (CYBR 498 Cybersecurity Capstone I and CYBR 499 Cybersecurity Capstone II) that combines multiple aspects of their learning in the cybersecurity program. The students may complete 4 credits of cyber residency (CYBR 350I Cybersecurity Individualized

Internship) in lieu of the cybersecurity capstone project to satisfy the graduation requirements. Should they desire, the students may be able to extend the cyber residency for an additional 4 credits for a total of 8 credits. Students can choose from one of the following four options:

OPTION 1. Complete 4 credits of Capstone Project (major requirement)

OPTION 2. Complete 4 credits of Cyber Internship (major requirement)

OPTION 3. Complete 4 credits of Cyber Internship (major requirements) and extend it for an additional 4 credits (technical elective)

OPTION 4. Complete 4 credits of Capstone Project (major requirement) and 4 credits of Cyber Internship (technical elective) CYBR 498 Cybersecurity Capstone I, CYBR 499 Cybersecurity Capstone II, are all pending curriculum review and approval

- CYBR 350I Cybersecurity Individualized Internship (1-6 credits)

### Electives (4 credit minimum)

Four credits of elective coursework are required from the list below. The contents of CYBR 490 Special Topics in Cybersecurity vary from semester to semester, and may be taken more than once for elective credit as long as they cover different topics. No student may be enrolled in an ICS, CFS, or CYBR course unless they have completed all course prerequisites with a grade of C- or better. Cybersecurity courses are identical with their cross-listed ICS courses. The following pairs of courses are the same: CYBR 445 = ICS 487; CYBR 482 = ICS 486. CYBR 445 and ICS 487.

- CFS 380 Digital Evidence Analysis (4 credits)

- CFS 484 Computer Laws (4 credits)
- CFS 485 Mobile Device Security and Forensics (4 credits)
- CYBR 445 Cyber Incident Response and Handling (4 credits)
- CYBR 482 Malware Analysis (4 credits)
- ICS 325 Internet Application Development (4 credits)
- ICS 490 Special Topics in Information and Computer Sciences (1-4 credits)
- MIS 450 MIS Auditing and Security Controls (4 credits)

### General Guidelines

Transfer coursework equivalency is determined by the Computer Science and Cybersecurity (CSC) Department and initially evaluated upon admission with updates documented on Degree Audit Report (DARs). When transferring coursework, please be aware of the following:

#### Transfer Courses

Many universities and community colleges offer courses equivalent to all of our Pre-Major courses. Many technical colleges offer some courses equivalent to some of our Pre-Major courses.

- Sometimes a course at the lower division at another university or college is equivalent to one of our upper division courses, or an upper-division course at another university is equivalent to one of our lower-division courses.
- For the purpose of calculating upper division credits for the major electives or for university graduation requirements, the status of the course at the institution where the student took the course is what matters.

#### Prerequisites

Math courses should be taken before, or concurrently with, foundation ICS courses.

- Students are responsible to both be aware of and abide by prerequisites for CFS, CYBR, and ICS courses for which they enroll, and will be administratively dropped from a course if they have not met prerequisites
- For some courses, prerequisites are enforced automatically by the registration system.
- If your DARS report shows you have met the prerequisites for a course, and the registration system will not let you register, please contact your academic advisor.

#### Cross-Listed Courses

Some courses are cross-listed as both CYBR and ICS courses. The following pairs of courses are the same: CYBR 332 = ICS 382; CYBR 412 = ICS 482; CYBR 432 = ICS 483; CYBR 362 = ICS 383; CYBR 442 = ICS 484; CYBR 445 = ICS 487; CYBR 482 = ICS 486.

### 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**

After you are admitted to the university as an undergraduate student, you also need to be accepted to a specific major program. Official admission to this minor program and review of prior course credentials is done directly through the Computer Science and Cybersecurity (CSC) Department. To be eligible for acceptance to the 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.

Students who do not meet the requirements above or are on academic probation will not be accepted to the minor. Students who are not accepted to the program will not be allowed to take 400-level courses in the discipline. All prerequisite and required courses must be completed with grades of C- or above. Transfer coursework equivalency is determined by the Computer Science and Cybersecurity Department.

### **Program requirements**

The Cybersecurity Minor is primarily intended for students majoring in Computer Science (CS), Computer Information Technology (CIT), Computer Application Development (CApp), or Computer Forensics (CFS) to secure challenging jobs in the field of cybersecurity.

- Students are responsible to both be aware of and abide by prerequisites for CFS and ICS courses for which they enroll, and will be administratively dropped from a course if they have not met prerequisites.
- Transfer coursework equivalency is determined by the Computer Science and Cybersecurity (CSC) Department and additional guidelines are noted below.

## Course requirements

### Minor Program Requirements (24 credits)

This program requires a core of 16 credits and 8 cybersecurity-related elective credits. Each student must complete 24 credits in the minor including at least 12 upper division credits and at least 10 credits from Metropolitan State University. Students are allowed to have up to 8 credits overlapped with their current or previously completed major or minors. Work with your academic advisor to assure both major and minor requirements are met when planning out your course load every semester toward graduation. All prerequisite and required courses must be completed with grades of C- or above.

### Core (16 credits)

Cybersecurity courses are identical with their cross-listed ICS courses.

- CYBR 332 Computer Security (4 credits)
- CYBR 412 Vulnerability Assessment and Penetration Testing (4 credits)
- CYBR 442 Cyber Operations (4 credits)

Choose one of the following courses.

- CYBR 362 Networking Protocols and Analysis (4 credits)
- ICS 460 Networks and Security (4 credits)

### Electives (8 credits)

The contents of ICS 490 Special Topics in Computer Science and Cybersecurity vary from semester to semester, and may be taken more than once for elective credit with the permission of the cybersecurity coordinator or CSC department chair, as long as it is related to Cybersecurity.

Cybersecurity courses are identical with their cross-listed ICS courses.

- CFS 380 Digital Evidence Analysis (4 credits)
- CFS 484 Computer Laws (4 credits)
- CFS 485 Mobile Device Security and Forensics (4 credits)
- CYBR 445 Cyber Incident Response and Handling (4 credits)
- CYBR 432 Cryptography for Cybersecurity Practitioners (4 credits)
- CYBR 482 Malware Analysis (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)

### General Guidelines

Transfer coursework equivalency is determined by the Computer Science and Cybersecurity (CSC) Department and initially evaluated upon admission with updates documented on Degree Audit Report (DARs). When transferring coursework, please be aware of the following:

#### *Transfer Courses*

- Many universities and community colleges offer courses equivalent to all of our Pre-Major courses. Many technical colleges offer some courses equivalent to some of our Pre-Major courses.
- Sometimes a course at the lower division at another university or college is equivalent to one of our upper division courses, or an upper-division course at another university is equivalent to one of our lower-division courses.
- For the purpose of calculating



upper division credits for the minor electives or for university graduation requirements, the status of the course at the institution where the student took the course is what matters.

### *Prerequisites*

- Math courses should be taken before, or concurrently with, foundation ICS courses.
- Students are responsible to both be aware of and abide by prerequisites for CFS, CYBR, and ICS courses for which they enroll, and will be administratively dropped from a course if they have not met prerequisites.
- For some courses, prerequisites are enforced automatically by the registration system.
- If your DARS report shows you have met the prerequisites for a course, and the registration system will not let you register, please contact your academic advisor.

### *Cross-Listed Courses*

Some courses are cross-listed as both CYBR and ICS courses. The following pairs of courses are the same: CYBR 332 = ICS 382; CYBR 412 = ICS 482; CYBR 432 = ICS 483; CYBR 362 = ICS 383; CYBR 442 = ICS 484; CYBR 445 = ICS 487; CYBR 482 = ICS 486.

### **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.

Students interested in pursuing the Data Science BS should take the following steps:

1. Speak with a faculty member in the Mathematics & Statistics Department or contact the Chair of the department ([math@metrostate.edu](mailto:math@metrostate.edu)) to learn more about the Data Science BS.

2. Complete the following **Pre-Major Foundation Courses**:

- Take STAT 201 Statistics I, ICS 140 Introduction to Computational Thinking with Programming, and MATH 215 Discrete Mathematics
- Attain grades of C- or higher and a cumulative GPA of 2.5 or higher in the above courses.

3. Declare the Data Science BS using the online College of Sciences declaration form. Transfer coursework equivalency is determined by the Mathematics and Statistics Department.

### **Course requirements**

#### *Pre-Major Foundation (12 credits)*

Students must complete the following courses with grades C- or higher and with a

cumulative GPA of 2.50 or higher to be admitted into the program.

- ICS 140 Computational Thinking with Programming (4 credits)
- STAT 201 Statistics I (4 credits)
- MATH 215 Discrete Mathematics (4 credits)

### Major Requirements (56 credits)

Students must complete a minimum of 20 credits in the program at Metropolitan State University. Once admitted into the major, these lower and upper division courses are required. Take note of prerequisites prior to registering for courses 300-level or higher.

### Core Requirement (48 credits)

#### *Math, Data, & Statistics Courses*

- DATA 211 Data Science and Visualization (4 credits)
- STAT 301 Analysis of Variance and Multivariate Analysis (4 credits)
- STAT 311 Regression Analysis (4 credits)
- MATH 315 Linear Algebra and Applications (4 credits)
- DATA 401 Statistical Machine Learning (4 credits)

#### *Computer Science Courses*

- 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)

#### *Management Information Systems Courses*

- MIS 380 Business Intelligence and Analytics (4 credits)
- MIS 480 Predictive Analytics (4 credits)

### Electives Requirement (4 credits)

Students must complete one of the following courses. With approval from your academic advisor, other upper division mathematics courses may also fulfill this requirement.

- STAT 331 Nonparametric Statistical Methods (4 credits)
- STAT 341 Analysis of Categorical Data (4 credits)
- STAT 411 Time Series Analysis and Forecasting (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.

- STAT 480 Statistical Consulting (4 credits)
- DATA 499 Data Science Capstone (4 credits)

## **Electronic Discovery Minor**

This minor program is a 20-credit program that prepares students with knowledge in electronic discovery, including assisted review, predictive coding, and digital litigation support. This minor is beneficial but not limited to the students who are studying the majors in Accounting, Criminal Justice, Finance, Health System Studies, Human Resource Management, Human Services, Human Services Leadership and Administration.

### **Enrolling in this program**

#### **Program eligibility requirements**

To be eligible for acceptance to the Electronic Discovery minor, students must submit a College of Sciences Undergraduate Program Declaration Form when the following conditions are satisfied:

- 1) Currently enrolled in the university with a specific major program
- 2) 30 earned college credits with a GPA of 2.5 or better

All prerequisite and required courses must be completed with a grade of C- or better. Transfer coursework equivalency is determined by the Computer Science and Cybersecurity Department.

#### **Program requirements**

Each student must complete 20 credits in the minor including at least 12 upper division credits and at least 10 credits from Metropolitan State University. Students are allowed to have up to 8 credits overlapped with their current or previously completed majors or minors. Please work with your academic advisor to assure both your major

and minor requirements are met when planning out your course load every semester toward graduation. All prerequisite and required courses must be completed with a grade of C- or better.

### **Course requirements**

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

##### *Core Requirements (12 credits)*

- CFS 345 Electronic Discovery I (4 credits)
- CFS 445 Electronic Discovery II (4 credits)
- CFS 484 Computer Laws (4 credits)

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

Any upper division CFS, CYBR, and ICS courses except ICS 499 and CFS 499 can be used as electives. The approved courses from other disciplines are provided below:

- ACCT 340 Accounting Information Systems (4 credits)
- BLAW 310 Business Law: UCC and Contracts (4 credits)
- BLAW 320 Legal Environment of Organizations (4 credits)
- BLAW 430 Marketing and Advertising Law (4 credits)
- CJS 305 The Criminal Court System (4 credits)
- CJS 345 Organization and Administration in Criminal Justice (4 credits)
- CJS 387 White Collar Crime (4 credits)
- ENTR 300 Interdisciplinary Business Skills and Knowledge for Non-Business Majors (4 credits)
- HRM 310 Human Resource Management: A Strategic Framework (4 credits)
- HRM 370 Employment Law (4 credits)

- HSA 362 Human Services Administration (4 credits)
- HSCD 353 Case Management for Alcohol and Drug Counseling (4 credits)
- IDST 371 American Legal System, Reasoning and Writing (4 credits)
- INFS 315 Searching for Information (4 credits)
- LAWE 339 Violent Crime Investigation (4 credits)
- LAWE 388 Crime Analysis (4 credits)
- MGMT 310 Management Principles and Practices (4 credits)
- MIS 335 Management and Use of Databases (4 credits)
- MIS 450 MIS Auditing and Security Controls (4 credits)
- PHIL 327 Ethics in the Information Age (4 credits)
- POL 331 Law and the Legal Process (4 credits)

### **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 toward total credits for this major.

Choose one

- MATH 115 College Algebra (4 credits)
- MATH 120 Precalculus (4 credits)

#### Requirements (60 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 (33-40)

##### Lower-Division Core (15-21)

- GEOL 118 Environmental Geology (4 credits)
- ECON 202 Microeconomics (3 credits)

##### Math Requirement (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)

- 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)

### Capstone and Elective (10 or 11 credits)

Upper division courses chosen from the Core courses listed above and the additional courses listed below. Research and internship cannot exceed five credits toward the elective requirement. A minimum of three credits must be at the 400-500 level. Either BIOL 311 or BIOL 324 may be used for this category but not both.

- BIOL 311 Plant Physiology (5 credits)
- BIOL 324 Invertebrate Biology (5 credits)
- 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)
- WRIT 375 Environmental Communication (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. Speak with a faculty member in the Mathematics & Statistics Department or contact the Chair of the department ([math@metrostate.edu](mailto:math@metrostate.edu)) to learn more about the Industrial & Applied Mathematics, B.S. as well as other

programs in the department to determine which program best aligns with your interests.

2. 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.
3. Declare the Industrial & Applied Mathematics, B.S. using the online College of Sciences declaration form **starting Fall 2019**.

Transfer coursework equivalency is determined by the Mathematics and Statistics Department.  
Course requirements

### Pre-Major Foundation (16 credit)

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)

### Major Requirements (51-53 credits)

Students must complete a minimum of 20 credits in the program at Metropolitan State University.

### Core Requirements (39-41 credits)

- ICS 141 Programming with Objects (4 credits)
- STAT 311 Regression Analysis (4 credits)
- MATH 211 Calculus II (4 credits)
- MATH 230 Introduction to Mathematical Modeling (2 credits)
- MATH 310 Calculus III: Multivariable Calculus (4 credits)
- MATH 315 Linear Algebra and Applications (4 credits)
- MATH 320 Probability (4 credits)
- MATH 330 Optimization (2 credits)
- MATH 355 Introduction to Stochastic Processes (2 credits)
- MATH 420 Numerical Analysis (4 credits)
- MATH 430 Advanced Mathematical Modeling (3 credits)

### Select one of the follow courses (2 or 4 credits)

- DATA 211 Data Science and Visualization (4 credits)
- STAT 252 Statistics Programming (2 credits)

### Electives Requirements (8 credits)

Students must complete two of the following courses. At least one must have a MATH designation.

- MATH 301 Introduction to Analysis (4 credits)
- MATH 350 Ordinary Differential Equations (4 credits)
- MATH 375 Complex Variables (4 credits)
- MATH 405 Partial Differential Equations (4 credits)
- MATH 471 Abstract Algebra (4 credits)
- 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)
- STAT 353 Environmental Statistics (4 credits)
- STAT 411 Time Series Analysis and Forecasting (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 4 credits of integrative experience as listed below. Consult with academic advisor to determine an appropriate course.

- STAT 480 Statistical Consulting (4 credits)
- MATH 499 Mathematics Capstone (4 credits)
- STAT 350I Statistics Internship (1-4 credits)

- MATH 350I Mathematics Internship (1-4 credits)

### **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](#)

Transfer coursework equivalency is determined by the Mathematics and Statistics Department.

#### **Program requirements**

This minor is NOT open to students pursuing the Mathematics BA or the Industrial and Applied Mathematics BS degree. Students must complete at least 13 credits of the Minor at Metropolitan State University. Students must include at least 8 credits in the minor that is not counted as part of their major or any other minor. All prerequisite and required courses must be completed with grades of C- or above. Work with your academic advisor to assure both major and minor requirements are met when planning your course load every semester towards graduation.



## Course requirements

### Minor Requirements (24-26 credits)

All coursework must be completed with a grade of C- or better. Students must complete a minimum of 8 credit hours of their minor courses at Metropolitan State University.

### Foundation courses (16-18)

- STAT 201 Statistics I (4 credits)
- MATH 210 Calculus I (4 credits)
- MATH 211 Calculus II (4 credits)
- MATH 230 Introduction to Mathematical Modeling (2 credits)

*Select one of the following courses (2 or 4 credits)*

- DATA 211 Data Science and Visualization (4 credits)
- STAT 252 Statistics Programming (2 credits)

### Electives (8 credits)

Students must complete a minimum of 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)
- MATH 350 Ordinary Differential Equations (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)
- STAT 411 Time Series Analysis and Forecasting (4 credits)

## Life Sciences Teaching BS

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 fall 2019 this program has been reinstated.

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

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. All prerequisite and required courses must be completed with grades of C- or above. Transfer coursework equivalency in the sciences is determined by the Natural Science Department.

### **Program requirements**

Students must complete at least 52 credits in the major including at least 20 upper division credits and at least 25 credits from Metropolitan State University. An additional 34-credits of education courses and admission into the Urban Teacher Program are separate from the Life Sciences Teaching major requirements but required for licensure, for a total of 86 credits needed for this program. Details on requirements can be found at: <https://www.metrostate.edu/academics/programs/urban-secondary-education#requirements>

### **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**

Choose one

- MATH 115 College Algebra (4 credits)
- MATH 120 Precalculus (4 credits)

#### **Major Requirements (52 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 (36-42 credits)

#### *Lower-Division Core (16-22 credits)*

- GEOL 110 Introduction to Earth Sciences (4 credits)
- BIOL 211 Principles of Genetics (4 credits)
- STAT 201 Statistics I (4 credits)

#### *Physics Requirements (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)

#### *Upper-Division Core (20 credits)*

##### *Cell Biology Core (5 credits)*

Choose one

- BIOL 302 Cell Biology and Histology (5 credits)
- BIOL 304 Molecular Biology (5 credits)

##### *Ecology Core (5 credits)*

Choose one

- BIOL 310 Ecology (5 credits)
- BIOL 312 Evolution (5 credits)
- ESCI 315 Limnology (5 credits)

##### *Organismal Core (5 credits)*

Choose one

- BIOL 311 Plant Physiology (5 credits)
- BIOL 322 Comparative Animal Physiology (5 credits)
- BIOL 330 Biology of Microorganisms (5 credits)

##### *Licensure Exam Prep (1 credit)*

BIOL 380 Preparing for Licensure Content Exam (1cr) Currently under academic development and approval. Advise to be taken semester of graduation.

##### *Life Sciences Teaching Methods Courses (4 credits)*

The course listed below is required for the major and licensure. It is strongly recommended this course be taken just prior to student teaching. Prerequisites: EDU 300, EDU 306 and at least 28 credits of science courses in the Life Sciences Teaching major Co-requisite: EDU 450 Advanced Urban Teaching Practicum and Seminar (0 cr)

- SCED 450 Science Methods for Urban Grades 5-12 Classrooms and Lab (4 credits)

##### *Urban Secondary Education Licensure (34 cr)*

An additional 34-credits of education courses and admission into the Urban Teacher Program are separate from the Life Sciences Teaching major requirements but

required for licensure, for a total of 86 credits needed for this program. Details on requirements can be found at: <https://www.metrostate.edu/academics/programs/urban-secondary-education#requirements>

## **Mathematics BA**

The Mathematics Bachelor of Arts offers a rigorous program of study in mathematics that integrates both depth and breadth. The program provides students with a strong undergraduate foundation in mathematics essential for graduate studies in pure or applied mathematics and preparation for innovative applications of mathematics in a variety of careers. Compared to the Industrial and Applied Mathematics B.S., this is a more traditional mathematics major, with a greater emphasis on theory.

### **Enrolling in this program**

#### **Program eligibility requirements**

Students expressing interest in the Mathematics BA 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 Mathematics BA is a new program, officially **starting in Fall 2019**. Students interested in pursuing this program should take the following steps:

1. Speak with a faculty member in the Mathematics & Statistics Department or contact the Chair of the department ([math@metrostate.edu](mailto:math@metrostate.edu)) to learn more about the Mathematics BA as well as other programs in the department to determine which program best aligns with your interests.

2. 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.
3. Declare the Mathematics BA using the online College of Sciences declaration form (see "declare your major" below) **starting Fall 2019**.

Transfer coursework equivalency is determined by the Mathematics and Statistics Department.

### **Course requirements**

#### **Pre-Major Foundation (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.

- MATH 210 Calculus I (4 credits)
- MATH 215 Discrete Mathematics (4 credits)
- ICS 140 Computational Thinking with Programming (4 credits)
- STAT 201 Statistics I (4 credits)

#### **Major Requirements (40 credits)**

Students must complete a minimum of 20 credits in the program at Metropolitan State University.

### Core Courses (32 credits)

- MATH 211 Calculus II (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 320 Probability (4 credits)
- MATH 350 Ordinary Differential Equations (4 credits)
- MATH 471 Abstract Algebra (4 credits)
- MATH 499 Mathematics Capstone (4 credits)

### Electives (8 credits)

- DATA 211 Data Science and Visualization (4 credits)
- PHYS 211 Calculus Based Physics I (5 credits)
- MATH 230 Introduction to Mathematical Modeling (2 credits)
- MATH 330 Optimization (2 credits)
- MATH 355 Introduction to Stochastic Processes (2 credits)
- MATH 370 Modern Geometry (3 credits)
- MATH 375 Complex Variables (4 credits)
- MATH 405 Partial Differential Equations (4 credits)
- MATH 420 Numerical Analysis (4 credits)
- MATH 430 Advanced Mathematical Modeling (3 credits)

### **Mathematics Teaching BS**

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

Students interested in pursuing the Mathematics for Teaching BS should take the following steps:

(1) Speak with a faculty member in the Mathematics & Statistics Department or contact the Chair of the department ([math@metrostate.edu](mailto:math@metrostate.edu)) to learn more about the Mathematics for Teaching, B.S. as well as other programs in the department to determine which program best aligns with your interests.

(2) 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.

(3) Declare the Mathematics for Teaching, B.S. using the online College of Sciences declaration form.

Transfer coursework equivalency is determined by the Mathematics and Statistics Department.

## Program requirements

### 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

#### Pre-major Foundation (12 credits)

In order to declare the Mathematics Teaching BS, grades C- or higher and a cumulative GPA of 2.5 or higher in MATH 210, MATH 211, and STAT 201 are required.

- STAT 201 Statistics I (4 credits)
- MATH 210 Calculus I (4 credits)
- MATH 211 Calculus II (4 credits)

### Major Requirements (32 credits)

Students must complete a minimum of 20 credits in the program at Metropolitan State University.

#### Core Requirements (28 credits)

- MATH 215 Discrete Mathematics (4 credits)
- MATH 230 Introduction to Mathematical Modeling (2 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 330 Optimization (2 credits)
- MATH 370 Modern Geometry (3 credits)
- MATH 380 Preparing for MN Licensure Content Exam (1 credits)
- MATH 471 Abstract Algebra (4 credits)

#### Mathematics Education Methods Course (4 credits)

This course is required for both the major and licensure. It is strongly recommended to be taken just prior to student teaching.

- MAED 450 Teaching Mathematics to Urban Learners in Grades 5-12 (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. 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. 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 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. A student must include at least 5-credits of coursework in the physics minor that is not counted as part of their major or other minor. Work with your academic advisor to assure both major and minor requirements are met when planning out your course load every semester towards graduation. 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)

#### **Minor 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 230 Introduction to Mathematical Modeling (2 credits)
- MATH 350 Ordinary Differential Equations (4 credits)
- MATH 420 Numerical Analysis (4 credits)

- MATH 430 Advanced Mathematical Modeling (3 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 (2 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 ( )
- 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 credits, 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 ( )
- 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 <ul><li>2016 - 52

taking exam, pass rate of 54%</li> <li>2015 - 32 taking exam, pass rate of 63%</li> <li>2014 - 41 taking exam, pass rate 56%</li> <li>2013 - 29 taking exam, pass rate 62%</li> </ul>

### 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 ( )
- 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 ( )

- LAED 440 Methods of Teaching Language Arts in Urban Grades K-6 (3 credits)
- SSED 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 being admitted into a major program in either the College of Sciences (i.e., Life Sciences Teaching, Mathematics Teaching) or College of Liberal Arts (i.e., English for Teaching, Social Studies for Teaching), students need to apply for admission to the Urban Teacher Program within the School of Urban Education to earn a Minnesota grades 5-12 license 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

#### 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 be admitted to a 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 for students seeking to teach English/Language Arts or Social Studies.

- EDU 200 Introduction to Urban Education and Reflective Teaching (3 credits)
- EDU 203 Multicultural Education (3 credits)

### Requirements

28-36 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. NOTE: Program requirements below represent a change effective Summer 2019 for students seeking admission to the Urban Teacher Program. Students admitted prior to Summer 2019 should follow the requirements in place when they were admitted, and contact their Urban Education advisor with any questions.

#### *Professional Education (22 credits)*

These courses are open to students who are admitted to the Urban Teacher Program. 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 ( )
- EDU 310 Teaching and Assessing Students with Disabilities in Urban 5-12 Classrooms (3 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 ( )

*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), the following content methods course is required.

- 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), the following content methods course is required.

- MAED 450 Teaching Mathematics to Urban Learners in Grades 5-12 (4 credits)

*Social Studies licensure (grades 5-12)*

For students pursuing Social Studies licensure (grades 5-12), the following content methods course is required.

- SSED 450 Teaching Social Studies in Urban Grades 5-12 (4 credits)

*Student Teaching (6 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

### Courses

#### 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:** ACCT 210 and MATH 115

#### 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:** ACCT 210 and MATH 115

#### 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:** ACCT 210 and ECON 202 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 360I - Accounting Student-Designed Independent Study (SDIS) (1-8 credits)

Student-designed independent studies give Metropolitan State students the opportunity to plan their own study. This type of independent learning strategy can be useful for because it allows students: to study a subject in more depth, at a more advanced level; to pursue a unique project that requires specialized study; to draw together several knowledge areas or interests into a specialized study; to test independent learning capabilities and skills; or to use special learning resources in the community, taking advantage of community education opportunities which, in themselves, would not yield a full college competence. Students should contact their appointed advisor for more information.

#### ACCT 510 - Advanced Accounting (4 credits)

The third course in the three-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 310 or ACCT 312 and ACCT 311

#### 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 310 and ACCT 340 and ACCT 510 or ACCT 312 and ACCT 311 and ACCT 340 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:** ACCT 310 and ECON 202 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**

### **Courses**

#### **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 160I - Anthropology 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.

#### **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 304 - Anthropology of Religion (4 credits)**

This course takes a cross-cultural approach to religion in relation to the individual life cycle, social order and relations, and culture change. Students examine theoretical constructs and methods and their relation to a variety of religious beliefs and practices in the United States and globally. **Prerequisites:** WRIT 131

#### **ANTH 308 - Archaeology: Explaining the Past (4 credits)**

Who owns the past and why should we try to preserve it? This course explores the formation of the archaeological record, and the methods archaeologists use to interpret that record. Students examine how professional archaeology differs from looting, and how archaeologists work to protect the archaeological record. The course also analyzes and evaluates academic and popular interpretations of archaeology. **Prerequisites:** WRIT 131

#### **ANTH 309 - New Neighbors: The U.S. Hmong Community (4 credits)**

This course explores the history, culture and social situation of one of the United States' newest immigrant/refugee groups. Emphasis is placed on their efforts to create a new way of life while maintaining important cultural traditions. This course is appropriate for all students, especially those interested in human

services, human relations, community development and education. **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 320 - Anthropology in the Global Age (4 credits)

Rapid social and environmental changes are occurring throughout the world today. Before contemporary issues can be understood, the significance of global culture must be considered. Using an anthropological perspective, this course examines significant economic, political, religious and social processes which result from the interactions between traditional cultures and more industrialized societies on our planet as well as within our pluralistic society in the United States. **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

#### ANTH 329 - Race and Ethnicity: Sociological and Anthropological Perspectives (4 credits)

This course uses comparative methods to explore sociological and anthropological understandings of the significance of race, ethnicity, and racism in the United States. We will review concepts and theories of race and ethnicity. We will examine racialization processes affecting the lived experiences of diverse racial and ethnic groups and racial and ethnic inequalities, ranging from institutional discrimination to implicit bias. The course will also explore the pervasive influence of racism as found in domains such as education and the media. How we as individuals and groups can create positive change through anti-racist responsibilities and efforts will also be central to the course. Significant focus is given to issues of race and racism. **Prerequisites:** WRIT 131

#### ANTH 360I - Anthropology 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.

#### ANTH 365I - Anthropology 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.

## **ARTS**

### **Courses**

#### [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 160I - Arts 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.

#### [ARTS 165I - ARTS 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.

#### [ARTS 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.

#### [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 207 - Introduction to Painting \(4 credits\)](#)

This course offers an introduction to painting in a Studio Arts curriculum. Students will learn practical mechanics of painting while working from direct observation. Focus will be placed on technique, color mixing and critical theory in a range of painting projects while developing art vocabulary. Class lectures and discussions will highlight diverse professional artists who paint from direct observation. Water-soluble paints will be utilized in this class.

#### [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 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 - Intermediate Painting \(4 credits\)](#)

This course expands on techniques taught in Introduction to Painting. Students learn theory, principles and practices related to color, shading, volume, perspective and composition. The course emphasizes individual artistic growth and development while exploring a range of topics such as figure, landscape and still life. Class lectures and discussions will highlight diverse professional artists who create works based on figure, landscape and still life. Water-soluble paints will be utilized in this class. **Prerequisites:** ARTS 106



### ARTS 309 - Photography: History of a Visual Artform (4 credits)

This course presents a historical survey of photography within the context of scientific, cultural and artistic forces. From the camera obscura and daguerreotypes to Surrealism and Social Realism, this course addresses the broad and expressive nature of photographic imagery. In addition to exploring the technical history of the medium, the class is designed to promote formal articulation, genre identification and evaluation of meaning within diverse cultural contexts. Students will leave this course with a stronger sense of the ways in which photography has contributed to the global artistic landscape and our conception of reality. Activities include slide lectures, videos, visiting artist presentations and field trips to local collections and studios. No lab component.

### ARTS 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 319 - Topics in Printmaking (4 credits)

This is a hands-on course that explores traditional and experimental approaches to printmaking. Topics are offered on a rotational

basis and include: relief, screen-printing, monotype and photo-based processes. A range of artists from a variety of ethnic backgrounds working in the field will be introduced. The topic will change from one offering to the next, and a particular offering's topic will be stated in the university's schedule of classes. Note: This course may be taken three times for credit as long as the topic is different. **Prerequisites:** ARTS 106

### 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 323 - Intermediate Digital Arts (4 credits)

This course offers intermediate level digital image making in a studio arts curriculum. The image-making techniques introduced in Introduction to Digital Arts will be developed significantly in two and three-dimensional projects focusing on theory, technology and studio practice. Students will develop research skills and practices needed to work independently and to create theme-based projects suitable for peer and instructor critique. Professional artists with a diverse range of backgrounds using these methods will be highlighted in the course. **Prerequisites:** ARTS 203

### ARTS 350I - Arts 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.

[ARTS 355I - Community Photography Internship \(4 credits\)](#)

[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 365I - Arts 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.

[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 106 and ARTS 115 or ARTS 300 and ARTS 203

[ARTS 560I - Arts Student-Designed Independent Study \(SDIS\) \(1-8 credits\)](#)

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

## **BIOL**

### **Courses**

[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 or MATH 110

### 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 102 or MATH 098

### 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 110 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:** BIOL 111 and MATH 115 or BIOL 111 and MATH 120

### BIOL 160I - 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 165I - Biology 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.

#### 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:** BIOL 111 and MATH 115 or BIOL 111 and MATH 120

#### BIOL 221 - 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. Formerly HBIO 201.

**Prerequisites:** CHEM 105 or CHEM 111

#### BIOL 221L - Human Anatomy and Physiology I Lab ( credit)

Lab section for BIOL 221 Human Anatomy and Physiology I. Formerly HBIO 201L. **Prerequisites:** CHEM 105 or CHEM 111

#### BIOL 222 - 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. Formerly HBIO 202. **Prerequisites:** CHEM 105 or CHEM 111

#### BIOL 222L - Human Anatomy and Physiology II Lab ( credit)

Lab section for BIOL 222 Human Anatomy and Physiology II. Formerly HBIO 202L.

**Prerequisites:** CHEM 105 or CHEM 111

#### BIOL 225 - 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. Formerly HBIO 205.

**Prerequisites:** CHEM 105 or CHEM 111

#### BIOL 225L - Basic Microbiology Lab ( credit)

Lab section for BIOL 225 Basic Microbiology. Formerly HBIO 205L. **Prerequisites:** CHEM 105 or CHEM 111

#### BIOL 301 - Genetics (5 credits)

This course covers genetics, heredity and genetic information, its transmission from parents to offspring, its phenotypic and molecular expression in cells and organisms, and its course in populations. Also covers the modern techniques of genetics including gene mapping, cloning, genome manipulation and mutation. Lab included. Intended for biology and life sciences teaching majors. **Prerequisites:** MATH 115 and BIOL 111 and BIOL 112 and CHEM 111 and CHEM 112 or MATH 120 and BIOL 111 and BIOL 112 and CHEM 111

#### 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:** MATH 115 and CHEM 111 and CHEM 112 and BIOL 111 and BIOL 112 or MATH 120 and CHEM 111 and CHEM 112 and BIOL 111 and BIOL 112

#### 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 MATH 120 and BIOL 111 and BIOL 112 and CHEM 111 and CHEM 112

#### 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 and biochem majors and chemistry minors. **Prerequisites:** CHEM 231 and MATH 115 and BIOL 111 and CHEM 111 and CHEM 112 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, environmental science and life sciences teaching majors. **Prerequisites:** MATH 115 and STAT 201 and CHEM 111 and CHEM 112 and BIOL 111 and BIOL 112 or MATH 210 and CHEM 111 and CHEM 112 and BIOL 111 and BIOL 112 or CHEM 111 and CHEM 112 and BIOL 111 and BIOL 112 and MATH 208

#### BIOL 311 - Plant Physiology (5 credits)

This course covers plant physiology across the range of organisms studied by botanists, including plants, algae, and photosynthetic bacteria, including the structural and biochemical features that are characteristic of the different taxonomic groups and how these features affect the distribution and abundance of the organisms. The content and methods of current research in plant physiology are emphasized. Lab activities include laboratory

and field investigations. Intended for biology majors. **Prerequisites:** MATH 115 and BIOL 111 and CHEM 111 and CHEM 112 and BIOL 112 or MATH 120 and BIOL 111 and BIOL 112 and CHEM 111 and CHEM 112

#### 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, environmental science and life sciences teaching majors.

**Prerequisites:** BIOL 111 and MATH 208 and BIOL 112 and CHEM 111 and CHEM 112 or STAT 201 and MATH 115 and BIOL 111 and BIOL 112 and CHEM 111 and CHEM 112

#### 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, environmental science and life sciences teaching majors and other qualified students.

**Prerequisites:** MATH 115 and STAT 201 and BIOL 111 and BIOL 112 and CHEM 111 or MATH 210 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 208

#### BIOL 316 - Behavioral Ecology (5 credits)

This course covers the science of animal behavioral ecology. The content and methods of modern ecological research are emphasized. Students read research papers in the field of animal behavior and conduct field investigations, experiments and computer modeling. Many of the weekly labs take place outdoors. Intended for biology majors.

**Prerequisites:** MATH 115 and STAT 201 or MATH 210 and CHEM 111 and CHEM 112 and

BIOL 111 and BIOL 112 or MATH 208 and BIOL 111 and BIOL 112 and CHEM 111 and CHEM 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, environmental science, 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 321 - Comparative Vertebrate Anatomy (5 credits)

This course covers the comparative anatomy, development and evolution of the vertebrates. The course includes an integrated laboratory in which dissection of representative preserved vertebrates is performed. A weekend or evening field trip to zoo, aquarium and/or museum may be included. Intended for biology majors. **Prerequisites:** MATH 115 or MATH 120

#### 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 MATH 120 and BIOL 111 and BIOL 112 and CHEM 111 and CHEM 112

#### [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, Biochemistry, Environmental Science or Life Science Teaching majors. **Prerequisites:** MATH 115 and BIOL 111 and BIOL 112 and CHEM 111 and CHEM 112 or MATH 120 and BIOL 111 and CHEM 111 and CHEM 112 and BIOL 112

#### [BIOL 350I - Biology Internship \(1-5 credits\)](#)

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

#### [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 365I - Biology Prior Learning \(1-9 credits\)](#)

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

#### [BIOL 379 - Geographical Information Systems \(GIS\) for Biology \(2 credits\)](#)

Geographical information systems (GIS) and their use in environmental science and biology. Students learn to use ArcGIS software and apply their knowledge to contemporary problems.

**Prerequisites:** MATH 115 or MATH 120

#### [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 415 - Pollution Ecology \(3 credits\)](#)

This course examines the ecology of environmental pollution from biological,

paleolimnological and international perspectives. Topics include acidification, eutrophication, metal and organic contamination, species introductions, and climate change. Students develop skill with structured decision making, risk assessment and public presentation. Intended for biology majors, environmental science and other qualified students. **Prerequisites:** MATH 115 or MATH 120

#### BIOL 416 - Invasion Biology (3 credits)

BIOL 416 is intended to serve as an upper division elective within the Biology (B.A. and B.S.) and Environmental Science (B.S.) majors; as such, enrollment is restricted to juniors and seniors within these majors. This advanced lecture course examines the biology of exotic organisms that cause ecological or economic harm upon establishment in a novel environment. Topics include the stages of biological invasion and the ecological processes that mediate them (e.g., propagule pressure, biotic interactions, disturbance), the impacts and management of invasive species, risk assessment and post-invasion evolution. Field trips to local ecosystems may be incorporated.

#### BIOL 418 - GIS for Natural Sciences (3 credits)

Geographical information systems and their use in biology, particularly ecology and public health. Students learn to use current version of ArcGIS software and apply their knowledge to contemporary problems in the areas of spatial ecology, conservation biology and ecoepidemiology. **Prerequisites:** PHYS 211 and PHYS 212

#### 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 112 and BIOL 111 and STAT 201 or BIOL 112 and BIOL 111 and MATH 208 or BIOL 111 and BIOL 112 and MATH 211 or BIOL 301 or BIOL 302 or BIOL 316 or BIOL 322

#### BIOL 426 - Comparative Biomechanics (3 credits)

Biomechanics is the study of the physical aspects of life, the materials and structures made and used by living things of all kinds, plants, animals, fungi, protista and bacteria. Biomechanics unites the fields of physics, physiology, ecology and engineering in the investigation of biological materials and structures and the structural and functional roles that they play for the organisms that produce them. This includes chitin, cellulose, spider silk, feathers, tooth enamel, wood, bone, arteries, tree branches, porcupine quills and many more. This course is an upper division elective in the Biology major and meets the 400-level capstone course requirement of the major. **Prerequisites:** BIOL 311 and PHYS 110 or BIOL 311 and PHYS 211 or BIOL 322 and PHYS 110 or BIOL 322 and PHYS 211 or PHYS 110 or BIOL 324 and PHYS 211 or BIOL 330 and PHYS 110 or BIOL 330 and PHYS 211

#### BIOL 469 - Seminars in Biology (1 credit)

This course presents current advanced research in environmental science, connecting students to the wealth of the scientific resources available in the Metropolitan State area. By listening, reflecting, and writing, students learn about current research in environmental science and how scientists communicate it to other scientists. This course can, with instructor permission, be taken more than once for credit. Intended for environmental science majors in



their junior or senior year. **Prerequisites:** BIOL 112 and CHEM 112 and WRIT 231

#### BIOL 471 - Science Journal Discussion (1-2 credits)

This is a course for advanced biology students, centered on the weekly reading and discussion of the current issue of Science. Published by the American Association for the Advancement of Science, Science is the most widely read scientific journal in the world and every issue contains peer-reviewed research articles, news and reviews from across the spectrum of scientific disciplines with core strength in biological sciences. This course builds student knowledge of current scientific research and issues in biology and develops skills in scientific reading, discussion and presentation at the advanced level.

#### 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 490H - Honors Research Project (1-4 credits)

This course provides the capstone experience for students in the biology honors cohort. Student conducts a laboratory or field research project under the supervision of a resident science faculty member. Project includes formal written proposal, instructor approval,

performance of appropriate scientific experiment or investigation, data analysis, and presentation of the final results in written and oral form to an appropriate audience. Prior successful completion of an upper division course with the instructor is generally required. Enrollment is limited to students in the Biology Honors cohort. Student must successfully complete 4 credits of BIOL 490H to fulfill requirements for graduation with Biology Honors. **Prerequisites:** BIOL 112 and BIOL 111 and CHEM 111 and CHEM 112 and MATH 115 and PHYS 110 or PHYS 211 and PHYS 212 and STAT 201 or MATH 208

#### 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.

#### BIOL 512H - Honors Insect Ecology and Management (3 credits)

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

### BIOL 513H - Honors Wetland Ecology (3 credits)

Advanced course in wetland ecology with application to the classification, assessment and delineation of wetlands. Students learn and apply techniques in the sampling and identification of wetland plants, macroinvertebrates, and soils.

### BIOL 514H - Honors Forest Ecology (3 credits)

Advanced course in forest ecology with applications to the classification, assessment, maintenance and certification of forest health, and a focus on sustainable and responsible forest management. Students learn and apply techniques in forest monitoring and taxonomic methods used in dendrology.

### BIOL 560I - Biology 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.

## **BLAW**

### **Courses**

#### 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 365I - Business Law 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.

### 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

#### **CAS**

##### **Courses**

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

CAS 175I - CAS Transfer Cr (1-9 credits)

CAS 375I - CAS Transfer Cr (1-9 credits)

CAS 475I - CAS Transfer Credit (1-8 credits)

CAS 575I - CAS Transfer Credit (1-8 credits)

#### **CC**

##### **Courses**

CC 090 - Consortium Courses: See Specific Title on Term Course (1-9 credits)

CC 100 - Consortium Course: See Specific Title on Term Course (1-9 credits)

CC 101 - Consortium Course: See Specific Title on Term Course (1-9 credits)

CC 200 - Consortium Course: See Specific Title on Term Course (1-9 credits)

CC 300 - Consortium Course: See Specific Title on Term Course (1-9 credits)

CC 400 - Consortium Course: See Specific Title on Term Course (1-9 credits)

CC 500 - Consortium Course: See Specific Title on Term Course (1-9 credits)

#### **CFS**

##### **Courses**

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 or CFS 160 or ICS 141

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 or ICS 141 or CFS 160

### 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 350I - Computer Forensic Sciences Internship (1-5 credits)

Students obtain internships in selected areas of study to gain deeper understand of knowledge, skills and the context of a given field. Site supervisors give guidance and direction to customized internship projects. Faculty members serve as liaisons between the internship sites and the university, providing information to students and potential supervisors and supervising the learning experience. Students interested in internships within the Computer Science and Cybersecurity department should work with their advisor and/or faculty internship coordinator to discuss the process for your specific major.

### CFS 360I - Computer Forensic Sciences Student-Designed Independent Study (SDIS) (1-7 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.

### 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 492 - Seminar on Emerging Technologies (1-2 credits)

This series of workshops is intended to provide students with hands-on experience with current and emerging technologies and tools. Students will learn design principles and implementation practices on a variety of platforms. Specific topics will vary.

#### 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:** CFS 380 and ICS 382

### CHEM

#### **Courses**

#### CHEM 102 - Introduction to Chemistry (4 credits)

This course is an introduction to concepts, methods and vocabulary of the science of chemistry. Topics include scientific method, the history of chemistry, measurement and problem-solving in chemistry, the nature of matter and energy, atoms, molecules, chemical reactions, chemical bonding, the periodic table, solid, liquids, gases and chemical solutions. 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 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. **Corequisites:** CHEM 105L **Prerequisites:** MATH 102 or MATH 098

### CHEM 105L - Survey of General, Organic, and Biochemistry ( 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. **Corequisites:** CHEM 105 **Prerequisites:** MATH 102 or MATH 098

### 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 102 or MATH 098

### 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 111L - General Chemistry I Laboratory ( credit)

This laboratory course must be taken concurrently with CHEM 111 General Chemistry I. Laboratory activities include the introduction to a variety of physical and chemical techniques used in biology and chemistry laboratories.

### CHEM 112 - General Chemistry II (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:** CHEM 111 and MATH 115 or CHEM 111 and MATH 120

### CHEM 112L - General Chemistry II Laboratory ( credit)

This laboratory course must be taken concurrently with CHEM 112 General Chemistry II. Laboratory activities include acid-base titrations, oxidation-reduction reactions, inorganic syntheses, elementary spectrophotometry, and explorations of chemical equilibria.

### CHEM 160I - Chemistry Student-Designed Independent Study (SDIS) (1-6 credits)

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

learning strategy can be useful for because it allows students: to study a subject in more depth, at a more advanced level; to pursue a unique project that requires specialized study; to draw together several knowledge areas or interests into a specialized study; to test independent learning capabilities and skills; or to use special learning resources in the community, taking advantage of community education opportunities which, in themselves, would not yield a full college competence. Students should contact their appointed advisor for more information.

#### 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 CHEM 112 and MATH 120

#### 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. **Corequisites:** CHEM 231 **Prerequisites:** CHEM 112L and MATH 115 or CHEM 112 and MATH 120

#### 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

kinematics, 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:** BIOL 111 and CHEM 111 and CHEM 112 and CHEM 231 and MATH 115 or BIOL 111 and CHEM 111 and CHEM 231 and MATH 120

#### 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 111 and MATH 120 and CHEM 112

#### 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:** BIOL 111 and CHEM 231

#### CHEM 327 - Biochemistry Laboratory (2 credits)

This lab 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.

#### 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 carbonyl, amine, and aromatic systems and related reaction mechanisms, radical reactions, multi-step synthetic routes, polymers, and the chemical structures common

in many biomolecules. Instrumentals methods (e.g. NMR, IR, MS, UV) are discussed in greater detail. Intended for chemistry majors and minors, biochemistry majors, and biology majors. **Prerequisites:** CHEM 231 and MATH 115 or CHEM 231 and MATH 120

#### CHEM 332L - Organic Chemistry II Lab (1 credit)

This course provides the laboratory experience to accompany CHEM 332 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. **Prerequisites:** CHEM 112

#### CHEM 350I - Chemistry Internship (1-5 credits)

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



Scholarship (ICES) at Metropolitan State University for more information.

#### 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 CHEM 112 and MATH 208 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 360I - Chemistry 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.

#### 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 365I - Chemistry Prior Learning (1-9 credits)

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

#### CHEM 407 - Biochemistry of Neurological Disorders (3 credits)

This course is intended for Chemistry, Biochemistry, and Biology majors and counts as an elective for the Biochemistry, Chemistry, and Biology majors. Course lecture will focus on discussions of the biochemical aspects of neurodegenerative diseases, addiction, and poisons, such as the roles of metal ions and non-covalent interactions in protein folding and function. The course involves extensive reading and discussion of primary literature with a strong focus on data interpretation and experimental design. **Prerequisites:** CHEM 301 or CHEM 325

#### 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 231 and CHEM 332

#### [CHEM 425 - Polymer Chemistry and Dynamics \(3 credits\)](#)

This course is intended for Chemistry and Biochemistry majors. Polymers span multiple industries and have unique properties that allow for their use in a wide range of applications. This course will focus on multiple synthesis pathways and explore the different physical states that polymers can attain. Students will learn about polymer material properties, including viscoelasticity and molecular weight. The course will also cover multiple industrially relevant topics, including adhesives, sustainable polymers, coatings, and polymerization at scale. Students will be exposed to polymer lab techniques and characterization through in-class demos.

**Prerequisites:** CHEM 112 and CHEM 231L 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 433 - Advanced Organic Chemistry \(3 credits\)](#)

This upper-division elective course is designed for chemistry majors and minors who have completed Organic Chemistry 1 and 2. Students will develop their abilities to construct multistep syntheses for complex molecules, including asymmetric catalysis, and refine their understanding of reaction mechanisms.

Students will expand their knowledge of transformations on molecules with biological, pharmaceutical, and industrial significance. Students will read current primary literature for organic chemistry and gain understanding of research methodologies. **Corequisites:** CHEM 435 **Prerequisites:** CHEM 231 and CHEM 332  
[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. **Corequisites:** CHEM 433 **Prerequisites:** CHEM 231L and CHEM 332L

#### [CHEM 437L - Research Methods \(3 credits\)](#)

Research methods is a three-credit laboratory course for Chemistry and Biochemistry majors. Students will work independently within a small group to solve scientific problems thoroughly and critically. Students will develop a research proposal and implement their strategy. Students will interpret experimental findings and summarize results in a final research report. **Prerequisites:** CHEM 341 and CHEM 231L and CHEM 231

#### CHEM 441 - Instrumental Analysis (5 credits)

This course is intended for Chemistry majors and minors; this course contributes to Category 2 electives for the Chemistry major. Topics include instrumental methods of analysis including spectrochemical, kinetic and chromatographic methods. Includes 3 credits dedicated to lecture and 2 credits to lab.

**Prerequisites:** CHEM 341

#### 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 CHEM 301 and WRIT 231

#### 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:** WRIT 231 and CHEM 231 or WRIT 231 and CHEM 301

### **CJS**

#### **Courses**

#### 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 110 - Careers in Criminal Justice (4 credits)

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

#### CJS 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 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 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 101 and CJS 201

#### CJS 303 - Risk, Need, Responsivity in Evidence-Based Practices (3 credits)

This course focuses on the applications of risk/needs assessment tools that are 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 tools have been derived.

**Prerequisites:** CJS 202

#### CJS 304 - Case Planning with Justice-Involved Individuals (3 credits)

The goal in corrections is to reduce risk of reoffending and help clients change their thinking and behavior. This course utilizes strategies within a case planning process by addressing criminogenic needs that most effectively protect the public and effect change in the client's criminal behavior. This will teach you a process for creating initial case plans in partnership with clients, as well as a process for ongoing case plan development. **Prerequisites:**

#### 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 101 and CJS 201

#### CJS 310 - Introduction to Security Management (4 credits)

This course explores the past, current and future trends in security management. The basic concepts, tools and practices that comprise security management are examined. Students learn how to identify and minimize risk in a private setting. They also learn the basics of physical security and access control as well as how to identify potential liability in the security field. In addition, this course examines various career opportunities in security management. **Prerequisites:** CJS 101

#### CJS 315 - Sexual Violence and Child Exploitation (4 credits)

This course examines the causes, effects, treatment, and prevention of all types of violence against women and children. Topics to be covered include, but are not limited to, domestic violence, rape and sexual assault, incest, sexual harassment, physical child abuse and sexual exploitation, infanticide, female genital mutilation, and sexual slavery.

**Prerequisites:** CJS 101

#### CJS 318 - Women and Crime (4 credits)

This course will be comprised of material on three main topics: women as offenders, women as victims of gendered violence, and women working in the criminal justice system. Women's involvement in criminal activity has been ignored by traditional criminological

theories/theorists. This course will examine the frequency and nature of women's involvement along with the more modern theories which we can use to understand these phenomena. Students will also learn about the issues surrounding gendered violence including stalking, domestic violence, and sexual assault. Finally, students will learn about the special issues surrounding women's work in the traditionally male-dominated fields of corrections and law enforcement.

#### [CJS 320 - 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 325 - Inside-Out: Prison Exchange Program \(4 credits\)](#)

The Inside-Out Prison Exchange Program is an opportunity for a small group of students from Metropolitan State University and a group of residents who are in area correctional facilities to exchange ideas and perceptions about crime and justice, the criminal justice system, corrections and imprisonment. It is a chance for all participants to gain a deeper understanding of the criminal justice system through the marriage of theoretical knowledge and practical experience achieved by weekly meetings extended throughout the semester.

**Prerequisites:** CJS 101

#### [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 340A - Comparative Criminal Justice \(3 credits\)](#)

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.

#### [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 345 - Organization and Administration in Criminal Justice \(4 credits\)](#)

This course examines the operation of criminal justice organizations and provides students with a conceptual foundation to explore the workings of the criminal justice system. Emphasis is placed on understanding internal and external influences on the operations of criminal justice agencies including the people, practices and events that shape criminal justice administration. **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 350I - Criminal Justice Internship \(1-6 credits\)](#)

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.

#### [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 358 - Community Building for Criminal Justice (4 credits)

This class will examine the processes and dynamics necessary for criminal justice agencies and their personnel to play an active, direct role in identifying and organizing the community and fiscal resources necessary to build effective partnerships. Once formed, these partnerships will result in the development of a cooperative problem-solving community. Students will review case studies, visit a community meeting, evaluate current and historical social movements, and develop recommendations on issues they face in their communities. Modern theoretical application will provide the basis for the foundation of the necessity for these problem solving partnerships to emerge and grow. The students will study how the criminal justice system shapes and influences particular parts of the community including schools, business organizations, faith communities, social service agencies, and grassroots groups and how these organizations in turn shape the criminal justice system. **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 365 - Media in Criminal Justice: Fake News and High Drama (4 credits)

Students in this course explore the roles and responsibilities that the electronic and print media have in reporting crime and criminal justice news. Students identify and analyze the nature of criminal justice agencies and media relationships with various criminal justice agencies. **Prerequisites:** CJS 101

#### 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 366 - The U.S. Intelligence Community \(4 credits\)](#)

This course provides an overview of the U.S. Intelligence Community and examines how the community supports national security, foreign policy, and homeland security. Students examine the intelligence cycle and the structure, constraints, and oversight of the agencies that comprise the intelligence community. Specific attention is given to collection operations, analysis, and dissemination of finished intelligence products to consumers, with emphasis on how global intelligence is used to protect and police local communities. How intelligence products build a common operational picture for national security management at top levels of government and how intelligence analysis also supports Homeland Security by assisting federal, state, and local political leaders and law enforcement officials is explored. Students also discuss such topics as human intelligence operations, counterintelligence, UAV (drone) operations, interrogation and detention, and the moral, ethical, and legal framework inside which those disciplines and operations are practiced. **Prerequisites:** CJS 101

#### [CJS 370 - Probation and Parole \(3 credits\)](#)

This course examines both probation and parole and how each field plays an integral part in the criminal justice system. Students are given an historical background of probation, become familiar with present day policies and procedures and are introduced to treatment philosophies and future trends. Throughout the course, students also supervise a mock caseload of probationers and parolees.

#### [CJS 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 465 - Criminal Justice Response to the Mentally Ill and Other Special Populations (4 credits)

This course will focus on how to manage special populations in the criminal justice system. The types of special populations we will focus on will include the mentally ill, the physically ill and disabled, juveniles, the elderly, women, GLBT individuals, and immigrants. We will consider both offenders and victims within each of these special populations. **Prerequisites:** CJS 101 and CJS 201

### 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, 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 301 and CJS 201

## **COMM**

### **Courses**

#### 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 171 - Desktop Computer Designing for Communication (2 credits)

This course introduces students to contemporary computer and design tools used in the communication field. The course is structured around a series of exercises that help students develop skills and understanding of word processing, presentation software, the Internet and desktop publishing.

#### 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 301 - Connections: Introduction to Communication Studies (2 credits)

This course is only for students who are majoring in professional communication. Students learn the careers, major disciplines, communication principles, work habits and the mindset required to obtain positions and succeed in the communication field. Students are also exposed to current topics and issues in communication practice. **Prerequisites:** COMM 103 and COMM 171

### 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 331 - Intermediate Interpersonal Communication (4 credits)

Effective interpersonal communication skills are essential for students across all majors. In this course we will consider the complex, dynamic and dialectical nature of the interpersonal

communication process through multiple perspectives. This course focuses on the mindset and communication skills necessary to respond to others as whole persons. The ability to recognize the influences of cultural beliefs and values on communication style is emphasized, as is the ability to recognize one's own communicative biases and behaviors. We will learn how to process conflict through several major models developed in Communication. Students also learn oral presentation techniques.

### 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.

#### COMM 333A - 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.

#### 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 351T - Communication in Work Groups Theory Seminar (4 credits)

This seminar is designed for sophisticated communication students who have significant prior learning in group communication. The seminar is a condensed and abbreviated version of the course of the same name. After a review of the subject, the seminar focuses on group theory of project teams, task and relational issues in groups, and group communication

skills. Most of the seminar time is spent on actual group analysis. It is assumed students are currently engaged in one or more work or project teams. This theory seminar requires a diagnostic evaluation for entrance, and is evaluated satisfactory/nonsatisfactory only. No other letter grade is assigned.

#### COMM 352 - Organizational Communication (4 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 361 - Managerial Communication (4 credits)

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

#### COMM 361T - Managerial Communication Theory Seminar (4 credits)

This seminar is open to students who have experience managing people, interviewing, drafting written materials, and delivering oral and written reports in their roles as managers of profit or nonprofit institutions or volunteer organizations. The seminar focuses on the theoretical perspective of communication as a dynamic process involving both verbal and

nonverbal elements. Using their experiences in directing others' behavior toward an institutional goal, participants respond to reading, lectures and student presentations on topics such as conflict, style, ethics and diversity issues. This theory seminar requires a diagnostic evaluation for entrance and is evaluated satisfactory/nonsatisfactory only. No other letter grade is assigned. Overlap: COMM 361 Managerial Communication.

#### 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 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 381T - Public Relations Theory Seminar (4 credits)

This seminar is for people who have experience with public relations concepts and processes. The experience may come from professional experience or independent study. The seminar addresses elements of the public relations process: research and planning, setting objectives, developing strategies, implementing programs and evaluating results. Overlap: COMM 381 Public Relations Principles.

#### COMM 383 - Employee Communication (2 credits)

This course introduces students to the many forms of employee communication created by public relations practitioners. Through the use of case studies students gain practical experience creating employee communications and come to appreciate its vital role in attaining the strategic goals of public relations programming.

#### COMM 385 - Media Relations (4 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 386 - 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 431 - Advanced Interpersonal Communication (4 credits)

In both personal and professional spheres, interpersonal communication is the primary means through which relationships are developed, maintained, repaired, and dissolved. Effective interpersonal communication is widely recognized as the cornerstone of successful friendships, marriages, and families. Due to the importance of interpersonal communication, scholars in positivist/post-positivist, constructivist, and critical approaches have proposed theories and conducted research. This course explores and evaluates these theories.

**Prerequisites:**

#### COMM 433 - Advanced Intercultural Communication (4 credits)

Advanced Intercultural Communication helps students focus on theories of Intercultural Communication and their application. Theories introduced in earlier courses are reintroduced for deeper understanding and application. Students learn what makes a good theory and how we can assess theories' values. New theories are discussed to help students develop a repertoire of choices as they practice and critique intercultural communication in their lives and the world in which they live.

**Prerequisites:** WRIT 231

#### 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 460I - Communication Student Designed Independent Studies (1-6 credits)

Student-designed independent studies give Metropolitan State students the opportunity to plan their own study. This type of independent learning strategy can be useful because it allows students: to study a subject in more depth, at a more advanced level; to pursue a unique project that requires specialized study; to draw together several knowledge areas or interests into a specialized study; to test independent learning capabilities and skills; or to use special learning resources in the community, taking advantage of community education opportunities which, in themselves, would not yield a full college competence. Students should contact their academic advisor for more information.

#### 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.

**Prerequisites:** COMM 372

#### 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 482 - Applied Communication Research (4 credits)

This course studies the ways research is carried out: its purpose and design, justification and links to preceding work; data identification, collection and analysis; basic statistical concepts; and the interpretation, application and implications of findings. Students will work directly with data, reports, journal articles, and/or community-based research to develop their skills in interpreting, writing, and presenting quantitative and qualitative findings to a variety of audiences they may encounter in their professional careers.

### 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.

### COMM 499A - Topics in Communication (1-5 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.

## **CYBR**

### **Courses**

#### CYBR 332 - 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. Overlap: ICS 382 Computer Security **Prerequisites:** ICS 141 and MATH 215 or CFS 280

#### CYBR 350I - Cybersecurity Individualized Internship (1-6 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 interested in internships within the Computer Science and Cybersecurity department should work with their advisor and/or faculty internship coordinator to discuss the process for your specific major.

#### CYBR 360I - Cybersecurity 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.

#### CYBR 362 - 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. Overlap: ICS 383 Networking Protocols and Analysis **Prerequisites:** ICS 240 or CFS 264

#### CYBR 412 - 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

#### CYBR 432 - 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. Overlap: ICS 483.

**Prerequisites:** ICS 382 or MATH 215

#### CYBR 442 - 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. Overlap: ICS 484 **Prerequisites:** ICS 382

### CYBR 445 - Cyber Incident Response and Handling (4 credits)

As cyber breaches and intrusions continue to increase, enterprises are now looking to hire professionals who can identify and respond to breaches and incidents before they have adverse impacts on information systems and data networks. This course provides an in-depth coverage of applying Digital Forensics and Incident Response methodologies and frameworks to address and manage the aftermath of security breaches or incidents with the goal of limiting the damages and reducing the recovery time and costs. The student will be able to identify, contain, eradicate and recover from an attack in an enterprise network. Topics include identifying threat actors and security breaches, analyzing artifacts and logs, restoring back the system, performing postmortem analysis, and implementing and/or modifying mitigating techniques. Overlap ICS 487

**Prerequisites:** ICS 382 or MATH 215

### CYBR 482 - Malware Analysis (4 credits)

Malware infections have reached epidemic proportions with over 600 million types of infection reported to date. Traditional antivirus techniques are not sufficient to stem the tide. This course will introduce students to the fundamentals of malware analysis techniques which will allow them to recognize, analyze and remediate infections. Basic static analysis techniques using antivirus scanning, hashing, string searching and other automated analysis tools will be reviewed. Dynamic approaches using system and network monitoring will be employed to detect snooping and attempts to exfiltrate data. Students will set up virtual workspaces, download tools and malware and analyze software in a secure environment.

Reverse engineering will be introduced. Overlap: ICS 486 **Prerequisites:** ICS 383 and ICS 382 or ICS 460

## DATA

### Courses

#### 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

#### DATA 350I - Data Science Internship (1-5 credits)

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

#### DATA 401 - Statistical Machine Learning (4 credits)

Statistical machine learning (often referred to simply as statistical learning) has arisen as a recent subfield of statistics. It emphasizes the interpretability, precision, and uncertainty of machine learning models. This course assesses the accuracy of several supervised and unsupervised machine learning models for both regression and classification. Topics include the bias-variance trade-off, training and test datasets, resampling methods, shrinkage and dimension reduction methods, non-linear

modeling techniques such as regression splines and generalized additive models, and decision tree-based methods. Applications include examples from medicine, biology, marketing, finance, insurance, and sports. **Prerequisites:** DATA 211 and ICS 352 and STAT 311

#### [DATA 499 - Data Science Capstone \(4 credits\)](#)

This course provides a culminating experience in formulating and resolving data science and business analytics questions, regardless of domain or nature of scientific inquiry. Students work in teams on two comprehensive projects of increasing complexity to apply data science concepts and principles. They design and propose projects, source datasets to create appropriate data models and advanced visualizations, and produce professional reports and presentations based on insightful analysis and investigation. **Prerequisites:** ICS 352 and MIS 380 and STAT 311 and STAT 301 or MIS 480

### **DENH**

#### **Courses**

#### [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. **Prerequisites:** STAT 201

#### [DENH 420 - Restorative Functions Theory and Lab \(3-4 credits\)](#)

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.

#### [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.

#### **Prerequisites:** WRIT 331

#### [DENH 440 - Restorative Function Certification \(1 credit\)](#)

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.

#### [DENH 499 - Special Topics in Dental Hygiene \(1-4 credits\)](#)

### **DKTA**

#### **Courses**

#### [DKTA 100 - Dakota Language and Culture \(4 credits\)](#)

This course applies an immersion approach to learning Dakota, the Indigenous language of the Dakota people. The language offers key insights into the formation and transmission of Dakota cultural identities and worldviews. The course is part of larger community efforts to retain and use Dakota and contribute to world-wide efforts to preserve Indigenous languages. Students in the course will learn Dakota grammatical structures and build a working vocabulary sufficient for beginning-level conversations.

### **DSCI**

#### **Courses**

#### [DSCI 350I - Decision Sciences Individual Internship \(1-8 credits\)](#)

Under the direction of the Internship Office and the DSci faculty, students can use actual on-the-job experience with their past or current projects in operations, manufacturing, project management, and or decision making to earn four credits. A comprehensive project report is required.

### DSCI 360I - Decision Sciences 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.

### 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 415 - Special Topics in Supply Chain and Operations (2-4 credits)

This course will address special topics, current issues and research trends in supply chain and operations management field. The supply chain and operations management field is undergoing some rapid change due to driving factors such as globalization, technology change, and environmental concerns. The course will revolve around five themes or topics: (1) managing risks; (2) theory of constraint, (3) lean management; (4) green, environment and carbon issues; and (5) globalization. Other specialized topics may be added as the field

undergoes changes. Prerequisites: DSCI 434 Intro. to Operations Management

**Prerequisites:** DSCI 434

### 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 431 - Managerial Problem-solving and Decision-making Methods (4 credits)

This course introduces a variety of systematic behavioral and analytical approaches to problem formulation, problem solving, decision making and implementation issues. The primary focus is on conceptual and practical frameworks of successful managerial problem solving and decision making. Individual and team problem solving and decision making issues will also be addressed. Special emphasis will be placed on real-life applications of problem-solving and decision-making methods using appropriate software programs. **Prerequisites:** MGMT 310

### 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

#### [DSCI 532 - Introduction to Management Science \(4 credits\)](#)

This independent study introduces applications of scientific approaches to management problems to help managers make better decisions. Students learn, with a minimum of mathematics, how to formulate decision problems, how to solve them using management science concepts, and how to apply the solutions obtained. Topics include multiple criteria decision making, decision analysis, game theory, linear programming and optimization techniques, forecasting methods, and simulation. **Prerequisites:** MATH 210 and STAT 201

#### [DSCI 535 - Advanced Topics in Operations Management \(4 credits\)](#)

This course is designed to introduce students to advanced topics in operations management, project management, and managerial decision making and problem solving methods. Prerequisite: Senior standing.

DSCI 9001 - Project Management ( credit)  
DSCI 9002 - Facilitator Role in Project Management ( credit)

## **ECON**

### **Courses**

ECON 200 - Introduction to Economics for Non-Business and Non-Economics Majors (3 credits)

This course introduces the principles of microeconomics and macroeconomics that are useful for our understanding of the market economy, the banking and the financial system, government regulations, economic policies and the global economy. This course is designed for students who do not intend to pursue a business or economics degree and it does not satisfy the requirement at the College of Management or the major requirement for Bachelor of Science in Economics at Metropolitan State University.

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 300 - Analytical and Quantitative Methods for Economists (4 credits)

This course is intended to advance the analytical and quantitative skills of students who have completed introductory level micro- and macroeconomics. Topics include: economic methodology, economic optimization, static and dynamic modeling, game theory and its application, basic econometrics, and economic data. Successful completion of this course will help students to continue their study in upper-division economics courses. **Prerequisites:** ECON 201 and ECON 202 and MATH 115 and STAT 201

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 or ECON 200

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 or ECON 200

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 or ECON 202 or ECON 200

#### 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 or ECON 200

#### 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 or ECON 200

#### ECON 317 - Global Economic and Financial Crises: Theory and Policy (4 credits)

Financial crises, either that we are currently in one or about to be in one or some other country is in one, are all the rage in popular media today. More often than not financial crises are the result of bubbles in certain assets classes or can be linked to a specific form of financial innovation. This course will explore theoretical and policy perspective of modern global financial crises in the world. We will review the conflicting evidence about the extent of the harm caused by financial collapses. This course will also provide the

students with a good economic and behavioral understanding on the effects of financial crises on the US and global economy. The primary goal of this class is to educate the students to understand the causes of past crises in an economic point of view and to develop a conceptual and policy framework in minimizing the risks of future crises and helping students make informed decisions. **Prerequisites:** ECON 200 or ECON 201 or ECON 202

#### ECON 350I - Economics Individual Internship (1-8 credits)

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

#### ECON 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:** ECON 300 and ECON 202 and ECON 201 or MATH 210 or MATH 208

#### 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 202 and ECON 300 and ECON 201 or MATH 208 or MATH 210

#### [ECON 360I - Economics 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.

#### [ECON 365I - Economics Prior Learning \(1-8 credits\)](#)

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

#### [ECON 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 490 - Topics in Economics \(2-4 credits\)](#)

This course covers topics in economics that vary from semester to semester and that are not represented in regular course offerings within the department. Because the content of each section of this course is different, students may take this course more than once for credit.

#### [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 200 and STAT 201 or 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:** ECON 201 and ECON 202 and STAT 201 or ECON 300 or MATH 208 or MATH 210

### **EDU**

#### **Courses**

#### [EDU 150 - Preparing for the MTLE Basic Skills Test \(1 credit\)](#)

This elective course prepares prospective teachers to take the Minnesota Teacher

Licensure Examinations (MTLE) Basic Skills Test that is required for initial state teaching licensure. The course includes written and computerized applications as methods of instruction. Students will have opportunities to practice essential skills in preparation for successfully passing the MTLE Basic Skills Test that assesses reading, writing, and mathematical competence. Each class session will be held in a computer lab with individual computers provided for each student. There are no pre-requisites for this course, and it does not meet any program requirements.

#### [EDU 160I - Education 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.

#### [EDU 165I - Education 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.

#### [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 202 - Effects of Drugs on Learning \(2 credits\)](#)

This course provides prospective teachers with an overview of the licit and illicit drugs used by children and adolescents. The course develops awareness of what teachers should know about commonly prescribed medications intended to help students remain in the instructional setting and be productive learners. The course also emphasizes awareness of child and adolescent drug abuse and addiction, along with responsibilities and strategies for intervention on behalf of students' wellness.

### 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 204 - Urban Field Experience and Seminar (1 credit)

This elective practicum is designed to give prospective applicants to the Urban Teacher Program the opportunity to document and reflect upon at least 40 hours working with diverse youth in urban settings in order to partially fulfill program admission requirements. Such field experience could include, but is not limited to, classroom observation and assistance, after school tutoring, volunteering with a community organization, and after school or summer youth programs. Periodic seminars and journaling help prospective urban teacher candidates reflect upon their field experiences, and prepare for the program admission process.

### EDU 260I - Education 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.

### EDU 265I - EDU Prior (3 credits)

### 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. **Corequisites: Prerequisites:** EDU 200 and EDU 203

#### 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 203 and EDU 200

#### EDU 311 - Urban Teaching Practicum and Seminar ( 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 200 and EDU 203

[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 203 and EDU 200

#### 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 350I - Education Internship (1-9 credits)

#### EDU 360I - Education 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.

#### 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 365I - Education 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.

### 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 445 - Service Learning and Integrating K-6 Curriculum \(3 credits\)](#)

This course explores current methods for integrating curriculum and service learning into the urban elementary K-6 curriculum. Students will explore and experience various topics, themes, and issues that guide and make curriculum integration and service learning possible, developmentally appropriate, and culturally relevant. Urban teacher candidates will learn how to integrate curriculum and service learning in ways that address the diverse learning styles, experiences, needs and

talents of urban learners. Curriculum integration contrasts with the traditional separate-subjects approach that teaches reading, writing, math, science, social studies, health, art, etc. in isolation and at separate times. Service learning is introduced as a core approach for integrating academic learning, civic engagement, and opportunities to address critical issues or problems in students communities. Teacher candidates in this course will work independently and cooperatively to design, plan and implement at least one integrated curriculum unit and one service-learning project for urban elementary students to engage and learn in their community. Field experience hours are part of the course requirements.

#### [EDU 450 - Advanced Urban Teaching Practicum and Seminar \(1 credit\)](#)

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 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 200 and EDU 203 and EDU 452 and EDU 453 and LING 316

#### [EDU 456 - Elementary ESL Practicum \(1 credit\)](#)

This practicum is designed to give students in this course the opportunity to document and reflect upon at least 25 hours of field experience working with ELL students in an urban K and/or elementary school. Students in this course will have the opportunity to thoughtfully apply knowledge, theories and skills in learned in coursework. **Prerequisites:**

LING 316 and EDU 203 and EDU 200 and EDU 452 and EDU 453

[EDU 457 - Middle School ESL Practicum \(1 credit\)](#)

This practicum is designed to give students in this course the opportunity to document and reflect upon at least 25 hours of field experience working with ELL students in an urban middle school. Students in this course will have the opportunity to thoughtfully apply knowledge, theories and skills in learned in coursework. **Prerequisites:** LING 316 and EDU 203 and EDU 200 and EDU 452 and EDU 453

[EDU 458 - High School ESL Practicum \(1 credit\)](#)

This practicum is designed to give students in this course the opportunity to document and reflect upon at least 25 hours of field experience working with ELL students in an urban high school. Students in this course will have the opportunity to thoughtfully apply knowledge, theories and skills in learned in coursework. **Prerequisites:** EDU 200 and EDU 203 and LING 316 and EDU 452 and EDU 453

[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 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 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 482 - Beginning Reading and Language Arts \(4 credits\)](#)

Prospective urban teachers will be introduced to the extensive research on beginning reading as well as the most recent theories about beginning reading instruction. This course provides the skills, strategies, and understandings necessary for urban teachers to help young children to learn to read. Various models for teaching beginning reading are introduced, and students will learn to evaluate beginning reading curricula based on the criteria learned in the course. A basic

introduction to the selection and use of quality multicultural literature for diverse urban children will be part of the course. Clinical field experience hours are part of the course requirements. **Prerequisites:**

[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 203 and EDU 200 and EDU 333

[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 483 and EDU 481

[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. **Prerequisites:**

[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.

**Prerequisites:**

[EDU 499 - Special Topics in Education \(1-4 credits\)](#)

This course presents topics of interest for undergraduate students in the Urban Teacher Program. Topics vary with each offering of this course. Check the class schedule for details about topics and course prerequisites. This course may be taken any number of times for credit as long as the topic is different. Depending on the topic offered, this class may count as a major requirement course; otherwise, it is considered an elective.

[EDU 7000 - MN Campus Sexual Violence Prevention Summit \(credit\)](#)

Join us for the MN Campus Sexual Violence Prevention Summit where we will build best

practices and create a shared community that will make a commitment to effectively prevent sexual violence, dating violence, sexual harassment and stalking.

**ENTR**

**Courses**

[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 365I - Entrepreneurship Prior Learning \(1-5 credits\)](#)

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.

[ENTR 400 - Innovative Mindset in a Diverse Economy \(4 credits\)](#)

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:** MGMT 310 or ENTR 300

#### [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:** MKTG 300 or ENTR 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 490

## **ESCI**

### **Courses**

#### ESCI 305 - Earth's Climate, Past and Future (4 credits)

A fundamental question surrounds discussion of the current evidence for recent global climate change: to what extent is climate variation a normal feature of earth-system history?

Through a series of investigations using data from a variety of climate archives, this course develops the history of earth's climate on a range of time scales. We will investigate the scientific data used in recognition of multiple controls on climate, including long- and short-term patterns in solar output, plate tectonic and ocean circulation patterns, variations in earth's orbit, ocean oscillations, ice sheet dynamics, and biogeochemical cycles. Having established this background knowledge, students in this course will be well-equipped to analyze the evidence for human-caused climate change. Although this course is intended primarily for non-scientists, it builds on established quantitative skills and basic scientific knowledge of earth systems.

**Prerequisites:** MATH 115 or MATH 115 and CHEM 107 or MATH 115 or MATH 115 and GEOL 110 or MATH 115 and GEOL 118 or MATH 115 and NSCI 201 or MATH 115 and NSCI 204 or MATH 115 and PHYS 107 or MATH 115 and PHYS 110 or MATH 115 and PHYS 111

#### 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, environmental science and life sciences teaching majors and other qualified students.

**Prerequisites:** MATH 115 and STAT 201 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 or MATH 208 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, environmental science, and life sciences teaching majors and other qualified students. **Prerequisites:** MATH 115 or MATH 210 or MATH 120 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 469 - Seminars in Environmental Science \(1 credit\)](#)

This course presents current advanced research in environmental science, connecting students to the wealth of the scientific resources available in the Metropolitan State area. By listening, reflecting, and writing, students learn about current research in environmental science and how scientists communicate it to other scientists. This course can, with instructor permission, be taken more than once for credit. Intended for environmental science majors in their junior or senior year. **Prerequisites:** BIOL 112 and CHEM 112 and WRIT 231

#### [ESCI 479 - Advanced Topics in Environmental Science \(1-5 credits\)](#)

This course covers advanced topics in environmental science 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 Environmental Science majors in their senior year.

#### [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**

#### **Courses**

#### [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 150I - EthS Internship \(1-8 credits\)](#)

#### [ETHS 160I - 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 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 202 - Learning From Communities: \(2-4 credits\)](#)

This course uses one to several field trips as core learning experiences. Academic insights are integrated with direct experiences. All field trips are contextualized to be experiential learning rather than recreational cultural tourism. The course revolves around learning from community interactions. 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. Some offerings of the class may require the student to pay for parking and additional fees or use one's own means of transportation.

#### [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 250 - Latino/Hispanic Cultural Competency: Introductory Concepts \(4 credits\)](#)

This class introduces students to the primary social, historical, cultural, and political dimensions, issues and debates of Latinos/Hispanics in the United States, including race, ethnicity, immigration, assimilation, language politics, education, varied aspects of public policy, and popular culture. This introductory concepts course is relevant to students thinking of careers in the helping professions, law enforcement, business, finance, marketing, and the humanities and social sciences, in developing Latino/Hispanic cultural competency. Significant focus is given to issues of race and racism.

#### [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. Significant focus is given to issues of race and racism.

#### [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 303 - The Politics of Racial Resistance and Protest in the United States \(4 credits\)](#)

There have been various efforts by individuals and communities of color as well as Native communities to challenge institutional racism, state oppression, and other intersectional forms of domination along with their devastating impact on the parameters of everyday life, the human psyche, families, and American society. These individual acts of protest and social resistance movements continue to play a central role in the construction of politicized racial/indigenous identities and they also inform our understanding of the histories of these communities as well as the structures of settler colonialism, enslavement, nation building, and white supremacy. This class will read personal acts of resistance alongside modern social movements, paying close attention to their relationships to and impacts on racial, ethnic, and indigenous identity; social consciousness; power and agency; and revolutionary freedom in the United States. 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. Significant focus is given to issues of race and racism.

#### [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. Significant focus is given to issues of race and racism.

#### [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. Significant focus is given to issues of race and racism.

#### [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. Significant focus is given to issues of race and racism. (Also listed as RELS 333 Race and Religion)

#### [ETHS 318 - Trauma and Traumascapes: 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 324 - Race, Identity, and the Internet \(4 credits\)](#)

This course examines conceptions and constructions of race in relation to the Internet as a multidimensional socio-cultural, economic, and political phenomenon, with a specific focus on the United States. Topics may include varied

cultural histories and social impacts of the Internet; notions of identity on the Internet; race, embodiment, and disembodiment; social media, race, and racial controversy; electronic activism around race and racial identities on the Internet, and different theoretical approaches to understanding the unique socio-cultural dimensions of race and the internet. 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 335 - American Indian Nations: Law, Power, and Persistence \(4 credits\)](#)

This course focuses on tribal communities as nations set within unique political, linguistic, geographic, social, and cultural contexts. This course will cover a diversity of American Indian Nations’ past and present governance and social systems. The course emphasizes the importance of land, treaties, and sovereignty. The background of Federal Indian policy (set through the executive, judicial, and congressional branches) and state influences on Native nations also serves as a component throughout the course.

#### [ETHS 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 354 - Comparative Latinx and Latin American Gender and Sexuality \(4 credits\)](#)

This course studies and compares concepts of gender and sexuality in US Latinx communities and Latin America. Particular foci of the course are concepts of gender, the family, feminist critical analyses, and historic and contemporary Latin American and Latinx LGBTQ expressions of identity. This course has a significant focus on 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 361 - History of Asian Americans \(4 credits\)](#)

A majority of U.S. immigrants today come from Asia, the Middle East and Latin America. This immigration pattern represents a significant departure from the past, when immigrants came from very different regions of the world. This course traces the unique story of Asian Americans following them from their early days to modern times and analyzing issues with which the group is faced. Short videos and movies are shown followed by discussion. Significant focus is given to issues of race and racism.

#### [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 365I - Ethnic 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.

#### [ETHS 370 - Black Thought \(4 credits\)](#)

This course will explore the cultural, intellectual, and political knowledge produced by Black people in the United States and within the African Diaspora and how this knowledge

continues to define, expand, and challenge the textured experiences of Black life in America and the world. Students will be exposed to a genealogy of Black thinkers, artists, activists, and critics who view the production, analysis, and dissemination of knowledge as necessary responses to structures of social, political, and economic domination and oppression. Students will also consider the extent to which knowledge has shifted meanings of blackness across time and space as well as in response to specific structures and events (slavery, colonialism, liberation, neoliberalism). Significant focus is given to issues of race and racism.

#### [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 380 - Special Topics in Ethnic Studies \(1-4 credits\)](#)

This course considers topics of current or relevant importance in either communities of color or in the field of ethnic studies and are offered for variable credit. Since the topics change from semester to semester consult the Class Schedule for specific topic listing. If more than one topics course is taken in fulfillment of the major, they must be different topics course titles.

#### [ETHS 400 - Applied Research for Social Change \(4 credits\)](#)

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.

#### [ETHS 499T - Ethnic Studies Capstone Theory Seminar \(4 credits\)](#)

This course is designed to engage ethnic studies majors in a final integrative experience in regularly scheduled seminars. Students explore major issues surrounding race, ethnicity and culture while completing a senior research project.

## **FIN**

### **Courses**

#### FIN 165I - Finance 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.

#### FIN 350I - Finance Individual Internship (1-8 credits)

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

#### FIN 360I - Finance Student Designed Independent Studies ( credit)

#### 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:** ACCT 210 and ECON 202 and MATH 115 and STAT 201 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:** MATH 115 and ACCT 210 and ECON 202 and STAT 201 and FIN 390 or FIN 390 and MATH 210 and STAT 201 and ACCT 210 and ECON 202

#### FIN 395 - Principles of Real Estate (4 credits)

This course introduces the fundamental concepts, principles, and analytic techniques applied in the field of real estate. Given the interdisciplinary nature of the real estate and real estate market, the course will cover topics including real estate law, urban economics, market valuation, real estate finance and investment. The goal of the course is to expose students to the world of real estate and prepare them for more advanced real estate courses.

**Prerequisites:** FIN 390

#### FIN 495 - Real Estate Finance and Investment (4 credits)

This course examines topics including the instruments, techniques, and institutions of real estate finance; sources of funds; mortgage risk analysis; emphasis on typical policies and procedures used in financing of residential, industrial, and commercial properties. The goal of this course is to prepare students for future

careers in real estate and finance.

**Prerequisites:** FIN 395 and FIN 390

#### FIN 496 - Financial Derivatives (4 credits)

The course will focus on financial derivatives, and their applications to the management of investment portfolios and business risk. Emphasis will be placed on the role of derivatives markets in the financial system, the principles of derivative pricing, applications of derivatives in risk management, and some of the main causes of the recent global financial crisis. The course also addresses the rationale for regulation in this market. **Prerequisites:** FIN 392 and MATH 210 and FIN 390 and ACCT 210 and ECON 202 and STAT 201 or ACCT 210 and ECON 202 and MATH 115 and STAT 201 and FIN 390 and FIN 392

#### FIN 511 - Investment 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:** ACCT 210 and ECON 202 and MATH 115 and FIN 390 and STAT 201 or FIN 390 and MATH 210 and STAT 201 and ECON 202 and ACCT 210

#### 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 201 and FIN 392 and MATH 210 and STAT 201 and FIN 390 and ACCT 210 and ECON 202 or ACCT 210 and ECON 202 and MATH 115 and STAT 201 and ECON 201 and FIN 390 and FIN 392

#### FIN 565 - Current Topics in Finance (1-4 credits)

This course applies the theory and practice of contemporary finance. We will apply the broad concepts of risk management, ratio analysis, capital budgeting, return and risk, and asset valuation. Our goal will be to understand how these concepts work in real-life business situations. Topics will vary from term to term. **Prerequisites:** FIN 390 and MATH 115 and STAT 201 and ACCT 210 and ECON 202

#### 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 392 and MATH 210 and STAT 201 and FIN 390 and ACCT 210 and ECON 202 or ACCT 210 and ECON 202 and MATH 115 and STAT 201 and FIN 390 and FIN 392

## **GEOG**

### **Courses**

#### [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.

#### [GEOG 360I - Geography Student Designed Independent Studies \(1-6 credits\)](#)

Student-designed independent studies give Metropolitan State students the opportunity to plan their own study. This type of independent learning strategy can be useful because it allows students: to study a subject in more depth, at a more advanced level; to pursue a unique project that requires specialized study; to draw together several knowledge areas or interests into a specialized study; to test independent learning capabilities and skills; or to use special learning resources in the community, taking advantage of community education opportunities which, in themselves, would not yield a full college competence. Students should contact their academic advisor for more information.

## **GEOL**

### **Courses**

#### [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 112 - Evolution of the Earth \(4 credits\)](#)

This course introduces and develops major concepts in our understanding of earth's history - geologic time, global atmospheric evolution and climate change, plate tectonics, evolution of life, and the causes of major extinctions. Readings, presentations, and laboratory activities will emphasize the scientific nature of evidence for ancient earth history.

**Prerequisites:** MATH 098 or MATH 102

#### [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

#### [GEOL 160I - Geology 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.

#### [GEOL 314 - Earth Surface Environments \(5 credits\)](#)

This course develops topics in earth surface processes, including geomorphology and



general hydrology. Studies of Late Cenozoic landscape change will focus on glacial and fluvial processes in the Upper Midwest. We will examine surface water and groundwater hydrology with an emphasis on the Twin Cities and southern Minnesota. The course will employ college algebra skills to develop a semi-quantitative approach to groundwater and surface water hydrology. Mandatory Saturday field trips are an essential component of this course. **Prerequisites:** MATH 115 and GEOL 110 or MATH 115 and GEOL 118

#### GEOL 340 - Water Resources (3 credits)

Water use and management lie at the core of human civilization and of environmental quality. The first half of this course investigates the physical, chemical, and geological aspects of hydrology that determine the availability of water resources around the globe. The remainder of the course investigates the management of water resources in municipal and agricultural settings, wastewater management and treatment, water protection legislation, and water management case studies. The current and expected future impacts of climate change on water resources will be considered throughout the course.

**Prerequisites:** GEOL 118 and CHEM 111

#### GEOL 350I - Geology Internship (1-5 credits)

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

#### GEOL 360I - Geology 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.

#### GEOL 365I - Geology 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.

### **GNDR**

#### **Courses**

#### 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 media such as the internet, music, television, film, newspapers, magazines, and the arts. In this course, students will investigate how pop-culture industries represent race and gender in ways that create and reinforce systematic gender and racial privilege. The course also focuses on contributions to pop culture by marginalized groups and women in order to study self-representation, critiques of mainstream tropes of race and gender, and the subversion of hierarchies of privilege and power.

Considerable content is geared toward the intersectional study of race and racism with gender and sexism. The course explores theories treating gender and race as social constructs (that interact with each other, and with other aspects of identity) at an introductory degree of complexity suitable for a non-specialist, lower-level course.

#### GNDR 300 - Topics in Gender Studies (2-4 credits)

This course explores contemporary and historical issues not represented in regularly scheduled courses in the Gender Studies program or in other departments.

**Prerequisites:** WRIT 131

#### 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 365I - Gender Studies Prior Learning \(3-4 credits\)](#)

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.

#### [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 369 - GLBT Issues In Literature and Film \(4 credits\)](#)

Once a uniformly banned and censored subject, these orientations have been treated with

increasing frequency in modern culture. This course examines history and themes in the presentation of “gltb” people, by “gltb” people in novels, plays, poetry, essays, documentaries and films. The course examines perceived notions of the relationship between gender and sexuality, and common themes in the material, including love, desire, tolerance, conflict and social change. **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).

#### [GNDR 402 - Gender Studies Capstone \(4 credits\)](#)

Students reflect critically on the theories, methods and issues in gender studies by designing an independent research or creative

project in consultation with a faculty member affiliated with the Gender Studies Program. This course is a requirement for students completing a gender studies major.

#### [GNDR 501 - Theories and Methodologies in Gender Studies \(4 credits\)](#)

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

### **HIST**

#### **Courses**

#### [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 160I - History 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.

#### [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 303 - U.S. Economic Life: Business \(4 credits\)](#)

How did the economic undertakings of the first colonists in Virginia and Massachusetts grow into today’s businesses? How did American businessmen and women shape the Industrial Revolution and how, in turn, did that revolution influence American business? What is distinctive about American capitalism, and how did it come to be what it is? These and other subjects make up the story of business in U.S. Economic Life. **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 310 - American Indian History \(4 credits\)](#)

History 310 is a general survey of the history of Native North American nations from pre-contact to the contemporary era. The course makes use of readings, lectures, films, group projects, community investigation, and class discussion to introduce students to the rich diversity of Native North American societies and cultures. American Indian tribes are sovereign

nations. Students will explore how Euro-Americans used the construct of race as a tool during the process of settler colonialism to diminish and erase tribal sovereignty and avoid recognizing tribes' inherit power as politically sovereign entities. Throughout this relationship the legalistic erosion of tribal sovereignty was paired with genocidal policies including wars of removal, forced assimilation through the use of boarding schools, and other acts of ethnocide that continue to contribute to contemporary issues in Native Americans communities. Despite these settler colonial actions, tribal governments and Native American peoples continue to survive, persist, and work for cultural revitalization. Class discussions will address, among other issues, the impact of settler colonialism, including how the concept of race homogenized the over 500 distinct cultural and histories into a single concept of 'American Indian,' the responses of individuals, communities, and institutions to historical and contemporary forms of racism that still affect descendants today, and contemporary issues including efforts to diminish Indian Child Welfare Act (ICWA), environmental racism, and the impact of historical trauma. Students will be given the opportunity to explore Twin Cities' resources and take a turn at leading a class discussion. Significant focus is given to issues of race and racism. **Prerequisites:** WRIT 131

#### [HIST 311 - African American History \(4 credits\)](#)

This course examines the history of African Americans and race relations in the United States from slavery to freedom. Emphasis is on putting the experiences of African Americans in the context of U.S. social, cultural and political history. The course encourages examination of primary sources (such as slave narratives, newspapers and speeches) to illuminate an African-American cultural and intellectual tradition in U.S. arts and letters. Assignments include library and/or other research.

**Prerequisites:** WRIT 131

#### [HIST 312 - Beginnings of American Society: Colonial and Revolutionary History \(4 credits\)](#)

During the seventeenth and eighteenth centuries, American Indians, European settlers and African slaves forged a new society. Emphasizing experiences of accommodation and conflict among diverse peoples in early North America, this course offers a multicultural perspective on the colonial era. The course explores the expansion of European settlers into North America; the comparative development of French, Spanish and British societies; diplomacy and war among Europeans and American Indians; the origins of slavery; and the impact of gender in colonial society.

**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 320 - History of Asian Americans \(4 credits\)](#)

A majority of U.S. immigrants today come from Asia, the Middle East and Latin America. The immigration pattern represents a significant departure from the past, when immigrants came from very different regions of the world. This course traces the unique story of Asian Americans following them from their early days to modern times when they have become full participants in the making of a multicultural America. **Prerequisites:** WRIT 131

#### [HIST 327 - American History at the Movies \(4 credits\)](#)

This course examines the ways in which the American movie industry has depicted major events and themes in American history and society, and considers both the accuracy of these depictions and their influence on popular understandings of the American past. Students are expected to rent and view movies, in addition to in-class viewing, and to read materials relating to both American cinema and historical topics. A general understanding of U.S. history is recommended. **Prerequisites:** WRIT 131

#### [HIST 328 - Women in Modern U.S. History \(4 credits\)](#)

This course examines how and why political, economic, and cultural events and social customs in modern America were influenced by and shaped the life experiences of women from diverse ethnic, racial, and class backgrounds. We will also examine when and how women organized collectively to improve the quality of their lives. The course introduces students to

many aspects of women’s everyday life in modern America—family life, sexuality, work, friendship, leisure, consumerism, and public activism—through documents, films, lectures, discussions, and recent scholarship in U.S. women’s history. **Prerequisites:** WRIT 131

#### [HIST 329 - Legacies: History of Women and the Family \(4 credits\)](#)

This course analyzes the family as both a public and a private institution adjusting to and shaping social, political and economic changes in American life from the colonial period to the present. Even though contemporary debates about family values suggest a fixed pattern of family life, students learn how family patterns have changed over time in response to historical changes such as wars, slavery, the disappearing frontier, industrialization, immigration and migration, consumer culture, social movements and social protest, and the rise of the welfare state. Primary emphasis is on an examination of how women used their positions within the family to gain personal power and access to public institutions.

**Prerequisites:** WRIT 131

#### [HIST 331 - Religion and Politics in America \(4 credits\)](#)

Religion has always been deeply enmeshed in American political life, despite the American tradition of separation of church and state. Today, some fear an erosion of that separation, while others complain that we live in a “culture of disbelief” where religion is not respected. This course examines controversies surrounding religious belief, religious practice and religious diversity in industrial America, giving students the opportunity to decide for themselves what the place of religion in modern America is and ought to be. Students of diverse religious backgrounds are most welcome, but a respect for the beliefs of others is a condition of participation. Overlap: RELS 355/555 Religion and Politics in America and Hist 531 Religion and Politics in America. **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 334 - The Great Depression of the 1930s \(4 credits\)](#)

Students study factors that caused the collapse of the U.S. economy in the 1930s and government action against the social and economic consequences of the Great Depression. Students also examine the experiences of women, African Americans, working people and organized labor, and agricultural communities during the Depression. In short, this course provides students with both a broad sketch of the main currents that shaped American society and more focused examples of how and why the Great Depression affected various communities. It also includes two short research projects. **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 339 - History of Sexuality: Modern Perspectives \(4 credits\)](#)

This course will examine the tension between the private life and public controversies about sexual expression and identity in modern U.S. history. Students will consider the preconditions that gave rise to collective behavior calling for increased regulation of private life as well as



examine when, why, and how groups organized to reclaim individual rights to free expression. Consequently, this course is organized around the following sources of public debate about sexuality over time: reproduction and reproductive freedom; patterns of sexual behavior within and outside of the family; consumer culture and mass media; and the formulation of sexual identities. **Prerequisites:** WRIT 131

#### [HIST 340 - Special Topics and Issues in History \(1-4 credits\)](#)

This course is offered during the academic year to allow faculty or visiting professors to deal with more specialized historical topics and issues in their areas of expertise. Students should check the Class Schedule for descriptions of specific course offerings. This course is intended for a variety of students, but individuals registering should have at least some introductory college-level experience in history. **Prerequisites:** WRIT 131

#### [HIST 341 - The Vietnam War \(4 credits\)](#)

Martin Luther King, Jr. once said, "If America's soul becomes totally poisoned, part of the autopsy must read 'Vietnam'." The American military experience in Southeast Asia, during the height of the cold war, was traumatic for many Americans, including many who did not share King's antiwar views. Years later, the Vietnam War remains a specter haunting American politics and culture. This course considers how the war came about, why it took the direction it did, what the alternatives were, how Americans have viewed the war since the 1960s and why it continues to matter so much to so many. **Prerequisites:** WRIT 131

#### [HIST 342 - The Sixties Experience \(4 credits\)](#)

What really happened in the 1960s in America? Why is this decade remembered as a watershed, and why does it remain so controversial? This course examines closely the popular social movements whose size and impact made the 1960s an era that many Americans found exhilarating, and others found threatening. This course also considers the political context within which these movements

unfolded, and which they sought to alter. Students are encouraged to peel back the layers of myth surrounding the popular memory of the 1960s and to develop their own ideas of what truly occurred then, and why it seems to matter so much (and even whether it should).

**Prerequisites:** WRIT 131

#### [HIST 344 - From Reagan to Obama to Trump: America Since 1980 \(4 credits\)](#)

This course takes "current events" out of the headlines and into the realm of history. We examine controversies and developments that have marked American political and social life since 1980. Issues such as Ronald Reagan's election, economic policy, abortion, affirmative action, welfare, "political correctness," the Iran-Contra scandal and the Iraq and Afghanistan Wars are considered. The class brings the perspective of history to bear on Reagan's presidency, the power of the conservative movement and the opposition to that movement. **Prerequisites:** WRIT 131

#### [HIST 346 - Minnesota History \(4 credits\)](#)

In this course, students survey Minnesota history, its geography, economy and political history, focusing on the people who populated the territory and state from its earliest days to the present. Students learn through readings, maps, films, music, photographs, firsthand accounts and short stories. They relate events in Minnesota's history to national and international events, and to movements which have affected the state's social, political and economic development. **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 350I - History 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. 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.

#### [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 353 - Topics in European History \(4 credits\)](#)

Course topics offered under this title present a variety of approaches to European history. Possible topics include: focused study of one country or region; comparative research in family history (conditions in the European country of origin versus those encountered upon arrival in the United States); women and work; cultural and intellectual history; and focused study of a relatively short time span, socialism and communism. Students should check the Class Schedule for specific course content. **Prerequisites:** WRIT 131

#### [HIST 353A - Topics in European History \(4 credits\)](#)

Course topics offered under this title present a variety of approaches to European history. Possible topics include: focused study of one country or region; comparative research in family history (conditions in the European country of origin versus those encountered upon arrival in the United States); women and work; cultural and intellectual history; and focused study of a relatively short time span, socialism and communism. Students should check the Class Schedule for specific course content. **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 361 - Africa: From Ancient Times to 1800 (4 credits)

This course is a survey of the history of sub-Saharan Africa to approximately 1800, exploring developments in the cultural, sociopolitical and economic life of the region. Specific topics include the Neolithic Revolution; the Great Bantu Migrations; rise and decline of states; the impact of Islam; the impact of trade on political, social and religious changes; and early European settlements in southern Africa. (Also listed as EthS 349 Africa: From Ancient Times to 1800.) **Prerequisites:** WRIT 131

#### 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 365I - History 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.

#### HIST 370 - Behind the Great Wall: The Real China (4 credits)

This course provides a topical overview of modern China. It teaches students how China's modern development was shaped by tradition, geography and history. It presents Chinese history, geography, government and politics, rural and urban life, education, the family, art and literature, economic development, and foreign policy. Students study major changes that have affected women and the family as China moved from a traditional nineteenth century society through the transition to the modern world. Students are encouraged to share their family, community and work experiences of Asia with the class.

**Prerequisites:** WRIT 131

#### HIST 371 - Understanding Modern Japan (4 credits)

After examining the underlying social, economic, political and cultural foundations from which a modern industrial nation emerged, this course considers Japan's imperialist adventure, its rebirth in the post-war era and the structures and forces which define Japan's position in the world. It includes study of the education system; business management practices; popular culture; economic and

political trends; changes made to women's lives as Japan moved into industrialization; women's contributions to society and their current roles and status; and the development of modern classes. **Prerequisites:** WRIT 131

#### HIST 372 - History of Japanese Popular Culture (4 credits)

In this course, we will examine various aspects of Japanese popular culture from the Tokugawa period, through the imperial era (1868-1945), to the postwar/contemporary time (1945-present), though more emphasis is put on postwar Japan. Critical analysis of different forms of cultural production, from the theoretical and thematic perspectives of class, gender, globalization, modernity, national/racial/ethnic identity, sexuality, invented traditions, and war memory, will provide insight into Japanese history, culture, and society. **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. **Prerequisites:** WRIT 131

#### 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 382 - Latin American History I: To 1910 \(4 credits\)](#)

This course surveys the key themes and developments in Latin American History from ancient times to 1910. It is divided into three parts: The first introduces the history of indigenous Mexico, Central and South America and the Caribbean before conquest. The second covers the three hundred years of Spanish and Portuguese rule. The third examines the century of struggle for sovereignty and equality, after independence. **Prerequisites:** WRIT 131

#### [HIST 383 - Latin America History II: 1910 to Present \(4 credits\)](#)

This course surveys the last one hundred years of the history of Latin America, focusing on struggles to overcome economic dependency, underdevelopment, gross internal inequalities, a lack of democracy, and U.S. "hegemony" of domination. Students learn why Latin Americans faced these five challenges, and will be able to evaluate the many efforts of Latin Americans to grapple with them. Key historical developments, including globalization, environmental devastation, war, revolution and reform, and social movements will be surveyed. We will place contemporary issues facing Latin America in their historical context. Broad continental trends will be discussed and then tested by examining particular case studies.

**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 395 - The Rise and Fall of Communism \(4 credits\)](#)

This course is a general overview of the history of communism. It examines how the theories of Carl Marx were put to practice by leaders such as Lenin, Stalin and Mao. The class focuses on the antagonism between communist and noncommunist states and on the impact the communist regimes had on the people who lived under them. **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 451 - American Women's Movements \(4 credits\)](#)

This independent study, designed for students with a background in women's history or women's studies, examines from an interdisciplinary perspective a variety of women's movements in the United States. It considers how women's movements have been influenced by and have influenced major social, political, and economic developments in the United States. Students use theoretical explanations of collective behavior, social movements and identity politics to analyze why social movements for women's rights have occurred during particular periods in U.S. history.

#### [HIST 490 - Historian as Investigator: Historical Research \(4 credits\)](#)

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

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

Religion has always been deeply enmeshed in American political life, despite the American tradition of separation of church and state. Today, some fear an erosion of that separation, while others complain that we live in a "culture of disbelief" where religion is not respected. This course examines controversies surrounding religious belief, religious practice and religious diversity in industrial America, giving students the opportunity to decide for themselves what the place of religion in modern America is and ought to be. Students of diverse religious backgrounds are most welcome, but a respect for the beliefs of others is a condition of participation. Overlap: RELS 355/555 Religion and Politics in America and Hist 331 Religion and Politics in America. **Prerequisites:** WRIT 131

### **HRM**

#### **Courses**

#### [HRM 165I - Human Resources Management Prior Learning \(1-8 credits\)](#)

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

#### [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 330 - 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.

#### 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 350I - Human Resources Management Individual Internship (1-9 credits)

Students obtain internships in selected areas of study to gain deeper understand of knowledge, skills and the context of a given field. Site supervisors give guidance and direction to

customized internship projects. Faculty members serve as liaisons between the internship sites and the university, providing information to students and potential supervisors and supervising the learning experience. Students should contact the Institute for Community Engagement and Scholarship (ICES) at Metropolitan State University for more information.

#### HRM 360I - Human Resources Management 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.

#### HRM 365I - Human Resources Management Prior Learning (1-8 credits)

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

#### 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

#### HRM 550 - Employee/Labor Relations (4 credits)

This course focuses on employer-employee relationships in both union and nonunion settings in the private and public sectors. . Employee relations policies and practices include topics such as workplace violence, drug and alcohol policies, dispute resolution mechanisms, work teams, lean manufacturing/continuous improvement, employee involvement programs and employee communications. Labor relations topics addressed in the course include the unionization process, collective bargaining, contract administration, grievance procedure, arbitration and the future unions in the United States. **Prerequisites:** HRM 310



### HRM 565I - Human Resources Management Prior Learning (1-8 credits)

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

### HRM 585 - International Human Resource Management (4 credits)

This course covers the current issues, policies and practices of international human resource management within a typical U.S. multinational corporation. It addresses staffing, compensation, benefits, training and development, and labor and employee relations as they relate to Foreign Service employees and local national employees in subsidiary operations. Each student completes a special project related to human resource practices in another country. This course is recommended for general management and business administration students in addition to human resource management professionals.

**Prerequisites:** HRM 310

### HSA

#### **Courses**

### HSA 350I - Human Services Administration Individualized Internship (1-8 credits)

All students are expected to demonstrate the ability to apply knowledge in their chosen area of human services. An internship is one avenue available to students to do this. Currently an internship field placement is only required for the Drug and Alcohol Counseling major (16 credits) and the Violence Prevention minor (4 credits). Internships are highly recommended for students new to the field of human services. See specific program area fact sheets for details about their respective internship requirements.

### HSA 360I - Human Services Administration 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.

### 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 362T - Human Services Administration Theory Seminar (4 credits)

This seminar is open to students with experience in supervisory and administrative positions in human services organizations. Students review political and economic principles, and their relationship to human services administration at the national, inter- and intra-organizational levels. Students collect and analyze information, summarize existing literature, and develop oral and written reports on selected topics such as decision making, centers of power, economic constraints and coalition building. Prerequisite: Obtain and complete diagnostic test/or essay from the

Teaching Center. Overlap: HSA 360 and HSA 361 Health Care Management and Supervision I and II or HSA 362 Human Services Administration.

#### 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 365I - Human Services Administration 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.

#### HSA 366 - Technology Application in Human Services (4 credits)

This course examines the role of technology within the context of nonprofit human service organizations. Topics include the use of technology tools in meeting mission driven objectives as they relate to service to consumers as well as program and administrative management. Students will identify major and emerging issues and trends; explore best practices when identifying applications; develop technology communication skills; and examine the human impact of technology tool use on

administration, direct service providers and consumers.

#### 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**

#### **Courses**

#### 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 160I - HS/Alcohol and Drug Counseling Student Designed Independent Studies (1-8 credits)

Student-designed independent studies give Metropolitan State students the opportunity to plan their own study. This type of independent learning strategy can be useful because it allows

students: to study a subject in more depth, at a more advanced level; to pursue a unique project that requires specialized study; to draw together several knowledge areas or interests into a specialized study; to test independent learning capabilities and skills; or to use special learning resources in the community, taking advantage of community education opportunities which, in themselves, would not yield a full college competence. Students should contact their academic advisor for more information.

#### HSCD 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 HSCD 200 and HSER 346

#### HSCD 303 - Racial and Cultural Considerations for Alcohol and Drug Counseling (4 credits)

This course brings students an understanding of race and racism while it explores the cultural dynamics of alcohol and drug counseling for diverse groups. It examines the intersection between cultural identity and the knowledge, skills and attitude necessary for addressing unique counseling issues for different cultural groups. The class reviews the history of how racist agendas have shaped the fabric of the systems that serve our clients. Students review the concept of white privilege and how it is reflected in the disparity of treatment opportunities. It also provides students with information on the history, cultural distinctiveness, and counseling concerns for the following cultural groups: African-Americans, Latin Americans, Asian Americans, Native Americans, European Americans, Lesbian Gay Bi-Sexual and Transgender, Women and Feminism, and Men. **Prerequisites:** HSCD 200 and HSCD 300

#### 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 308T - Adolescent Chemical Dependency Theory Seminar (4 credits)

This seminar is open to students with experience in adolescent chemical dependency. The seminar examines theoretical components of adolescent chemical dependency, such as the epidemiology, theories/models of addiction, treatment approaches, professional literature, and practice issues important to the understanding of adolescent chemical dependency. Prerequisite: Obtain and complete

a diagnostic test from the Teaching Center. Overlap: HSCD 308 Adolescent Chemical Dependency (FDIS).

#### 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 311T - Chemical Dependency Theory Seminar (4 credits)

This seminar is open to students with professional experience in the chemical dependency field. It examines the various influences which have affected and molded the treatment of chemically dependent persons. Topics covered include: the influence of history, scientific research, economics, technology, professionalism, and future trends in chemical dependency treatment.

#### HSCD 320 - Alcohol and Drug Counseling Pre-Practicum Seminar (1 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 350I - HSCD Internship (1-9 credits)

All students are expected to demonstrate the ability to apply knowledge in their chosen area of human services. An internship is one avenue available to students to do this. Currently an internship field placement is only required for

the Drug and Alcohol Counseling major (16 credits) and the Violence Prevention minor (4 credits). Internships are highly recommended for students new to the field of human services. See specific program area fact sheets for details about their respective internship requirements.

#### [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:** HSCD 300 and HSCD 200 and HSER 346

#### [HSCD 365I - Human Services/Alcohol & Drug Counseling 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.

#### [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 transtheoretical stages of change, motivational enhancement techniques, and so on. The student also selects, researches, and completes a study project, which explores an evidence-based approach to alcohol and drug counseling, in depth. Counseling skills are practiced in this course.

#### [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**

### **Courses**

#### HSCI 301 - Understanding the U.S. Health System (4 credits)

This course focuses on understanding the complex organization and operation of the health care system in the U.S. The history, stakeholders and their interactions, financial considerations, and the role of government are discussed and incorporated into critical analyses of the operation and performance of the health care system, current health care issues, and possible future directions for health care in the U.S. **Prerequisites:** PSYC 100 and WRIT 131 and STAT 201 or PSYC 307

#### 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.

#### HSCI 330 - Holistic Health and Healing (2 credits)

This course examines one or more current health topics related to individual and community impact. Students will study specific topic/s in the context of ethics, health systems, policy, and culture, and discuss emerging relevant knowledge and perspectives as they

apply to individual and community health. Topic for Fall 2020: Holistic Health and Healing.

#### HSCI 365I - Health Science 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.

## **HSCO**

### **Courses**

#### 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 325 - Institutional Corrections: History and Future Trends (4 credits)

This course covers strategies and practices that have had an impact on the development of the

U.S. correctional system. The specific course content includes the historical development of corrections, past and current correctional programs relating to the control of criminal behavior, the influence of politics and the news media on corrections, and the examination of current major issues with a focus on future trends in corrections.

#### [HSCO 326 - 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 327 - The Role of Diversity in Corrections \(4 credits\)](#)

This course provides an overview of the special populations in the correctional system to include elderly prisoners, adult male and female prisoners, prisoners with HIV/AIDS, mentally ill prisoners, long-term prisoners, and prisoners on death row. Military veteran prisoners, sexual minority prisoners, gay, lesbian, bisexual, and transgendered as well as the juvenile offender will be also discussed. The focus will be on assisting students going into the corrections field with understanding the differing profiles of offenders, crimes committed, and the unique problems they encounter in correctional systems.

#### [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

#### [HSCO 336 - Selected Topics in Corrections \(4 credits\)](#)

This independent study gives students an opportunity to select and study a specific criminal justice area such as juvenile or adult court services or institutional or community corrections. Students work with the instructor to identify the topics and assignments specific to their interest.

#### [HSCO 350I - HSCo Internship \(1-8 credits\)](#)

All students are expected to demonstrate the ability to apply knowledge in their chosen area of human services. An internship is one avenue available to students to do this. Currently an internship field placement is only required for the Drug and Alcohol Counseling major (16 credits) and the Violence Prevention minor (4 credits). Internships are highly recommended for students new to the field of human services. See specific program area fact sheets for details about their respective internship requirements.

#### [HSCO 360I - Human Services/Corrections 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.

### HSCO 365I - Human Services/Corrections 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.

### **HSDS**

#### **Courses**

### 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 306 - Community Resources and Services for Persons with Disabilities (4 credits)

Community Resources and Services for People with Disabilities employs a two-fold approach to learning about resources that people with disabilities use. The course provides an overview of public and non-profit resources that provide services for a diverse range of disabilities. In addition to learning about resources, students critically examine agency functions including how well these resources promote independence and inclusion in society for people with disabilities. Advocacy skills that promote self-determination relevant to people with disabilities is also a focus in this course.

### HSDS 307 - Blind, Deaf Blind, and Deaf Culture, History and Resources (4 credits)

This course examines the historical perspectives, social policies, resources, and culture of persons belonging to the Blind, DeafBlind, or Deaf Culture. It is recognized that persons who are Blind, DeafBlind, or Deaf each have a unique history and culture. The course materials include major writings in comprehensive modules. These materials provide perspectives on the significant culture, civil rights movements, and empowerment of persons who are Blind, DeafBlind, and of the Deaf-World.

### HSDS 308 - Aging and Disabilities (4 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.



### [HSDS 360I - Human Services and Disability Studies 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.

### [HSDS 399 - The Disability Experience in Television and Film \(4 credits\)](#)

The Disability Experience in Television and Film will analyze current and historical stereotypes and myths, as well as current trends, relevant to the participation and portrayal of people with disabilities in television and film.

### [HSDS 400 - Current Issues and Special Topics in Disability Studies \(4 credits\)](#)

Current Issues and Special Topics in Disability Studies investigate the disability studies and rights perspectives of disability topics and research in depth. This is an intensive writing course in which students use critical thinking to research their own areas of interest in addition to other course materials. It is recommended that students have prior experience with disability topics and issues in addition to the desire to apply critical thinking in their research.

## **HSER**

### **Courses**

[HSER 001 - New Student Orientation and Degree Planning Workshop \( credit\)](#)

[HSER 002 - Background Check Workshop \( credit\)](#)

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 160I - Human Services Student Designed Independent Studies \(1-8 credits\)](#)

Student-designed independent studies give Metropolitan State students the opportunity to plan their own study. This type of independent learning strategy can be useful because it allows students: to study a subject in more depth, at a more advanced level; to pursue a unique project that requires specialized study; to draw together several knowledge areas or interests into a specialized study; to test independent learning capabilities and skills; or to use special learning resources in the community, taking advantage of community education opportunities which, in themselves, would not yield a full college competence. Students should contact their academic advisor for more information.

### [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 304T - Elder Abuse Theory Seminar (4 credits)

Nationally and in Minnesota, the issue of domestic elder abuse has been invisible to most of society. However as the population ages, elder abuse continues to grow. This course will explore theories that were historically and are now currently attached to domestic elder abuse. Elder justice means assuring adequate public-private infrastructure and resources to understand, detect, intervene in, treat, prevent, and prosecute elder abuse.

#### HSER 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 325 - Working with/in Community (4 credits)

This course will explore working in community as a form of civic engagement and an arena of human service work. This is typically referred to as community practice. Community practice, whether by the volunteer or the professional, entails helping a community at-large solve its problems and achieve its goals. Insightful, grounded community practice enables helpers to impact the total milieu of peoples lives, improving the broader spectrum of peoples lives in ways that direct client-centered helping cannot. Through the theoretical component of the course students will examine different ideologies of helping and how those become expressed in various forms of community helping including: service, organizing and development, social change and empowerment, and advocacy. Through the experiential component of the course students will become familiar with the varied tools of this distinctive type of helping within a specific Twin Cities social movement. This course is presently designed principally to expose College of

Health, Community and Professional Studies students to the local food movement and related movement community-based enterprises. Other students may take this class with permission of the instructor.

#### 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 344 - Counseling Theories and Techniques (4 credits)

This course introduces counseling theories and techniques, including existential, client-centered, Gestalt, psychoanalytic, Adlerian, behavioral, transactional analysis, rational-emotive reality, and eclectic counseling/therapy. Learning strategies include interviews with counselors and role-playing exercises. Evaluation is based in part on an interview with an active counselor, take-home test and final paper. **Prerequisites:** PSYC 100

#### 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 346T - Counseling and Interviewing Theory Seminar (4 credits)

This seminar is limited to people with volunteer or paid counseling experience. Students relate

counseling theory and principles to their own experience, through discussion, role playing and class presentations. Prerequisite: Obtain and complete diagnostic test/or essay from the Teaching Center. Overlap: HSER 346 Counseling and Interviewing Skills.

#### 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 350I - HSer Internship (1-9 credits)

All students are expected to demonstrate the ability to apply knowledge in their chosen area of human services. An internship is one avenue available to students to do this. Currently an internship field placement is only required for the Drug and Alcohol Counseling major (16 credits) and the Violence Prevention minor (4 credits). Internships are highly recommended for students new to the field of human services. See specific program area fact sheets for details about their respective internship requirements.

#### 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 355T - Introduction to Human Services: History and Trends (4 credits)

This seminar is open to students with significant work, volunteer or professional, experience in the human service field. The seminar is designed to examine various developments, trends, research and theoretical approaches to human service work and to have students relate these to their own experience. Prerequisite: Students must obtain and complete diagnostic test from the Teaching Center. Overlap: HSER 255/355 Introduction to Human Services: History and Trends.

#### HSER 357 - Behavior Modification (4 credits)

This independent study covers procedures used in behavior modification and the underlying concepts on which it is based. Students read and complete exercises in a text. In addition, they complete a project demonstrating the application of behavior modification procedures. Evaluation is based on answers to study questions, three tests, and evaluation of a written report of a real or simulated behavior modification project.

#### HSER 358 - Cross-Cultural Counseling (4 credits)

This independent study covers the various concepts involved in counseling racial/ethnic minority persons. The major areas included are differences in culture-bound values, language differences, stereotyping and client resistance. In addition, students have an opportunity to assess the presence, absence, or levels of biases they have toward racial/ethnic minority persons.

#### HSER 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 400 - Mentoring Children in the Urban Community (2 credits)

This group internship offers students an opportunity to learn via guided experience principles for effective mentoring of school-aged children living in an urban environment. The internship is offered in two-semester blocks in order to accommodate the p-12 school year. Students are expected to register for two consecutive semesters for two credits each semester. The mentor-interns meet weekly with their mentorees at designated school sites and attend monthly seminars in order to develop their relationship-building skills and to sharpen their ability to enhance assets in school-aged urban children in culturally-contained as well as multicultural contexts.

#### HSER 415 - Spirituality and Helping (4 credits)

For the past 30 years helping professionals have deliberated about the role and integration of spirituality or religion in their practice. It is accepted that as clients race, ethnicity, and culture affect their thoughts, feelings, and behavior, so similarly do clients spiritual or religious orientations affect how they function in world and thus perceive and deal with their problems. This course is designed to introduce students to the issues related to spirituality and helping as well as to provide a framework for developing an ethical spiritually-sensitive practice that is cognizant of the significance of these orientations. Students will explore relevant knowledge, skill, and value competencies for success in this frontier of the helping field.

#### 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.

#### HSER 560I - Human Services Student Designed Independent Studies (1-8 credits)

Student-designed independent studies give Metropolitan State students the opportunity to plan their own study. This type of independent learning strategy can be useful because it allows students: to study a subject in more depth, at a more advanced level; to pursue a unique project that requires specialized study; to draw together several knowledge areas or interests into a specialized study; to test independent learning capabilities and skills; or to use special learning resources in the community, taking advantage of community education opportunities which, in themselves, would not yield a full college competence. Students should contact their academic advisor for more information.

#### HSER 7000 - Ethics for Alcohol and Drug Counselors (1 credit)

The purpose of this course is to increase the alcohol and drug counselors knowledge of ethical theories and principles to improve their skills in applying them to counseling practice. We will explore specific components of ethical theories, the Rules of Professional Conduct for Alcohol and Drug Counselors in Minnesota, the ethical decision making process and application of these to specific clinical cases.

### HSER 7001 - Psycho- Pharmacology from A-Z ( credit)

Knowing symptoms of new and emerging drug use will help you more accurately assess your clients and allow you to place them in the most appropriate treatment setting. Build your practice through expanded knowledge of the newest and worst in current drug use.

### **HSFS**

#### **Courses**

### 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.

### HSFS 350I - Human Services/Family Studies Individualized Internship (1-8 credits)

All students are expected to demonstrate the ability to apply knowledge in their chosen area of human services. An internship is one avenue available to students to do this. Currently an internship field placement is only required for the Drug and Alcohol Counseling major (16 credits) and the Violence Prevention minor (4 credits). Internships are highly recommended for students new to the field of human services. See specific program area fact sheets for details about their respective internship requirements.

### HSFS 360I - Human Services Family Studies Student Designed Independent Studies (1-5 credits)

Student-designed independent studies give Metropolitan State students the opportunity to plan their own study. This type of independent learning strategy can be useful because it allows students: to study a subject in more depth, at a more advanced level; to pursue a unique

project that requires specialized study; to draw together several knowledge areas or interests into a specialized study; to test independent learning capabilities and skills; or to use special learning resources in the community, taking advantage of community education opportunities which, in themselves, would not yield a full college competence. Students should contact their academic advisor for more information.

#### [HSFS 365I - Human Services Family Studies 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.

#### [HSFS 370 - Sexuality and the Family \(4 credits\)](#)

This course explores sexual values and behaviors as they are developed and expressed across the life cycle of the family in different social cultural contexts. Students will examine human sexuality in the context of family relationships and dynamics while also learning to identify and evaluate effective programs, strategies, and materials for sexuality education. The course focuses on such topics as family planning, pregnancy and childbirth, gender identity and roles, sexual function and dysfunction, sexual pleasure, sexual variation, sexual orientation, sexuality and disability, sexuality and chronic disease, and sexual development. The course content and practice skills will satisfy a requirement for Certified Family Life Educator (CFLE) credentialing.

**Prerequisites:** PSYC 100 and HSER 355 and SOC 101

#### [HSFS 399 - Selected Topics in Family Assistance \(2 credits\)](#)

The topics covered in the different sections of this course vary from semester to semester. The focus of each section is on the concerns as well as the supports needed by selected types of family arrangements. The purpose of the course is to familiarize students with the specific, respective issues of different family configurations as well as to allow students to critique appropriate strategies for helping and empowering them. Possible topics include: working with foster families, working with GLBT families, working with grand-parent-headed families, working with teen families, working with homeless families, working with families of offenders working with bi-racial families and so on. Students should consult the Class Schedule for family types featured each semester. Note: This course may be taken four times for credit as long as the topic is different.

#### **HSG**

##### **Courses**

#### [HSG 160I - Human Services Gerontology 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.

#### [HSG 284 - Civic Engagement: Focus in Later Life \(4 credits\)](#)

Civic Engagement: Focus in Later Life offers exciting perspectives on the increasing

demographics of older persons worldwide. People in their later lives are increasingly dedicated to civic, social, and creative causes. In this course, students will examine the contributions of older persons in making the world a better place to live for all generations. The course uses resources, research and inspiring stories to illustrate the accomplishments of older persons. Students may register for this course at either a 200 or 300 level. The 300 level applies theoretical concepts.

#### HSG 360I - HSG SDIS (1-8 credits)

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#### HSG 365I - Human Services Gerontology 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.

#### 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 377 - Physical Health and Aging (4 credits)

This course is designed for professionals in the field of aging, and covers the normal physical processes of aging. Topics include health concerns, health promotion issues, and the biology and physiology of aging, as well as resources and services concerned with the physical needs of the elderly.

#### HSG 378 - Thanatology: The Study of Death and Dying (4 credits)

This course helps students become aware of their own attitudes and values about dying and death, and how these affect others. It investigates myths concerning dying and death, the effect of personal and cultural attitudes on a person's ability to communicate with the dying and their families, death industries, historical perspectives, and euthanasia. The course includes field trips.

#### 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.



### HSG 384 - Civic Engagement in Later Life (4 credits)

Older persons are increasingly defying stereotypes through their dedication to civic, social, and creative causes. In this course, students will examine how activism can be part of successful aging, as well as how older persons contribute to society through a variety of civic engagement activities, ranging from community involvement and volunteerism to participation in the political process.

### **HSTD**

#### **Courses**

#### HSTD 350I - HSTD Internship (1-9 credits)

All students are expected to demonstrate the ability to apply knowledge in their chosen area of human services. An internship is one avenue available to students to do this. Currently an internship field placement is only required for the Drug and Alcohol Counseling major (16 credits) and the Violence Prevention minor (4 credits). Internships are highly recommended for students new to the field of human services. See specific program area fact sheets for details about their respective internship requirements.

#### HSTD 360I - HS Training and Adult Development 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.

### HSTD 365I - Human Services Training and Adult Development 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.

#### 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 of organizational development including: initial diagnosis, entry, contracting, data collection, data analysis, action planning, approaches to implementing planned change, and evaluation of planned change effectiveness. Today, every

manager, at any level, must be capable of dealing with certain change in a proactive manner.

#### HSTD 390 - Conflict Resolution (4 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.

#### HSTD 393T - Training, Design and Instruction Theory Seminar (4 credits)

This theory seminar is ideal for students with some training experience. The course examines the primary and auxiliary uses for the training needs analysis and makes a distinction between the proactive and reactive approaches to meeting needs for training. Students demonstrate knowledge of steps and procedures involved in developing/writing a needs analysis, write a training program and conduct evaluations. This course emphasizes active learning.

#### HSTD 394 - Staff Training and Adult Development (4 credits)

Students in this course focus on staff development and training techniques, and examine their roles and functions within nonprofit and public/governmental organizations. Attention is given to the

identification of training needs, strategies for meeting those needs, information on adult learning, the use of evaluations, and the overall purpose of staff development and training within an organization. Students develop a hypothetical staff development program as a major project. Recommended: Some preparation in psychology.

#### HSTD 394T - Staff Training and Adult Development Theory Seminar (4 credits)

Students in this theory seminar focus on staff development and training techniques, and examine their roles and functions within nonprofit and public/governmental organizations. Attention is given to the identification of training needs, strategies for meeting those needs, information on adult learning, the use of evaluations, and the overall purpose of staff development and training within an organization. Students develop a hypothetical staff development program as a major project. Prerequisite: Obtain and complete diagnostic test/or essay from the Teaching Center. Overlap: HSTD 394 Staff Training and Development.

#### HSTD 395 - Disability and Career Development (4 credits)

This course takes a disability studies approach to career development as a way of managing the massive unemployment and underemployment problems among PWDs (people with disabilities). That approach focuses on the PWD viewpoint in disability theory and career development. Managers and helping professionals receive current legal findings and employers' perspectives on hiring. Other topics include different models of disability, technological and computerized assistance, and issues of mild, moderate, and invisible disabilities.

#### HSTD 395T - Disability and Career Development Theory Seminar (4 credits)

This course takes a disability studies approach to career development as a way of managing the massive unemployment and underemployment problems among PWDs (people with disabilities). That approach focuses

on the PWD viewpoint in disability theory and career development. Managers and helping professionals receive current legal findings and employers' perspectives on hiring. Other topics include different models of disability, technological and computerized assistance, and issues of mild, moderate, and invisible disabilities.

#### [HSTD 397 - Career Pathing \(4 credits\)](#)

Career Pathing is a computer-enhanced independent study and is intended for students who know their own career goals, but want to enhance their knowledge of career development and how to use this information. The content covers career development theory and applications and topics relevant to adult career planning. Those adult career-planning topics include cultural diversity, dynamics of layoffs, career change and reentry of workers. The student-designed term project is intended to help students in their own work settings. Career Pathing is ideal for managers trying to help their employees; the independent study is also useful to counselors, other human services workers those needing career planning knowledge for their clients, and adult learners wanting to enhance their knowledge and credentials. Overlap: HSTD 397T Career Pathing Theory Seminar

#### [HSTD 397T - Career Pathing Theory Seminar \(4 credits\)](#)

Career Pathing is a computer enhanced course, and is intended for students who know their own career goals, but want to enhance their knowledge of career development and how to use this information. The course content covers career development theory and applications, and topics relevant to adult career planning. Those adult career-planning topics include: cultural diversity, dynamics of layoffs, career change and reentry of workers. The student-designed term project is intended to help students in their own work settings. Career Pathing is ideal for managers trying to help their employees; the course is also useful to counselors and other human services workers and for those needing career planning

knowledge for their clients, and adult learners wanting to enhance their knowledge and credentials. Overlap: HSTD 397 Career Pathing.

#### [HSTD 398T - Disability and Career Development Theory Seminar \(4 credits\)](#)

This course takes a disability studies approach to career development as a way of managing the massive unemployment and underemployment problems among PWDs (People With Disabilities). That approach focuses on the PWD viewpoint in disability theory and career development. Managers and helping professionals will receive current legal findings, and employers' perspectives on hiring. Other topics will include different models of disability; technological and computerized assistance; and issues of mild, moderate, and invisible disabilities.

#### [HSTD 399 - The Changing Workplace \(4 credits\)](#)

This independent study is designed for students who intend to enter human services and/or training and development professions. The content focuses on issues and trends impacting the ever-changing world of work. Topics include, but are not limited to, historical and current issues in the areas of work and career development, underserved populations, and work-balance challenges.

#### [HSTD 399T - The Changing Workplace \(4 credits\)](#)

The world of work is dynamic, multifaceted and is characterized by ongoing change. Students in this theory seminar gain a better understanding of the workplace and have the chance to explore their own unique work roles as they relate to human services, training and adult development issues. In particular, students meet the following learning objectives: understand the dynamics between work, family and community; gain awareness of workplace issues and resources in the media, including the Internet; identify historical and current trends in the area of work and career development; understand and analyze training programs that address workplace issues and the impact on the employees-as it relates to human services;

assess and analyze the changing work/family patterns on gender roles; understand the changing demographics in terms of race, class, ethnicity, gender, disability and other underserved populations; and the implications of all of these in the workplace.

#### [HSTD 498 - Human Services Organization Consulting Approaches and Techniques \(4 credits\)](#)

This course enables students to apply the five phases of human services organization consulting, including organization problem identification, contracting, data collection, delivery and feedback evaluation. Students are involved in case study analysis, and the custom designing of an in-class human services client consulting project. **Prerequisites:** HSTD 394

#### [HSTD 498T - Human Services Organization Consulting Approaches and Techniques \(4 credits\)](#)

This theory seminar enables students to apply the five phases of organization consulting, including organization problem identification, contracting, data collection, delivery and feedback evaluation to the design of a custom design consultation project. This course is highly interactive. **Prerequisites:** HSTD 394

### **HSVP**

#### **Courses**

#### [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 301 - Violence: Individual, Community and Global Responses \(4 credits\)](#)

This course addresses how violence is responded to at various levels. It examines the role and development of personal skills and involvement in addressing violence, community intervention resources, systems responses such as punishment and rehabilitation in violence prevention, social change movement responses to violence, and international violence and the growth of human rights movements.

#### [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 307 - Gender Violence in Global Perspective \(4 credits\)](#)

This course examines gender violence in its multiple forms from a global perspective. An introduction to the history of violence against women, current theories and research on the causes of violence in intimate relationships, past and current responses, and interventions and prevention models to address this worldwide problem will be discussed. Understanding the multiple approaches for addressing gender violence will provide students the knowledge to describe culturally competent intervention and prevention strategies.

#### [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.

#### [HSVP 360I - Human Service Violence Prevention Student Designed Independent Studies \(1-4 credits\)](#)

Student-designed independent studies give Metropolitan State students the opportunity to plan their own study. This type of independent learning strategy can be useful because it allows students: to study a subject in more depth, at a more advanced level; to pursue a unique project that requires specialized study; to draw

together several knowledge areas or interests into a specialized study; to test independent learning capabilities and skills; or to use special learning resources in the community, taking advantage of community education opportunities which, in themselves, would not yield a full college competence. Students should contact their academic advisor for more information.

#### [HSVP 365I - Human Service Violence Prevention 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.

### **HUM**

#### **Courses**

#### [HUM 101 - The World of Ideas: Ancient and Medieval \(4 credits\)](#)

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 \(4 credits\)](#)

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 309 - Ancient and Medieval Monsters (4 credits)

This course examines the idea of the monster in art and literature as used by authorities in Western civilizations to instruct their societies in communal values, regulation of behaviors, and how to conceptualize enemies. The course focuses on depictions of monsters in Ancient Greece, Ancient Rome, and medieval Europe as symbols and as representations of outsiders (such as ĩbarbarians, ĩ Jews, Muslims, pagans, heretics, racial others), and as subordinates or inferiors who may threaten social order (the disabled, women, homosexuals, the poor).

**Prerequisites:** WRIT 131

#### HUM 310 - The First Civilizations (4 credits)

The cultural foundations of the West stand on the bedrock of the ancient Near East: writing, literature, art, architecture, science, mathematics and religion reach back past Rome and Greece to Mesopotamia, Egypt and Anatolia. This course provides an introduction to the literature, history and culture of that period, c. 3100-600 B.C. **Prerequisites:** WRIT 131

#### 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 313 - Medieval Civilization (4 credits)

In this course, students study achievements in thought, art, architecture, religion, science and politics during the Middle Ages, the period between the collapse of Roman civilization (c. 500 A.D.) and its “rebirth” in the Renaissance about a thousand years later. Students read a selection of medieval texts in translation and examine a range of medieval arts and ideas.

**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 315 - The Enlightenment (4 credits)

The scientific revolution of the sixteenth and seventeenth centuries led to eighteenth-century doubts about Christianity and optimism about progress based on “enlightenment” or reason. If science could penetrate the secrets of nature, perhaps the same methods could be used in economics and politics? The resulting

conflict between new ideas and ancient inequities led to political revolutions in America and France, and to cultural revolutions in industry, literature, philosophy and the arts. Students in this course study significant works by seventeenth and eighteenth century writers, thinkers and artists. **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 317 - Modernism \(4 credits\)](#)

In the late nineteenth century, the romantic figure of the artist as an outsider who criticized society, yet helped rejuvenate mankind, evolved into the figure of the artist as a revolutionary adversary of society. Artists in the twentieth century questioned older social, philosophical and artistic forms and sought to create radically new, “modern” forms. To understand this development and how it has influenced the contemporary world, this course examines several influential modern(ist) texts, in connection with other developments in modern art, music, politics and thought.

**Prerequisites:** WRIT 131

#### [HUM 318 - Postmodernism \(4 credits\)](#)

Post-WWII Western societies pushed the Modernists’ radical rejection of traditional aesthetics to the extreme limit, developing a new theoretical and aesthetic movement called Postmodernism. From the blurring of high and low culture, through the use of pastiche, collage, and bricolage, to the status of the object in an era of simulacra, the period is characterized by a number of distinct

techniques and critical theories which we’ll explore in a wide variety of art, film, new media, literature, architecture, and music.

**Prerequisites:** WRIT 131

#### [HUM 321 - Myth \(4 credits\)](#)

Myths and myth cycles have had a deep and pervasive influence on literature and culture, and thus on everyday life. This course examines the nature of myth and the modes of belief that have sustained it within various traditions, the myths themselves, their expression in literature from ancient to modern times, and theories of interpretation. The selection varies among Greek, Roman, Mesopotamian, Celtic and Germanic myth traditions, along with comparative material from other world traditions. **Prerequisites:** WRIT 131

#### [HUM 326 - Folklore \(4 credits\)](#)

Folklore was and is part of everyone’s everyday experience. This course examines the nature of folklore; the study, analysis and interpretation of folklore; various folk traditions; and real-life examples and uses of folk-lore. While emphasizing traditions of the United States, the course also presents aspects of folklore of other selected regions. **Prerequisites:** WRIT 131

#### [HUM 327 - Convivencia: Jewish, Christian, and Islamic Arts in Medieval Spain \(2-4 credits\)](#)

This course explores the time period in medieval Spain when the three Abrahamic faiths (Judaism, Christianity, and Islam) coexisted somewhat peacefully and created together a rich, vibrant culture from 700-1492. “Convivencia” means “living together.” We will examine the poetry, architecture, art, music, governance, and religious practices during this period: how a culture flourished, and how it fell apart. We’ll also study how persecutions (including those against pagans), and the diasporas of Jews and Muslims out of Spain influenced these texts, structures, and practices. **Prerequisites:** WRIT 131

#### [HUM 333 - The Photo and the Other \(4 credits\)](#)

This course introduces students to visual culture theory with an emphasis on the photographic

image. The course examines how photography has shaped Western culture's understanding of how to "read" images of people and their spaces for their status, meaning and utility within a community. Contemporary theories debate the place of the photo in distinguishing and contesting our representations of people in terms of race, ability, class, gender, sexuality and size. Students will learn how modern views of photography as both an art and a science create an often contradictory set of beliefs about what a photo shows that is "real" or "true."

#### HUM 350I - Hum Internship (1-8 credits)

Students may sometimes obtain internships in selected areas of humanities study to gain deeper understanding of knowledge, skills and the context of the field. Internships in humanities study are for research or criticism rather than other creative work. 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>

#### HUM 360I - Humanities 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.

#### 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 in Black Arts Movement of the Sixties). **Prerequisites:** WRIT 131

#### HUM 380 - Environmental Humanities (4 credits)

This rich, interdisciplinary course studies how popular and classical artistic genres (such as painting, sculpture, installations, music, literature, dance, film, digital media, photography, happenings, cartoons, criticism, theories, etc.) shape our understanding of and



discussions about environmental issues. We examine how artists have sought to use, recreate, idealize, manipulate, mar, intervene in, and affect the environment and public attitudes toward the environment. Key critical theories informing environmental art will be covered (e.g., ecocriticism, environmental racism, indigenous activism, animal rights, radical plant studies, ecofeminism, green screen, the Anthropocene, apocalypse, poverty, religion, etc.). This course has a community engagement element. **Prerequisites:** WRIT 131 HUM 390 - Special Topics in Humanities (1-5 credits)

Every semester it is offered, this course selects a different constellation of authors/artists, topic, genre, period, or issues and explores it/them through the study of texts and artistic works in the humanities. The course provides an opportunity for upper division students from across the university to explore authors and topics of particular interest to them, or to supplement earlier, survey-level work with more detailed and more advanced study of particular subjects. Outcomes from each iteration of the course include familiarity with course texts, understanding of key concepts and issues in the topic under consideration, and development of intermediate-level skills at the analysis and interpretation of literature.

## **IBUS**

### **Courses**

[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:** ECON 201 and ECON 202 and MATH 115

[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 economics 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 350I - International Business Individual Internship \(1-8 credits\)](#)

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

[IBUS 360I - International Business 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.

#### [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

### **Courses**

#### [ICS 010 - Symposium of Computer Forensics \( credit\)](#)

#### [ICS 100 - Introduction to Computer Technology Concepts \(2 credits\)](#)

This course is designed for students who have limited knowledge of computer technology and applications. An overview of computer hardware, software, networking and applications throughout society forms the core of the course. Students gain an understanding of the internal workings of a computer sufficient for personal computer use or purchase. Students also consider current issues and trends in technology. Students who want hands-on experience with software should consider taking ICS 120 Microcomputer Applications in addition to this course. This is not a lab course. This course cannot be applied to the computer information technology or computer science majors.

#### [ICS 120 - Microcomputer Applications \(2 credits\)](#)

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

#### [ICS 125 - Understanding and Using the Internet \(4 credits\)](#)

This course covers the following topics: how the Internet works (at a beginning level), social implications of the Internet, and the practical aspects of electronic mail, list services, discussion boards, file transfer, information browsing and searching, and the first generation of web design and implementation. This is a lab-based course.

### ICS 125T - Understanding and Using the Internet Theory Seminar (4 credits)

This course covers the following topics: how the Internet works (at a beginning level), social implications of the Internet, and the practical aspects of electronic mail, list services, discussion boards, file transfer, information browsing and searching, and the first generation of web design and implementation. This is a lab-based course.

### 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:** ICS 140 and MATH 215

### ICS 160I - Information and Computer Sciences 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.

### ICS 165I - Information and Computer Sciences 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.

### ICS 180 - Java for Transfer Students (4 credits)

This accelerated programming and design course covers the material in both ICS 140 Programming Fundamentals and ICS 141 Programming with Objects during a single semester. It is designed for students who have experience programming in C, C++, or C#, but who need to learn the Java language. See the descriptions of ICS 140 and ICS 141 for a list of topics covered. Majors can substitute this

course for ICS 141 Programming with Objects. Credit is not given for more than one of ICS 141 Programming with Objects, or ICS 180 Java for Transfer Students. **Prerequisites:** MATH 215

#### 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:** MATH 215 and ICS 141

#### 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 265 - C Programming (3 credits)

This course is designed to provide a fast-paced exposure to the C programming language for students majoring in a computer-related discipline. The following topics are briefly reviewed using C syntax: looping, selection, variables, scope rules, functions and pass-by-value arguments. New topics include pass-by-address arguments, formatted and unformatted I/O, user defined types (enum, struct, union), preprocessing directives, file handling, pointers, pointer arithmetic, string manipulation and selected library functions. **Prerequisites:** ICS 141

#### ICS 266 - Object-oriented Programming with C++ (3 credits)

This course is designed to provide a fast-paced exposure to beginning and intermediate level C++ programming, including classes, inheritance, multiple inheritance, encapsulation, polymorphism, operator overloading and virtual functions. **Prerequisites:** ICS 141

#### ICS 268 - Rapid Application Development Using Visual Basic (3 credits)

This course uses a project-based approach to learning the concepts and techniques of rapid application development using the Visual Basic language. Students prototype user-friendly forms, set properties and write code.

Applications to access and update information in a database are implemented. This is a programming course. **Prerequisites:** 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:** ICS 141 and MATH 215

#### [ICS 311T - Database Management Systems Theory Seminar \(4 credits\)](#)

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; evaluation of database management systems; responsibilities of data and database administrators; database integrity, security and privacy; and current and emerging trends. Database management systems such as MySQL are used in the course. Overlap: ICS 311 Database Management Systems. **Prerequisites:** MATH 215

#### [ICS 321 - Multimedia Design and Programming \(4 credits\)](#)

This course studies the principles and practices of multimedia design and production. Students learn about planning, organizing and managing a multimedia production. The class works through various stages of production using several multimedia authoring tools including: screen layout and interface design; creation and modification of graphic elements; project layout, design and navigation; scripting (programming). **Prerequisites:** ICS 140

#### [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:** ICS 240 and MATH 215

#### [ICS 342 - Mobile Application Development \(4 credits\)](#)

Development of applications on mobile devices. Topics include virtual devices, layout managers, graphical user interface programming, component customization, resource files, and applications with audio and internationalization. Overview of different architectural models and comparisons. Applications will cover applications, services, content providers, and broadcast receivers, and will also utilize relational databases in the appropriate context. **Prerequisites:** ICS 141

#### [ICS 350I - Information and Computer Sciences Individualized Internship \(1-6 credits\)](#)

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 interested in internships within the Computer Science and Cybersecurity department should work with their advisor

and/or faculty internship coordinator to discuss the process for your specific major.

#### ICS 352 - Machine Learning (4 credits)

This course presents the key algorithms and theory of machine learning. Students will examine supervised and unsupervised learning algorithms. And they will gain an understanding of machine learning foundational concepts used in artificial intelligence, statistics and data science. Topics include learning algorithms used in recent application as autonomous vehicles, google search, and Facebook photo tags.

**Prerequisites:** 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 365I - Information and Computer Sciences 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.

#### 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:** ICS 141 and MATH 215

#### 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:** ICS 240 and MATH 215

#### ICS 381 - Societal Issues in Computing (3 credits)

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

#### ICS 381T - Societal Issues in Computing Theory Seminar (3 credits)

This course is a writing intensive, research-oriented, in-depth study of the uses of and

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

#### 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. Overlap: CYBR 332. **Prerequisites:** ICS 141 and MATH 215 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.

Overlap: CYBR 362. **Prerequisites:** ICS 240 or CFS 264

#### ICS 390 - Future Trends for Computers and Technology (3 credits)

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

#### ICS 411 - Big Data Storage and Processing (4 credits)

The field of computer science is experiencing a transition from processing-intensive to data-intensive problems, wherein data is produced in massive amounts by large sensor networks, simulations, and social networks. Efficiently extracting, interpreting, and learning from these very large data sets need different storage and processing requirements compared to traditional business applications that are mostly dependent on relational database management systems. These emerging data-intensive applications require heavy read/write workloads and do not need some of the stringent schema and ACID properties that are central to relational databases. To cope with these requirements, a new genre of large-scale systems, is introduced that is called NoSQL databases. The main characteristics of NoSQL databases are that they are open source, non-schema oriented, having weak consistency properties and heavily distributed over large and clusters of commodity hardware. In this course, we will cover the basic concepts and approaches that are used by such big-data systems. Students will gain hands-on experience by solving relevant problems through projects utilizing publicly available systems. Topics covered includes: fundamentals of big data storage and processing using Hadoop, distributed file systems, and map-reduce, fundamentals of the four categories of NoSQL

systems, namely key-value stores, document stores, column stores, and graph stores. Students will implement applications using the following systems: Apache HBase, Amazon's Dynamo, Apache Cassandra, MongoDB, and Neo4J. **Prerequisites:** ICS 311

#### 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 432 - Distributed and Cloud Computing (4 credits)

This course covers the fundamental concepts in the design and implementation of distributed computer systems, and its major branch of Cloud Computing. First, the course gives an overview of the basic concepts in the field of distributed computing, including distributed

operating systems, distributed programming models, and design principles of computer clusters. Cloud computing is a major branch of distributed computing in which computing is delivered as a service over a network, whereby resources are rented, rather than owned, by an end user as a utility. The course then covers Cloud Computing with in-depth study of its enabling technologies and main building blocks. Students will gain hands-on experience solving relevant problems through projects utilizing public cloud infrastructures including Amazon Web Services (AWS), Google App Engine, and Microsoft Azure. Topics include distributed system models and enabling technologies, computer clusters for scalable computing, virtual machines and virtualization of clusters and datacenters, design of cloud computing platforms, cloud programming and software environments (Workflow Systems, MapReduce, Spark, Google App Engine, Amazon AWS, Microsoft Azure, and emerging cloud software stacks), grid computing and resource management, and data-intensive distributed computing. **Prerequisites:** ICS 141 or CFS 264 and ICS 232

#### 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:** ICS 340 and MATH 215

#### ICS 441 - Foundations of Computing Theory (4 credits)

This course establishes the mathematical and logical foundations of the discipline of computer science, with a concentration on the foundations of algorithmics. The concept of



Turing Machines is used throughout the course as the means to establish these foundations. It uses these foundations to address the issues theoretically unsolvable problems, and of time and space complexity of algorithms for solvable problems. **Prerequisites:** MATH 215 and ICS 240

#### 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 452 - Introduction to Deep Learning (4 credits)

Deep learning is a subset field of machine learning, concerned with solving complex problems using artificial neural networks. Deep learning algorithms learn the underlying features in data, in order to approach the human-level understanding of this data. In this course students will study deep learning algorithms and their applications in computer vision, speech recognition, audio processing, and natural language processing. This course will cover the basic neural networks, deep feedforward networks, convolutional networks, recurrent networks, and recursive networks. Students will use Tensorflow platform to

implement their acquired knowledge.

**Prerequisites:** ICS 340 or ICS 352

#### 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 461 - Voice and Data Communications (4 credits)

This course emphasizes the technical underpinnings of voice and data communication systems including engineering specifications, architectures, protocols and capacities. Relevant system design, development and operational considerations associated with deploying these communication systems are discussed. **Prerequisites:** ICS 141 and MATH 215 or CFS 280

#### 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 470 - Software Engineering (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 life cycle, and introduces various process models used to develop software. Other topics include system verification and validation, software project management and software inspection.

**Prerequisites:** ICS 370

#### ICS 470T - Software Engineering (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 life-cycle, and introduces various process models used to develop software. Other topics include system verification and validation, software project management and software inspection.

**Prerequisites:** ICS 370

#### 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. Overlap: CYBR 412 **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.Overlap: CYBR 432

**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 486 - Malware Analysis (4 credits)

Malware infections have reached epidemic proportions with over 600 million types of infection reported to date. Traditional antivirus techniques are not sufficient to stem the tide. This course will introduce students to the fundamentals of malware analysis techniques which will allow them to recognize, analyze and remediate infections. Basic static analysis

techniques using antivirus scanning, hashing, string searching and other automated analysis tools will be reviewed. Dynamic approaches using system and network monitoring will be employed to detect snooping and attempts to exfiltrate data. Students will set up virtual work spaces, download tools and malware and analyze software in a secure environment. Reverse engineering will be introduced.

Overlap: CYBR 482 **Prerequisites:** ICS 383 and ICS 382 or ICS 460

#### ICS 487 - Cyber Incident Response and Handling (4 credits)

As cyber breaches and intrusions continue to increase, enterprises are now looking to hire professionals who can identify and respond to breaches and incidents before they have adverse impacts on information systems and data networks. This course provides an in-depth coverage of applying Digital Forensics and Incident Response methodologies and frameworks to address and manage the aftermath of security breaches or incidents with the goal of limiting the damages and reducing the recovery time and costs. The student will be able to identify, contain, eradicate and recover from an attack in an enterprise network. Topics include identifying threat actors and security breaches, analyzing artifacts and logs, restoring back the system, performing postmortem analysis, and implementing and/or modifying mitigating techniques. Overlap: CYBR 445

**Prerequisites:** ICS 382 or MATH 215

#### 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 492 - Seminar on Emerging Technologies (1-2 credits)

This series of workshops is intended to provide students with hands-on experience with current and emerging technologies and tools. Students will learn design principles and implementation

practices on a variety of platforms. Specific topics will vary. ICS 492 can be taken more than once as a major elective with advisor approval.

#### [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**

#### **Courses**

[IDST 160I - Interdisciplinary Studies Student Designed Independent Studies \(1-6 credits\)](#)  
Student-designed independent studies give Metropolitan State students the opportunity to plan their own study. This type of independent learning strategy can be useful because it allows students: to study a subject in more depth, at a more advanced level; to pursue a unique project that requires specialized study; to draw together several knowledge areas or interests into a specialized study; to test independent learning capabilities and skills; or to use special learning resources in the community, taking advantage of community education opportunities which, in themselves, would not yield a full college competence. Students should contact their academic advisor for more information.

#### [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 310T - Principles of Civic Engagement: Communities of Conflict \(4 credits\)](#)

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 327 - Mapping Judaism, Christianity, and Islam \(4 credits\)](#)

This course investigates the global geography of the world’s three monotheistic religions: Judaism, Christianity, and Islam, interrogating why these traditions emerged in particular places and how they dispersed across the globe. Students will gain basic map reading skills and

hands-on experience using a web-based geographic information system (GIS) as a tool both for researching religious traditions and presenting knowledge to others. This course emphasizes the role of political and economic geography on religious beliefs and practices in different regions, historically and today, using case studies from southwest Asia and Europe. In addition to mapping, geographic topics include the interplay between religious traditions and the natural environment, concepts of sacred place and space, and geographic trends in secularization.

**Prerequisites:** WRIT 101

#### [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 355 - Restorative Justice \(3 credits\)](#)

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.

#### [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 371 - American Legal System, Reasoning and Writing \(4 credits\)](#)

This Mitchell Hamline School of Law course is an introduction to the American legal system as practiced in the United States and is taught as a

standard law school presentation approach. Students must demonstrate an understanding of the legal methodology used in interpreting the law. To address this, the course reviews the legal practices and describes the process of law, interpretation of the law and doctrinal courses in areas of criminal law, criminal procedures, contracts, and commercial law. This course also includes elements of the law, legal reasoning and writing. Students are given a mix of case law and statutory law, and are shown how the law is applied in factual, hypothetical situations.

#### [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 401 - Interdisciplinary Topics in Educational Perspectives \(4 credits\)](#)

This course is designed to give students advanced skills in critical thinking and multicultural perspectives by presenting a series of interdisciplinary topics which build on previous disciplinary study, introduces students to a broader range of ideas and learning strategies, and prepare students for advanced work in graduate or professional studies. See the Class Schedule for topics to be addressed when this course is offered.

#### [IDST 425 - Comparing Alternatives: Community, Diversity, and Utopia \(4 credits\)](#)

For centuries, people have expressed their ideas about the good life by imagining and sometimes creating alternative communities and social orders. Whether ideal utopias or nightmarish dystopias, the variety of these expressions demonstrates that people have defined the good life in many different ways. This course introduces students to the interdisciplinary field of utopian studies and asks what it means to imagine alternative ways of living for oneself and with others. Along the way, we will see that one person's utopia is often another person's dystopia. By the end of the course, students will have developed significant knowledge of a variety of utopian (and dystopian) visions, and they will begin to answer for themselves how we imagine the

good life, together, in the context of human diversity. **Prerequisites:** WRIT 231

#### [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**

#### **Courses**

#### [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.



### INFS 518 - Information Issues: (4 credits)

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

### LAED

#### **Courses**

### 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 300 and EDU 306 and EDU 400

### 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

#### **Courses**

### LAWE 050 - Emergency Vehicle Operations (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 160I - Law Enforcement Student Designed Independent Studies (1-8 credits)

Student-designed independent studies give Metropolitan State students the opportunity to plan their own study. This type of independent learning strategy can be useful because it allows students: to study a subject in more depth, at a

more advanced level; to pursue a unique project that requires specialized study; to draw together several knowledge areas or interests into a specialized study; to test independent learning capabilities and skills; or to use special learning resources in the community, taking advantage of community education opportunities which, in themselves, would not yield a full college competence. Students should contact their academic advisor for more information.

#### [LAWE 165I - Law Enforcement 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.

#### [LAWE 175I - LawE Transfer Cr \(1-8 credits\)](#)

#### [LAWE 205 - Report Writing in Law Enforcement and Criminal Justice \(3 credits\)](#)

Report Writing in Law Enforcement and Criminal Justice is an applied writing class that emphasizes the development of communication skills and techniques necessary to succeed in law enforcement and criminal justice fields. Students learn how to write police and criminal justice reports in a style and format that best communicates the actions and behavior of others and allows the reader to determine the facts of a specific case. Students prepare multiple incident-based reports, interview summaries, memos, executive summaries and management correspondence to a professional standard. **Prerequisites:** WRIT 131 and CJS 101

#### [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 LAWE 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 201 and CJS 101

#### [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 225 - Law Enforcement Operations \(3 credits\)](#)

The primary goal of this course is to provide content and scenarios related to law enforcement operations and in-progress crimes. 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. **Prerequisites:** CJS 101 and LAWE 230 and LAWE 240

[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 230 - Patrol Operations \(3 credits\)](#)

This course examines the patrol function in police agencies. It focuses on research regarding techniques for effective patrol. In addition, the course analyzes the myths and realities associated with patrol operations.

**Prerequisites:** CJS 101

[LAWE 231 - Emergency Response Driving and Current Topics in Police Operations \(1 credit\)](#)

The primary goal of this course is to meet the Minnesota Board of Peace Officer Standards and Training (POST) learning objectives for practical law enforcement defensive driving skills and to inform students of current topics in police operations. This course will provide students some of the knowledge and skills required to perform the duties of a police officer. It is one of five course 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. **Prerequisites:** CJS 101 and LAWE 230 and LAWE 240

[LAWE 240 - Minnesota Criminal and Traffic Codes \(3 credits\)](#)

This course provides students with the knowledge and practical application of Minnesota criminal laws and traffic codes.

**Prerequisites:** CJS 101

[LAWE 250 - Law I \(3 credits\)](#)

This course provides a review of broad legal principles relevant to criminal and juvenile law, as well as review Minnesota Criminal and Traffic Codes. Students will learn the law and be able to apply the law to a given set of facts to arrive at a reasonable and lawful conclusion in their role as a police officer. This course also serves to fulfill some of Minnesota's Police Officer Standards and Training learning objectives to be a police officer in Minnesota.

[LAWE 251 - Law II \(3 credits\)](#)

This course is a continuation of LAWE 250 (Law I) regarding Minnesota Criminal and Traffic Codes to provide an understanding of the legal principles in order for students to appropriately apply the law to a given situation and ensure individual constitutional rights are maintained.

[LAWE 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 290 - Law Enforcement Skills Practicum (10 credits)

This practicum is designed to give students an understanding of the knowledge and skills required to perform the duties of a police officer. The primary goal of this course is to prepare students to successfully complete the Minnesota Board of Peace Officer Standards and Training peace officer licensing examination. In this course students will participate in lectures and demonstrations and then practice what they have learned at the target range, in the gym, the simulation lab, and at the driving range. Scenarios will require the application of material presented during the entire program and are designed to engage creative problem solving abilities.

#### 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 101 and CJS 201

#### 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 LAW 301, Policing in the 21st Century.

#### LAWE 311 - Best Practices in Police Community Interactions (3 credits)

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

#### LAWE 312 - Emergency Management for Law Enforcement (4 credits)

This course examines the fundamental principles and practices of emergency management including how it functions within the homeland security enterprise. Mass shootings, acts of terror, infrastructure collapse, and natural disasters all are examples of emergencies examined in this course. This course also explores the human and economic costs of emergencies and the intended and unintended consequences of intervention.

**Prerequisites:** WRIT 121

#### 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 101 and CJS 201

#### LAWE 321L - Law and Human Behavior 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 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 331 - Current Issues: Applied Policing within Communities (4 credits)

This course examines current issues confronting law enforcement officers and their agencies relative to the provision of police services to local communities. An example of the issues which are examined include: the role of police in a democratic society; management and policy development in law enforcement agencies; the paradigm shift from professional crime control policing to community oriented policing; police selection, training and socialization; the importance of diversity in policing and its relevance to provision of services to diverse communities; and the psychological and physical challenges associated with policing.

**Prerequisites:** CJS 101

### 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 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.

### LAWE 375I - LawE Transfer (1-9 credits)

### LAWE 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

### 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.

### LAWE 453 - Applied Police Research (2 credits)

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

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

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

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

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

**Prerequisites:** CJS 101

## **LING**

### **Courses**

#### 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 327 - Language and Society (4 credits)

This course focuses on the mutual interactions of languages and human groups which use them. Using local examples, texts and their own experiences, students examine a variety of language attitudes, forms and choices to determine the influence of geography, social class and ethnicity on what people say and how they are perceived; the politics of language policies and standards; the birth and death of speech communities; and the structures of conversations, politeness and stereotypes.

#### LING 346 - Language and Gender (4 credits)

Students explore how men's and women's different uses of language correlate with power and status, class, network, race and ethnic group affiliations, as well as with religion, personality, sexuality, and disability.

Coursework involves critical reading of articles from diverse fields, including sociology, psychology, ethnography, speech communication and linguistics; discussions and essays on course material; and journals and research projects. Projects are developed in stages to give students support and promote excellence.

#### LING 350I - Linguistics Individualized Internship (1-9 credits)

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

#### LING 360 - Morphology and Syntax (4 credits)

This linguistics course covers the general theories, assumptions, and techniques involved in the analysis of syntactic and morphological structures within a language and across language typologies. Morphology studies the internal structure of words and their meaningful parts. Syntax studies how words, phrases, and clauses are structured to form complex sentences. The course considers linguistic theories such as productive syntax, morphological processing and storage, syntactic rule manipulation, Chomskyan Framework, synchronic and diachronic morphological perspectives, and ‘language-to-brain’ corollary. The course emphasizes features associated with second language acquisition. **Prerequisites:** LING 316

#### LING 360I - Linguistics 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.

#### LING 365I - Linguistics 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.

#### LING 401 - Tutorial I (1 credit)

This internship provides students with the opportunity to learn skills and gain experience as an English tutor. Under the direction of a site supervisor at one of our community partner locations, students complete 40 hours of tutoring within the semester. In addition, a faculty director assigns and evaluates short assignments designed to assess the intern’s learning. The Level 1 Tutorial focuses on identifying, evaluating, selecting, and adapting age-appropriate and linguistically accessible tutoring materials helping clients develop listening, speaking, reading, and writing skills. Note: Due to accreditation requirements, tutoring must be face-to-face. The forty hours may not be fulfilled by peer interactions, online interaction, or simulations. **Prerequisites:** WRIT 131

### LING 402 - Tutorial 2 (1 credit)

This internship provides students with the opportunity to learn skills and gain experience as an English tutor. Under the direction of a site supervisor at one of our community partner locations, students complete 40 hours of tutoring within the semester. In addition, a faculty director assigns and evaluates short assignments designed to assess the intern's learning. The Level 2 Internship focuses on analyzing assessment instruments (e.g., portfolios, observation checklists, reading logs, video conversations, in-house rubrics at the internship site, etc.) for performance-based measurement of listening, speaking, reading, and writing skills. Note: Due to accreditation requirements, tutoring must be face-to-face. The forty hours may not be fulfilled by peer interactions, online interaction, or simulations. **Prerequisites:** LING 401 and WRIT 131

### LING 403 - Tutorial 3 (1 credit)

This internship provides students with the opportunity to learn skills and gain experience as an English tutor. Under the direction of a site supervisor at one of our community partner locations, students complete 40 hours of tutoring within the semester. In addition, a faculty director assigns and evaluates short assignments designed to assess the intern's learning. The Level 3 Internship focuses on issues of international assessment (such as students preparing for the TOEFL in order to gain admittance to English-speaking universities or on-site rubrics in host countries). Note: Due to accreditation requirements, tutoring must be face-to-face. The forty hours may not be fulfilled by peer interactions or simulations. Level 3 tutorials may include online face-to-face interactions. **Prerequisites:** LING 402 and WRIT 131

### LING 404 - Tutorial 4 (1 credit)

This internship provides students with the opportunity to learn skills and gain experience as an English tutor. Under the direction of a site supervisor at one of our community partner locations, students complete 40 hours of tutoring within the semester. In addition, a

faculty director assigns and evaluates short assignments designed to assess the intern's learning. The Level 4 internship focuses on professionalism, national organizations, and membership in the TESOL International Association (fees may apply). Note: Due to accreditation requirements, tutoring must be face-to-face. The forty hours may not be fulfilled by peer interactions or simulations. Level 4 tutorials may include online face-to-face interactions. **Prerequisites:** LING 403 and WRIT 131

### LING 475 - Semantics and Pragmatics (4 credits)

This course studies formal linguistic meaning. Students learn the theories and technical tools for analyzing compositional and interactive structures of meaning, how meaning is related to other linguistic analysis (such as morphology and syntax), and how to apply such data to an understanding of first and second language learning and acquisition. **Prerequisites:** LING 316 and LING 360

### 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

#### **Courses**

### 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 165I - Literature Prior Learning (1-4 credits)

Literature PRIOR Learning

#### 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 301 - The Short Story (4 credits)

This course is designed to help students read short stories with enjoyment, understanding and critical appreciation. It emphasizes twentieth-century writers including women, ethnic and minority writers, and writers both within and outside the European literary tradition. **Prerequisites:** WRIT 131

#### LIT 302 - The Novel (4 credits)

This course studies changes in the novel as a literary form, from the eighteenth century in England to the late twentieth century in America. Students learn to think about such matters as character, plot, point of view, structure, irony and narrative technique, and become more attentive and appreciate readers.

**Prerequisites:** WRIT 131

#### LIT 303 - Drama (4 credits)

In this class students read and discuss plays from ancient Greece to the present. Discussion focuses on thematic content and dramatic technique considered in light of traditional theory and criticism. Students interpret and evaluate plays in class discussion and in short critical papers. **Prerequisites:** WRIT 131

#### LIT 306 - Comedy in Literature (4 credits)

The history, forms, techniques and theories of comedy in literature are studied in this course. Typical materials covered include comedies by Shakespeare, Chekhov and Moliere; broadcasts by Garrison Keillor; and films by Woody Allen and Charlie Chaplin. **Prerequisites:** WRIT 131

#### LIT 307 - Poetry (4 credits)

Students are introduced to close and careful reading of poetry from many eras and social groups, and to the ways in which poets use rhythm, rhyme, meter, diction, syntax, imagery, metaphor, allusion and blank space to shape a reader's response. The goal is for students to become confident, perceptive and thoughtful readers of past and present poetic art.

**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 and Race in Literature and Film (4 credits)

This course surveys how works of American literature and film assert, create, examine, reinforce, privilege, and/or question the construction of racialized and gendered narratives surrounding identity. Students discuss ways that fiction, drama, poetry, popular music, and film engage with the issues of race, racism, and gender. In addition, students will learn and apply key concepts and theories of race and gender (for example, the masculine gaze, the white gaze, queer theories, critical race theory, postcolonial theories) with a critical emphasis on intersectionality in course discussions. Students will make new discoveries about familiar works from the narrative arts; understand the complex legacies of racist and sexist tropes underlying the conventions of popular genres (e.g., the western, the buddy movie, Sci-Fi, the great American novel, the American musical, and so on); and consider personal and collective responses to racism and sexism (e.g., personal viewing habits, social media responses and recommendations, critical review, and honors such as Oscars and Nobel prizes, etc.) **Prerequisites:** WRIT 131

### LIT 327 - The Fairy Tale (4 credits)

The fairy tale is a genre that seems simple, but actually reveals many of modern literatures earliest and deepest conventions. This course explores the fairy tales structures, characters, uses of narrative, and its employment of the idea of magic to explain Western ideas and debates about social order. Students will also learn a number of cultural theories that are commonly applied to the analysis of fairy tales, and how the change from the folk tale to the fairy tale gives important context to today's understanding of fiction and its uses.

**Prerequisites:** WRIT 231

### LIT 330 - Children's Literature (4 credits)

This course acquaints students with the range and history of children's literature and problems of critical evaluation. Readings typically include books of historical importance, as well as new books from a variety of genres

such as folk tales, historical fiction, contemporary realism, fantasy and poetry.

**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 345 - Working Class Literature (4 credits)

Working-class literature is fiction and poetry written by people from working-class backgrounds about working-class life. This course introduces characteristic themes and techniques in American working-class novels written within the last 100 years, and considers the place of working-class writing within the

larger context of American literature and culture. This literature explores some of the individual and community pressures bearing on working-class lives and generally affirms that, while not conforming to middle-class norms, working people live in ways that have integrity, honor and value. **Prerequisites:** WRIT 131

#### LIT 347 - Hemingway and Friends (4 credits)

This course acquaints students with major works of Ernest Hemingway and F. Scott Fitzgerald and introduces other writers of that era who were significant in their lives and work. Discussion of Hemingway and Fitzgerald focuses on major literary influences, characteristic themes and techniques in their work, links between their lives and their fiction, response to their work by their contemporary critics and the general public, and late twentieth century reevaluations of their work. **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 374 - Legends of King Arthur (4 credits)

Recent popular interest in Arthurian literature and cinema offers a chance to incorporate methods of literary study in a form that interests both literature majors and non-majors. A historicist approach to Arthurian legend allows students to examine a number of current theoretical concerns such as changing gender roles and relationships, growth of historical consciousness, and issues of colonization and national identity. Moreover, the inclusion of Arthurian films based on some of the assigned texts provides a basis for discussing questions of genre and of modern uses of older material. **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 390 - Authors and Topics in Literature (1-4 credits)

Each section of this course selects a different author, topic, genre, period or issue and explores it through the literary study of texts. Course topics and class discussion are intended to engage upper-division students from across the university as well as English majors, to build understanding of the topic under consideration and to develop intermediate-level skills in the analysis and interpretation of literature. See the Class Schedule for information on individual sections. **Prerequisites:** WRIT 131

LIT 400 - Reflective Capstone (1 credit)

This one-credit course allows students the opportunity to reflect upon their past content coursework in the BS in English for Teaching major. Having completed often disparate courses in literatures, linguistics, writing and communications, students at the end of their degree program will identify and expand on foundational, integrated themes that have emerged. Attention will be paid to the future of the English for Teaching student, the link between coursework and potential teaching careers, and consideration for the practical and theoretical applications of this knowledge into the world beyond the university.

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 nonmajors.) Students work together as a community of inquiry to study a particular author, genre, period or problem selected for each section by the instructor. Each student completes a course paper or project using concepts and methods derived from this and other literature courses to explore a literary topic of personal interest. **Prerequisite:** Students completing an English

major must be within two semesters of graduation. Other students must secure the instructor's consent before registering.

**Prerequisites:** WRIT 131

LIT 501 - Literary Criticism: Beginnings-1950 (4 credits)

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

LIT 560I - Literature Student Designed Independent Studies (1-8 credits)

Student-designed independent studies give Metropolitan State students the opportunity to plan their own study. This type of independent learning strategy can be useful because it allows students: to study a subject in more depth, at a more advanced level; to pursue a unique project that requires specialized study; to draw together several knowledge areas or interests into a specialized study; to test independent learning capabilities and skills; or to use special learning resources in the community, taking

advantage of community education opportunities which, in themselves, would not yield a full college competence. Students should contact their academic advisor for more information.

LIT 590 - Advanced Studies in Literature (4 credits)

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

**Prerequisites:** WRIT 131

### **MAED**

#### **Courses**

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 360I - Mathematics Education 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.

#### [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. Corequisite Mathematics Teaching Majors: EDU 450 Advanced Urban Teaching Practicum and Seminar if plans are to student teach in an urban high school.

#### [MAED 450 - Teaching Mathematics to Urban Learners in Grades 5-12 \(4 credits\)](#)

This course provides students with the knowledge and experience of high school mathematics to be an effective teacher in urban, multicultural classrooms. The content of this math methods course emphasizes the

interconnectedness of curriculum, instruction and assessment. The overarching philosophical framework for this course is the social justice perspective of mathematics education particularly for urban students. Field experience in a high school mathematics classroom is required. **Corequisites:** EDU 450 **Prerequisites:** EDU 306 and EDU 300

### **MATH**

#### **Courses**

#### [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 099 - Developmental Mathematics Using Web-Based Technology \(2 credits\)](#)

This course prepares students for college-level mathematics. Students learn mathematics by using on-line learning technology at home and in the lab. Lab sessions are conducted weekly with instructor supervision. Topics of this course include: real numbers, linear and quadratic equations, functions and their graphs, as well as applications of the above topics.

#### [MATH 102 - Mathematics of Sustainability \(4 credits\)](#)

This course develops and applies mathematical concepts and tools to quantitatively explore environmental sustainability issues. Topics addressed in the course will be explored from environmental, social, and economic perspectives wherever possible, and may include such topics as industrial agriculture, energy sustainability, population growth, ecological footprints and the security of land and water resources. The mathematical concepts developed in this course are

motivated through the study of these topics. Particular mathematical concepts include properties of real numbers, rate of change and percentage change, functions (with a focus on linear, exponential, logarithmic, and quadratic functions), inverse functions, mathematical modeling, algebraic simplification of expressions, solving linear equations and inequalities, and practical interpretation of numerical information.

#### [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 160I - Mathematics 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.

#### [MATH 165I - Mathematics 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.

#### [MATH 200 - Support Topics for Calculus I \(1 credit\)](#)

MATH 200 Support Topics for Calculus I will provide just-in-time support in essential algebra and trigonometry skills needed for success in Calculus I. The course is intended for students concurrently enrolled in Calculus I. Topics covered will include the graphing and manipulation of rational, polynomial, piece-wise defined, exponential, logarithmic, trigonometric, and inverse trigonometric functions.

#### [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 221 - Mathematics for Data Science (4 credits)

This course covers selective topics in calculus and linear algebra for data science. Course topics are functions, function transformations, limits, derivatives, integrals, matrices, matrix operations, determinant, transpose and inverse, systems of linear equations, eigenvalues, eigenvectors and eigenspaces. This course focuses on applications of those topics.

**Prerequisites:** MATH 215

### MATH 230 - Introduction to Mathematical Modeling (2 credits)

Mathematical modeling is the process of using mathematics and computational tools to gain insights into complex problems arising in the sciences, business, industry, and society. Mathematical modeling is an iterative process which involves a computational approach to the scientific method. Assumptions are established, a mathematical structure consistent with those assumptions is developed, hypotheses are produced and tested against empirical evidence, and then the model is refined accordingly. The quality of these models is examined as part of the verification process, and the entire cycle repeats as improvements and adjustments to the model are made. This course provides an introduction to both the mathematical modeling process as well as deterministic and stochastic methods that are commonly employed to investigate time-dependent phenomena. **Prerequisites:** MATH 211 and STAT 201

### MATH 260I - Mathematics 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.

### 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 215

#### 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 330 - Optimization (2 credits)

Optimization covers a broad range of problems that share a common goal - determining the values for the decision variables in a problem that will maximize (or minimize) some objective function while satisfying various constraints. Using a mathematical modeling approach, this course introduces mathematical programming techniques and concepts such as linear programming, sensitivity analysis, network modeling, integer linear programming, goal programming, and multiple criteria optimization. Software is used to solve real-world problems with an emphasis on interpretability of results. Applications include determining product mix, routing and logistics, and financial planning. **Prerequisites:** MATH 315 and MATH 230

#### 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 211

#### MATH 350I - Mathematics Internship (1-4 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.

#### MATH 355 - Introduction to Stochastic Processes (2 credits)

Stochastic processes involve sequences of events governed by probabilistic laws. Many applications of stochastic processes occur in biology, medicine, psychology, finance, telecommunications, insurance, security, and other disciplines. This course introduces the basics of applied stochastic processes such as Markov chains (both discrete-time and continuous-time), queuing models, and renewal processes. Software is used to solve real-world problems with an emphasis on interpretation of results and the role of stochastic processes in management decision-making. **Prerequisites:** MATH 320 and MATH 230 and MATH 315

#### MATH 360I - Mathematics 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.

#### MATH 365I - Mathematics 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.

#### MATH 370 - Modern Geometry (3 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 375 - Complex Variables (4 credits)

Starting with an introduction to the complex plane, this course covers holomorphic functions and power series, Cauchy's Theorem, contour integration and its applications. **Prerequisites:** MATH 310

#### MATH 380 - Preparing for MN Licensure Content Exam (1 credit)

MATH 380 Preparing for MN Licensure Content exam will prepare pre-service teachers for the mathematics content exam required for licensure in the state of Minnesota. This 1-credit course allows students the opportunity to reflect upon their past content coursework in the Mathematics Teaching BS major. Students at the end of their degree program will identify and expand on foundational, integrated themes that have emerged in their previous coursework. Attention will be paid to the link between the coursework completed in the Mathematics Teaching BS and the student's future teaching career.

#### MATH 405 - Partial Differential Equations (4 credits)

This course covers the theory of initial and boundary value problems for linear parabolic, elliptic, and hyperbolic partial differential

equations. Topics may include first order equations, second order equations, separation of variables, the Sturm-Liouville problem, transform methods, Green's functions, Fourier series, numerical methods and modeling applications. **Prerequisites:** MATH 350

#### 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:** ICS 140 and MATH 211 and MATH 315

#### MATH 430 - Advanced Mathematical Modeling (3 credits)

This course provides students with significant problem-solving experience through investigating complex, open-ended problems arising in real-world settings. Working in teams, students apply mathematical modeling processes to translate problems presented to them into problems that can be investigated using the mathematical, statistical, and computational knowledge and thinking they have gained from previous coursework. Significant emphasis is placed on justifying approaches used to investigate problems, coordinating the work of team members, and communicating analyses and findings to technical and non-technical audiences.

**Prerequisites:** ICS 140 and MATH 350 and MATH 315 and MATH 320 and MATH 230 and STAT 201 or ICS 141 and MATH 355 and MATH 330 and MATH 420 and STAT 311

#### 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 315 and MATH 301

#### MATH 499 - Mathematics Capstone (4 credits)

This course integrates reading of the mathematical literature with presentation of student developed projects. **Prerequisites:** MATH 310

### MDST

#### **Courses**

#### MDST 160I - Media Studies Student Designed Independent Studies (1-8 credits)

Media Studies - Student Designed Independent Study; topics vary. Student-designed independent studies give Metropolitan State students the opportunity to plan their own study. This type of independent learning strategy can be useful because it allows students: to study a subject in more depth, at a more advanced level; to pursue a unique project that requires specialized study; to draw together several knowledge areas or interests into a specialized study; to test independent learning capabilities and skills; or to use special learning resources in the community, taking advantage of community education opportunities which, in themselves, would not yield a full college competence. Students should contact their academic advisor for more information.

#### MDST 165I - Media 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.

#### [MDST 210 - Introduction to Social Media and Online Community \(4 credits\)](#)

Social media has changed the ways in which people from around the world interact and relate to one another. This course explores the ways in which social media influence these interactions and change our ideas of what it means to belong to a community. The course also addresses the potential of social media to create opportunities to interact within communities to create social change (revolution) through the use of participatory platforms, such as blogs, wikis, and other open source or low cost online tools. Students will finish the course with an understanding of the ways in which they may use social media to become activists in the glocal environment in which we now find ourselves, and how they influence and are influenced by social media, including tools such as Facebook, Twitter, YouTube, and technology in general. Students will also begin to explore the theoretical basis for the development of online communities.

#### [MDST 330 - Topics in Film Studies \(4 credits\)](#)

Subject matter for this course varies, as it is designed to allow in-depth analysis of unique topics relating to films and their audiences. Regular topics such as American Indians in Film, Women in Film, and Cinema as Literature are featured. Students should consult the Class Schedule for particular topics and descriptions. Some of the courses are cross-listed with other departments such as Ethnic Studies and Women's Studies.

#### [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 350I - Media Studies 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 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.

#### [MDST 360I - Media Studies Student Designed Independent Studies \(1-8 credits\)](#)

Student-designed independent studies give Metropolitan State students the opportunity to plan their own study. This type of independent learning strategy can be useful because it allows students: to study a subject in more depth, at a more advanced level; to pursue a unique project that requires specialized study; to draw together several knowledge areas or interests into a specialized study; to test independent learning capabilities and skills; or to use special learning resources in the community, taking advantage of community education opportunities which, in themselves, would not yield a full college competence. Students should contact their academic advisor for more information.

#### [MDST 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 364 - Indigenous Storytelling and New Media (4 credits)

This course examines the relationship between the media, community organizing, and community power, with special emphasis on the ways in which new media can facilitate storytelling and organizing efforts in indigenous communities. The course also explores theories of social movements, community organizing, and digital storytelling, and the ways in which theory and application connect in communities to promote social change. Students will examine existing media structures and the ways in which these structures are supported and challenged by the opportunities provided by new media and will tell their own stories using new media tools.

#### MDST 365I - Media 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.

#### MDST 366 - Trauma and Resilience: Global Media Representations of Migration (4 credits)

This course analyzes the representation of immigrants/refugees in film, fiction and news media globally and in the U.S. Drawing from theories of postcolonial and anti-colonial studies, students will critique how film and literature fictively represent migrants of color and contrast these with news media stories, backed up with research into scholarly sources. Significant focus is given to issues of racism, including how these affect push factors resulting from trauma and pull factors related to hope and resilience as well as experiences of continued discrimination as depicted in the three media. Further, students will compare and contrast material about migrants by American and European film makers/authors with works by people from migrant communities to investigate the racist vestiges of colonialist power and artistic efforts to prioritize stories from the perspective of migrants themselves. Students will grapple with the complexities of contrasting themes related to racism and immigration from theoretical and real-life perspectives **Prerequisites:** WRIT 231 and WRIT 232

#### 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 371 - American Film: Tradition and Trends (4 credits)

This course surveys the development and growth of American popular film from the silent movies at the turn of the century through Hollywood's studio system to the modern age of the multiplex theater, home video and cable television productions. Using a variety of feature films, historical sources and critical essays, students explore how film recreates, reflects and influences American culture. Also, students gain a basic knowledge of the technology and language of film, and critical approaches to film study.

### MDST 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 465I - Media 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.

### MDST 484 - Social Media in the Enterprise (4 credits)

This course examines video, multimedia, satellite and limited broadcast system's impact within companies and educational organizations. Students are introduced to business/educational corporate-image videos, corporate television, point-of-sale multimedia, instructional video, multimedia presentations and site-to-site communication. Students are provided with the information and theories to implement use of video, television and multimedia within an organization. As more and more businesses, schools and institutions come to rely on media products and tools, the ability to craft appropriate scripts for these applications is more important than ever. This course also targets the need to serve and address distinctive audiences and provides

career and management guidance for media writers and producers.

#### MDST 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 - Podcasting: Writing and Producing for Audio/Radio (4 credits)

This course explores radio/audio 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 490 - Big Data and the Connected Citizen (4 credits)

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

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

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

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

#### MDST 560 - Writing for Television Comedy (4 credits)

This course focuses on the techniques of writing for television comedy 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. Familiarity with script software and full attendance in an intensive workshop setting are required.

#### MDST 560I - Media Studies Student Designed Independent Studies (1-6 credits)

Student-designed independent studies give Metropolitan State students the opportunity to plan their own study. This type of independent learning strategy can be useful because it allows students: to study a subject in more depth, at a more advanced level; to pursue a unique project that requires specialized study; to draw together several knowledge areas or interests into a specialized study; to test independent learning capabilities and skills; or to use special learning resources in the community, taking advantage of community education opportunities which, in themselves, would not yield a full college competence. Students should contact their academic advisor for more information.



### MDST 561 - Advanced Television Writing (4 credits)

This independent study course further develops the techniques of writing for television with an emphasis on creating professional quality scripts that are ready to submit for artist fellowships, industry opportunities, agents and/or graduate school. All students must write at least two industry standard scripts for a current scripted television program (genre will be selected by the instructor). Familiarity with script software is required. Students will work independently with the instructor but will be able to utilize an active and engaging D2L site including opportunities for real time critiques and industry opportunities. **Prerequisites:** SCRW 313

### MDST 565I - Media 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.

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

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

### 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

#### **Courses**

### 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.

#### [METR 165I - Metro Educational Planning 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.

#### [METR 350I - First College Internship \(1-8 credits\)](#)

#### [METR 365I - Metro Educational Planning 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.

### **MGMT**

#### **Courses**

#### [MGMT 001 - Business Program Information Meeting \( credit\)](#)

Students interested in majors offered by the College of Management (COM) must attend a Program Information Meeting (PIM) in addition to Orientation. At the PIM, students learn about COM requirements, declaring a major, and which courses to take to complete their major. These sessions are designed for students interested in majors in business administration, economics, finance, human resource management, international business, management, management information systems/decision sciences, marketing, or public administration. Individual registration planning assistance is also available.

#### [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 121 - Topics in Supervision \(1-4 credits\)](#)

This independent study focuses on supervision topics that relate to situations confronting the first level management position. Specific topics will vary with the offering but might include

decision making, motivation, leadership, discipline, delegating, establishing goals, hiring, firing and evaluation employees, setting priorities, and developing techniques for effective supervisor-employee relationships.

#### [MGMT 165I - Management 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.

#### [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 350 - Management Topics \(2-4 credits\)](#)

The focus and topic of this course change from semester to semester. The topics presented are focused on timely learning opportunities or are designed to take advantage of the availability of community resources in management and/or business administration. Topics are listed in the Class Schedule.

#### [MGMT 350I - Management Individual Internship \(1-8 credits\)](#)

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

#### [MGMT 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 360I - Management 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.

### MGMT 360T - Managing a Diverse Workforce Theory Seminar (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.

### MGMT 365I - Management Prior Learning (1-8 credits)

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

### MGMT 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

### **Courses**

#### 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 100A - Fundamentals of Information Technology in Organizations-Concepts (2 credits)

This two credit course is designed for students who have taken the MIS 100 (formerly MISD 100) waiver exam and who successfully completed only the skills portion, but not the concepts portion. This course focuses on creating computer literate users who can better communicate with the technical people in their organization. It covers computer concepts pertaining to hardware, software, networks, internet and programming. This course is delivered in a lecture format. An e-mail account is required before registration. This course, taken with MIS 100B, fulfills the MIS 100 requirement.

### MIS 100B - Fundamentals of Information Technology in Organizations - Skills (2 credits)

This two credit course is designed for students who have taken the MIS 100 (formerly MISD 100) waiver exam and who successfully completed only the concepts portion, but not the skills portion. This course focuses on creating computer literate users who can better communicate with the technical people in their organization. It covers computer skills that introduce students to word processing, graphics, database, spread sheet, business presentation and Internet microcomputer applications. An e-mail account is required before registration. This course, taken with MIS 100A, fulfills the MIS 100 requirement.

### MIS 160I - Management Information Systems 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.

### 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 or DATA 211

### 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 and then proceeds towards application design using a development environment. 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 329 - Applications Development II \(4 credits\)](#)

This course completes the overview of applications development methods for managers of information systems as begun in the MIS 328 (Applications Development I) course. Advanced features of applications development in Visual Basic are taught, including design prototypes, object-oriented components, code debugging techniques, and utilization of code libraries. Other topics include ADO, ODBC, OLE DB, Database connections with Access and MS SQL, Multiple Tiered application development, and comparisons between WAN and Web applications (with Javascript). The goal

is to understand the entire application development process adequately to be able to manage the process. **Prerequisites:** MIS 310 and MIS 328

[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 350I - Management Information Systems Individual Internship \(1-8 credits\)](#)

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

[MIS 360I - Management Information Systems Student-Designed Independent Study \(SDIS\) \(1-8 credits\)](#)

Student-designed independent studies give Metropolitan State students the opportunity to plan their own study. This type of independent learning strategy can be useful for because it allows students: to study a subject in more depth, at a more advanced level; to pursue a unique project that requires specialized study; to draw together several knowledge areas or interests into a specialized study; to test

independent learning capabilities and skills; or to use special learning resources in the community, taking advantage of community education opportunities which, in themselves, would not yield a full college competence. Students should contact their appointed advisor for more information.

#### MIS 365I - Management Information Systems Prior Learning (1-5 credits)

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

#### MIS 370 - Retail Information Systems (4 credits)

This course examines the use of retail information systems applications at an advanced level to improve efficiency and effectiveness of retail stores and chain retailers. Topics covered include: Retail data configuration (the story of a sku), Merchandise planning and IT, Purchasing & replenishment and IT, Role of IT in Merchandising and store operations, Post-season analytics. The course will prominently feature hands-on exercises with actual Retail management software. The software used may include Oracle Retail, SAP Retail, Microsoft Dynamics AX, etc.

**Prerequisites:** MIS 100

#### 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 & logistics operations. Topics covered include electronic purchasing/RFQ, Warehouse management systems, Warehouse Technology, Bar coding / RFID, mobile solutions for distribution and field force automation, MRP/ERP, Enterprise Asset Management and the Internet of Things, Transportation systems. Special emphasis is placed on building analytical skills for the detailed assessment of vendor software solutions in the supply chain arena.

**Prerequisites:** MIS 310

### MIS 459 - ERP Systems (4 credits)

Introduction to ERP (Enterprise Resource Planning) systems, components/submodules of ERP, configuration of ERP, operation of ERP for logistics and manufacturing (MRP), the ERP life cycle and the cash-to-cash cycle, the pros and cons ERP systems as well as the risk factors that go into success or failure for ERP implementations, Open Source ERP software options. **Prerequisites:** MIS 310 and MIS 320

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

This course analyzes issues involved in the planning, development, and implementation of technological capabilities to achieve the strategic and operational objectives of an organization. Students investigate the role of product and process innovation in creating, developing and implementing new product and process technology in organizations. The course also examines the complex relationships of a firm's product and process technologies to its

competitive environment and organizational structure. New technologies are reviewed and assessed through life cycle analysis, technology assessments and case studies. Technology-based product design is reviewed. Building managerial environments that enhance technological creativity is explained.

**Prerequisites:** MIS 310 and DSCI 434

### 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 498 - Telecommunications Economics and Policy (4 credits)

This course covers a range of telecommunication applications and explores



how the regulatory and legal environments relating to those technologies are impacting the business enterprise. It addresses the legal impact of various telecommunication services on day-to-day business operations and analyzes the productivity and revenue-enhancement potential available to business. The course also addresses the issues of creating mass customization for end users. This course is targeted at students who are working business managers with a need to understand the impact of the new and emerging telecommunications services and how they can be harnessed to add value to business operations.

#### [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.

#### [MIS 533 - Special Topics: Emerging Technologies \(4 credits\)](#)

This elective course is designed to address emerging technologies such as Web development, Internet/intranet/extranet, decision support systems, expert systems, rapid technology development, technology assessment, newly emerging architectures and organizational structures to address technology changes, as well as emerging strategic technology issues. Students should note that this elective course is not listed in the course schedule on a regular cycle and should consult with the MIS faculty to find out when it may be offered. **Prerequisites:** MIS 310

#### [MIS 7000 - Oracle Retail Information Systems \( credit\)](#)

This is the Retail Information Systems course. One goal of this class is also to prepare you for a

potential internship position with Oracle Retail software.

#### **MISD**

##### **Courses**

[MISD 9000 - Customer Relationship Management \( credit\)](#)

#### **MKTG**

##### **Courses**

[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 for digital or traditional media. This course focuses on learning how to write compelling copy incorporating positioning, audience research, creative briefs, features and benefits, creation of an advertising premise (USP) and copy organization. It also covers content development, design basics, working relationships and digital and traditional advertising production terminology/best practices

#### MKTG 350I - Marketing Individual Internship (1-9 credits)

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

#### MKTG 360I - Marketing 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.

#### MKTG 365I - Marketing 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.

#### MKTG 371 - Travel and Tourism Marketing (4 credits)

This course integrates research, planning and scheduling of marketing activities designed to meet the needs of business and leisure-time travelers. Successful service marketing campaigns are studied in order to develop strategies specific to travel and tourism. Attention is given to the efforts of trade associations and government agencies and bureaus to increase the tourist trade in their service areas. Legal and ethical considerations in the implementation of marketing campaigns are discussed. **Prerequisites:** MKTG 300

#### 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 435 - Sales and Sales Management (4 credits)

This course examines the principles and practices of successful sales management, applied within the context of a company's overall marketing strategy and focuses on the sales manager's leadership and administrative roles in planning and executing a business' sales programs. Topics include sales force organization, territory decisions, quota development, ethical and social responsibilities, recruiting, selecting, sales training, motivating, compensating, supervising, evaluating, and controlling a sales force. **Prerequisites:** MKTG 300

#### 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.

#### **Prerequisites:**

#### 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 456 - Professional Negotiations (4 credits)

This course helps students understand the role of negotiations in purchasing goods and services to support manufacturing operations and service. Topics include: establishing negotiation objectives, analyzing and using various negotiating strategies and tactics, negotiating legally and ethically, and evaluating the effectiveness of negotiating policies, procedures and human resources.

#### MKTG 460 - Social Media Marketing and Analytics (4 credits)

Review of social media marketing management and the impacts that digital marketing analytics has on marketing strategy, operational strategies, social technology business models, how the conversation economy impacts business, internal and external engagement practices, customer service and reputation management, along with privacy and legal considerations. **Prerequisites:** MKTG 300

### MKTG 470 - Business to Business Marketing (2 credits)

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

**Prerequisites:** MKTG 300

### 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

### **Courses**

#### MUSC 133 - Class Guitar I (3 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 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 220 - Music Appreciation (4 credits)

A general introductory course designed to enhance listening enjoyment and ability. Exploring both the western musical tradition and world music. Emphasis on the elements of music, and includes in-class demonstrations and attendance at outside musical events. No previous musical study required.

#### MUSC 322 - Topics in Music (4 credits)

This course provides a focused examination of the various popular and art music styles as developed and practiced in America and throughout the world. Topics regularly include the History of Rock and Roll, Jazz and Society, American Musical Theater and Sound Design as well as issues associated with emerging experimental forms of music and the

intermedia arts. Note: This course may be taken up to four times with different topics.

#### MUSC 325 - Music in Society (4 credits)

Music 325 will explore the role of music historically and culturally, emphasizing a deeper understanding and appreciation of the context of music through listening. Discussion of western art music, jazz, popular, and world musics and their impact on society, including major composers, styles, and instruments in both western and non-western traditions. Students do not need to have a musical background in order to succeed in class, but they must have an interest in the topic and desire to learn.

#### 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 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.

#### 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.

### **NPM**

#### **Courses**

#### NPM 160I - Nonprofit Management Student-Designed Independent Study (SDIS) (1-8 credits)

Student-designed independent studies give Metropolitan State students the opportunity to plan their own study. This type of independent learning strategy can be useful for because it allows students: to study a subject in more depth, at a more advanced level; to pursue a unique project that requires specialized study; to draw together several knowledge areas or interests into a specialized study; to test independent learning capabilities and skills; or to use special learning resources in the community, taking advantage of community education opportunities which, in themselves,

would not yield a full college competence. Students should contact their appointed advisor for more information.

#### [NPM 350I - Nonprofit Management Individual Internship \(1-8 credits\)](#)

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

#### [NPM 360I - Nonprofit Management Student-Designed Independent Study \(SDIS\) \(1-8 credits\)](#)

Student-designed independent studies give Metropolitan State students the opportunity to plan their own study. This type of independent learning strategy can be useful for because it allows students: to study a subject in more depth, at a more advanced level; to pursue a unique project that requires specialized study; to draw together several knowledge areas or interests into a specialized study; to test independent learning capabilities and skills; or to use special learning resources in the community, taking advantage of community education opportunities which, in themselves, would not yield a full college competence. Students should contact their appointed advisor for more information.

#### [NPM 365I - Nonprofit Management Prior Learning \(1-8 credits\)](#)

Credit for Prior Learning is the conditions under which students can receive college credit for prior learning obtained through nontraditional channels such as the military, the workplace, or independent study. The course for which credit is being sought must correspond in its content to a course that is currently offered at Metropolitan State University. Competence is

demonstrated by passing the final examination of the corresponding course. Students should contact their appointed advisor for more information.

### **NSCI**

#### **Courses**

#### [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:** WRIT 131 or MATH 098 and WRIT 131 or MATH 102 and WRIT 131

#### [NSCI 203 - Plants and Human Affairs \(4 credits\)](#)

An introduction to the science of plant biology and the roles that plants have played in the development of human civilization. Topics covered include foods, medicines, fibers, dyes, drugs, the origins of agriculture and potentially exploitable plants for the future. Includes lab. Intended for general education students.

**Prerequisites:** MATH 098 or 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 sustainability, ecology, biodiversity, solid waste, water pollution, energy sources, air pollution, and climate change. Includes lab. The online version of this course requires students to purchase lab materials. Intended for general education students. Because college-level science courses contain extensive new terminology, many students find it helpful to take LING 111-Vocabulary Study prior to taking this course.

**Prerequisites:** MATH 098 and WRIT 131 or

MATH 102 and WRIT 131 or MATH 110 and WRIT 131 or MATH 115 and WRIT 131

[NSCI 206 - Garden Science \(4 credits\)](#)

The focus of this course is the science of growing plants with an ecological perspective, including basic botany, soil science and insect pest management. In this course students will grow flowers, herbs and vegetables in the University's GROW-IT center greenhouse and learn about ecosystems and environmental issues related to food supply, agriculture, soil conservation and pest control. Intended for General Education students. Includes lab.

[NSCI 216 - Engaging Science: Exploring its Nature \(4 credits\)](#)

What is science? Who does it? How is it done? This course explores these and other questions about the nature of science, scientists, and the process of scientific discovery. Through hands-on investigations, readings, web-based media, and class discussions the course will broaden understanding of science and its diverse, social/cultural foundations. It introduces to students the nature of science and scientific thought by drawing on specific examples from across the sciences. By building on students personal experience, it deepens understanding of the world that science reveals to us.

**Prerequisites:** MATH 115

[NSCI 350I - Natural Science 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.

[NSCI 360I - Natural Science Student-Designed Independent Study \(1-8 credits\)](#)

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.

[NSCI 365I - Natural Science 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.

## **NURS**

### **Courses**

[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. **Corequisites:** NURS 275

#### NURS 272 - Transition to the Role of the Professional Nurse (4 credits)

This course is designed to expand the knowledge and skills of the LPN as they transition to the professional role within nursing. Emphasis is placed on health promotion through the lifespan and incorporates theories related to evidence-based practice, quality and safety, communication, collaboration, clinical decision-making/reasoning, informatics, assessment, caring, and health- illness continuum.

#### 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 275 and NURS 270 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. Professional role components and expectations are discussed. Physical, emotional, cognitive, social/relational, and spiritual factors affecting health are examined within a holistic model of care. A clinical decision making framework is used to provide individualized care for clients with diverse cultural backgrounds and health care needs in a variety of settings. Students learn and apply nursing skills with an emphasis on patient safety 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. **Prerequisites:**

#### NURS 308 - Integrative Foundations of Professional Nursing (2 credits)

This course focuses on the integration of clinical reasoning and decision making in skill and role development. Physical, emotional, cognitive, social/relational, and spiritual factors affecting health are examined within a holistic model of care. A clinical decision-making framework is used to prepare students to provide individualized care for patients with diverse cultural backgrounds and health care needs.

#### 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 311 - Holistic Nursing Care Across the Lifespan (4 credits)

This course focuses on the holistic nursing care of maternal, newborn, pediatric, geriatric, and mental health populations. Emphasis will be placed on the utilization of the principles of holistic and evidence based practice through the examination of selected alterations in health. Students will also examine principles of health promotion in diverse populations.

**Prerequisites:** NURS 309 and NURS 413P

#### NURS 325 - Health Assessment (2 credits)

This course focuses on the development of introductory holistic assessment skills, therapeutic communication strategies, and the identification of normal health patterns and functions for adults. Competence Statement: Knows the skills and techniques of history taking, data collection, and holistic assessment well enough to perform and record a comprehensive health history and client assessment for an adult.

### NURS 325L - Health Assessment (1 credit)

This course focuses on the development of introductory holistic assessment skills, therapeutic communication strategies, and the identification of normal health patterns and functions for adults. Knows the skills and techniques of history taking, data collection, and holistic assessment well enough to perform and record a comprehensive health history and client assessment for an adult.

### 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 302 and NURS 301 and STAT 201

### 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 285 and NURS 280

### 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

### 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

### NURS 365I - Nursing 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.

### NURS 400P - Intensive Practicum I (3 credits)

This clinical course 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 adult clients from diverse backgrounds with acute and chronic conditions. Competence Statement: Knows foundational concepts, theories, skills and the nursing process well enough to provide basic holistic nursing care to the adult client.

### NURS 401 - Introduction to Modeling and Role-Modeling (1 credit)

This course focuses on the Modeling and Role-Modeling nursing theory as a foundation for nursing practice. Its' emphasis is on simulation

application of the theory preparatory for nursing practice situations.

#### NURS 402 - Ethical Dimensions for Nursing Practice (2 credits)

This course focuses on the theory and skills that prepare nurses to be competent participants of a moral community. Content includes analysis and application of several conceptualizations of ethical behavior, examination of the roots of ethical behavior, clarification of values, ethical decision making, collaboration with others to determine ethical standards, and evaluation of an ethic of care in nursing practice. Students explore caring and justice within health care. Graduate students further examine the ethical dimensions related to advanced nursing roles. Note: This course may be taken for graduate credits as NURS 602.

#### 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. **Corequisites:Prerequisites:** NURS 304 and NURS 306

#### 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 301 and NURS 302 and NURS 446

#### 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 413P - Integrative Practicum I (3 credits)

This clinical course focuses on the integration and application of nursing concepts, assessment skills, clinical decision making and interventions as they relate to the care of adult clients. Emphasis is placed on the examination of the dynamic interrelationship between holistic nursing care and the health and wellbeing of diverse persons. Clinical experiences will occur in a variety of care settings.

### 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. Competence Statement: Knows theories of aging and concepts of health promotion, illness prevention, chronicity, culture and end-of-life well enough to identify the specialized care needs for aging clients.

### 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 361 and NURS 364 and NURS 362

### NURS 417P - Integrative Practicum III (3 credits)

This clinical practicum course focuses on the application and synthesis of theoretical principles and nursing concepts in the care of diverse clients and populations. Emphasis will be placed on the collaborative utilization of resources in a variety of community based and acute health care settings. Students will participate in an intensive practice immersion in preparation for the professional nurse role. Competence Statement: Knows nursing concepts well enough to demonstrate the planning, implementation, and evaluation of care to individuals, families, and communities in diverse settings. **Prerequisites:** NURS 311

### 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 444 - Evidence-Based Nursing Practice \(3 credits\)](#)

This course focuses on evidence-based practice and the research process in the development of nursing knowledge and in nursing practice.

Ethical considerations and the protection of human subjects in research are explored.

Emphasis is placed on the critical appraisal of research and application of findings to holistic nursing practice. **Prerequisites:** NURS 361 and NURS 364 and NURS 362

[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. **Corequisites:****Prerequisites:** NURS 420 and NURS 307

[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 444 and NURS 406 and STAT 201 or NURS 416 and NURS 406 and STAT 201

[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 holistic nursing care of adults throughout the health/illness continuum with complex health concerns. 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 management of alterations of health and wellness in diverse persons and complex populations. Competence Statement: Knows nursing concepts well enough to provide holistic nursing care to adults with complex health concerns.

[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 495 - Nursing Capstone Seminar (2 credits)

This capstone seminar focuses on synthesizing theories, principles, models, and skills from nursing, other disciplines, and the arts and sciences. Emphasis is placed on Modeling and Role-Modeling theory as a basis for implementing holistic nursing care directed toward healing in the human health experience. Students demonstrate integration of theory through student-led seminars and the completion of a capstone project.

#### NURS 499 - Special Topics in Nursing (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.

### **OJIB**

#### **Courses**

#### OJIB 100 - Ojibwe Culture and Language (4 credits)

This course applies an immersion approach to learning ojibwemowin, the Ojibwe language. The language offers key insights into the formation and transmission of Ojibwe cultural identities and worldviews. The course is part of larger community efforts to retain and use ojibwemowin and contribute to world-wide efforts to preserve Indigenous languages. Students in the course will learn ojibwemowin grammatical structures and build a working vocabulary sufficient for beginning-level conversations.

#### OJIB 101 - Beginning Ojibwe I (4 credits)

Ojibwe is an indigenous language of Minnesota, and students who take this class will begin to learn to speak and use the Ojibwe language at a basic conversational level. The purpose of this class is not merely to gain an appreciation or

knowledge of the Ojibwe language, but to gain a rudimentary ability to use and speak Ojibwe in everyday situations. Thus, some instructors may require students to have a tape or digital recorder for homework assignments. The overall goal is to help students gain a strong grammatical and speaking foundation on which to continue their path towards fluency in the Ojibwe language. Students in this class will also begin to read and write in the Ojibwe language

## **PADM**

### **Courses**

[PADM 350I - Public Administration Individual Internship \(1-9 credits\)](#)

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

[PADM 360I - Public Administration 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.

[PADM 365I - Public Administration 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.

## **PFIN**

### **Courses**

[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**

### **Courses**

[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 105 - Views of Human Nature (3 credits)

This course introduces students to persistent questions concerning what it means to be human. Is there such a thing as human nature? If so, what is it? How have different cultures and different periods of history understood the nature of human nature? What are the moral and social consequences of accepting various answers to these questions? The course examines how these issues have been addressed within European, American, Asian, Indian and Middle Eastern philosophical traditions.

### PHIL 106 - Philosophy of Religion (3 credits)

What do people mean when they talk about God? What is worship or veneration and what is an appropriate object of worship? What is the relationship between belief in God and evidence or argument? How can one live with and respect others whose religious beliefs differ in fundamental and ways from one's own? Is it reasonable or practicable to insist that there is or must not be a relation between religion and government? What relationship does religion have to morality? How can one worship a God who allows the innocent to suffer? This course examines a selection from among these provocative questions with the aid and materials drawn largely from monotheistic religions.

### PHIL 160I - Philosophy Student Designed Independent Studies (1-9 credits)

Student-designed independent studies give Metropolitan State students the opportunity to plan their own study. This type of independent learning strategy can be useful because it allows students: to study a subject in more depth, at a more advanced level; to pursue a unique project that requires specialized study; to draw together several knowledge areas or interests into a specialized study; to test independent learning capabilities and skills; or to use special learning resources in the community, taking advantage of community education opportunities which, in themselves, would not yield a full college competence. Students should contact their academic advisor for more information.

### PHIL 165I - Philosophy 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.

### 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 302 - Philosophy Now: (4 credits)

The specific topic of this course changes from semester to semester. Each time the course is offered, it considers a topic of current social importance and employs important work in social and moral philosophy to understand them. Topics have included reparations and responses to historical injustices; toleration of religious and other differences; immigration and the question of who should get in and why. Future topics may involve the legitimacy of torture; justice in the distribution of health care; markets and morals; same-sex marriage; the role, nature, and justifiability of patriotism; etc.

### PHIL 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 308 - Faith and Reason: The Philosophy of Religion (4 credits)

An examination of religious experience from a philosophical perspective. Questions such as: What must a belief or experience be like to count as religious? Should we expect religious beliefs to be supported by evidence or reasons or does faith operate in a different way? Are there good arguments for (or against) the existence of God? Of miracles? Of the

immortality of the soul? Do religious accounts of events (of the creation of the world, for example) compete with scientific explanations? Or do they have a different function and a different kind of grounding? What relationship does religion have to morality? To politics?

#### 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 325 - Criminal Justice Ethics (4 credits)

Do criminal justice professionals have to meet a higher moral standard in their behavior as professionals than that of ordinary persons? Is it ever right for a criminal justice professional to "give a break" to a fellow professional? Should criminal justice professionals report clear moral violations of their fellow professionals? This course examines a range of moral dilemmas that criminal justice professionals are likely to face as they attempt to perform the duties of their office. Using both moral theory and detailed case examples from the criminal justice system, students learn to apply moral principles and concepts in a given situation to resolve these situations in a satisfactory ethical manner. **Prerequisites:** PHIL 301

#### 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 334 - Philosophy for Children \(4 credits\)](#)

Evidence suggests that engaging in philosophical discussion enhances children's reasoning and critical skills. This course introduces strategies for encouraging elementary school children to think about their world in a serious and careful way, using stories, children's literature and children's everyday experiences, as well as materials developed at the Institute for the Advancement of Philosophy for Children. The course is designed for teachers wishing to integrate philosophical questions into their classes and parents who wish to play a more active role in the cognitive development of their children. Education students are encouraged to consider this training.

#### [PHIL 350I - Philosophy Individualized Internship \(1-9 credits\)](#)

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

#### [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 362 - Philosophy and Blackness (4 credits)

This course examines works produced by, and heavily influenced by, black philosophers, including historical and contemporary works by thinkers from Africa, the wider African Diaspora, the United States, and Europe. These works will draw our attention to the social construction of race and blackness, and we will dig into how and why black voices have been excluded, and continue to be excluded, from the traditional “western” philosophical and academic canon. Themes may include: philosophies of race and racism, identity, power and knowledge, colonialism, freedom and liberation, intersectionality, the disposability of black bodies, testimonial injustice, afro-pessimism, afro-futurism, and non-violence/whether or not violence can be justified.

### PHIL 364 - Feminism and Philosophy (4 credits)

How have feminist thinkers approached traditional questions about the nature of reality, personal identity and social institutions, and how do their answers influence their choices about how to act? By what standards can these choices be evaluated? Does it make sense to talk about feminism as a single school of thought? What is the relationship of feminist theory and philosophy to other women’s movements? In this course students have the opportunity to connect discussions of feminist thought to personal and community issues. Topics may include sexism in traditional theory and philosophy; concepts of oppression; how sexism, racism, homophobia and class affect women’s lives and thought; the evaluation of various feminist theories; and how intellectual and political connections between women are created and maintained.

### PHIL 365 - The Cultural Politics of GLBT Sexuality (4 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 376 - Early Modern European Philosophy (4 credits)

This course concentrates on the period of time in which what people call “the modern world view” was formed. With the dawn of modern science, the centuries old grip of Aristotle and the Church was broken and replaced by a fundamentally new philosophy that was responsive to the new science and assisted in its

defense. We will study selected thinkers of the period from the 16th to the 19th centuries: Descartes, Locke, Hume, Kant, and others. The course also pays attention to the role of race, gender and colonialism in the thought of these philosophers.

#### PHIL 378 - Contemporary 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 379 - Contemporary Moral Theory (4 credits)

When we say something is morally right or wrong, are we simply expressing our personal feelings or are we saying something more? Who gets to decide (and how do they decide) what makes something morally right or wrong? Do moral issues have answers about which we can be certain? Does morality have well-regarded theories like the physical sciences do--theories which help ethicists and others to decide what is right or wrong? These and other questions will be addressed in this decidedly theory-focused course in moral philosophy.

#### PHIL 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**

#### **Courses**

##### PHYS 100 - How Things Work (4 credits)

An introduction to the physics of everyday things around us. Have you ever wondered how a car's engine turns gasoline into motion? Or how electrons in wires light up a bulb? How a nuclear power plant produces energy? Or perhaps how magnets work? Students learn about these and other everyday things in this course intended for general education students. Lab included. **Prerequisites:** MATH 102 or MATH 098

##### 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 107 - Energy and the Environment (4 credits)

This course explores the physics principles (such as force and energy, electricity and magnetism, thermodynamics, chemical physics, and nuclear power generation) related to the use of energy and its effects on the environment. Topics such as power production, acid rain, fuel resources are studied. The consequences of fundamental physics on public policy are also discussed in this context. Include lab. Intended for general education students. **Prerequisites:** MATH 102 or MATH 098

#### 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 111 - General Physics I - Algebra Based (5 credits)

Physics investigates concepts of energy involved in everyday life. General Physics is designed for students interested in science and technology related careers and majors. It is taught at the algebra/trigonometry level and it incorporates conceptual understanding, laboratory work, and mathematical problem solving. General Physics I covers motion, heat, and wave motion.

**Corequisites:Prerequisites:** MATH 115 or MATH 120

#### PHYS 112 - General Physics II - Algebra Based (5 credits)

This course is a continuation of Phys 111 General Physics I. Phys 112 covers concepts of light, electricity/magnetism, nuclear energy and modern physics. It is taught at the algebra/trigonometry level and includes extensive laboratory work. **Prerequisites:** PHYS 111 and MATH 115

#### PHYS 160I - Physics Student-Designed Independent Study (1-6 credits)

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

#### 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 211L - Calculus Based Physics I Lab (1 credit)

This laboratory course is taken concurrently with PHYS 211 Calculus Based Physics I.

#### 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:** MATH 210 and PHYS 211 or PHYS 211 and MATH 208

#### PHYS 350I - PHYS Internship (1-5 credits)

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

#### 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 equilibriums, etc. Applications explored will include the behavior of gases and the operation of heat engines. Laboratories emphasize real world applications of the concepts and problem solving skills taught in this course.

**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. **Corequisites:** PHYS 357 **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 360I - Physics 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.

#### PHYS 365I - Physics 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.

#### PHYS 469 - Seminars in Physics (1 credit)

This course takes advantage of scientific presentations offered in the Twin Cities area by educational institutions such as Metropolitan State University and the University of Minnesota. This course can, with instructor permission, be taken more than once for credit. Intended for students minoring in physics.

**Prerequisites:** WRIT 231 and PHYS 211 and PHYS 212

#### PHYS 479 - Special Topics in Physics (1-5 credits)

This course covers advanced topics in physics 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 students minoring in physics in their junior or senior year. **Prerequisites:** MATH 210 and PHYS 211 and PHYS 212 or MATH 211 and PHYS 211 and PHYS 212

#### 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**

#### **Courses**

##### 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 303 - Ethnic Conflict in Global Perspective (4 credits)

This is an era characterized by a global resurgence of ethnic identity and a revival of ancient ethnic antagonisms. This course applies a comparative and historical perspective to the sources and dynamics of ethnic conflict. The processes of ethnic mobilization and social conflict are explored in case studies both global and domestic. Films, fiction, memoirs and classroom exercises are used to explore this topic. **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 - Approaches to 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 342 - Lobbying: A Citizen's Guide to the Legislative Process (4 credits)

This course, for the seasoned lobbyist as well as the newcomer, is designed to stimulate people to effectively assert power in the political arena. The structure and dynamics of Minnesota government and politics are examined. Students learn how to start with an idea and build a strategy to make that idea into law using the Minnesota Capitol as a laboratory.

**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**

### **Courses**

#### [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 301T - Perspectives: Educational Philosophy and Planning Theory Seminar \(4 credits\)](#)

This theory seminar is geared for students with experience in independent learning such as: teaching, training, human resources, management or supervision; learning situations such as education in another country, English as a second language or disabilities; or other learning situations that have helped them reflect on and understand values and expectations toward being an educated person.

#### [PRSP 302T - Self-Directed Learning Theory Seminar \(4 credits\)](#)

This theory seminar is designed for adult students who have engaged in one or more self-directed projects and/or activities a year. Self-directed learning applies to broad areas of interest and includes, but is not limited to, experiences in travel, business, self education, literacy, entertainment, the arts, environment, home improvement, gardening, parenting, activism, volunteerism, and the like. Students read and discuss leading adult learning theories covering a wide range of thinkers and their complex and relevant thoughts. Also, students who enroll in this theory seminar are encouraged to link their learning experience with the theories, concepts, approaches and paradigms being considered in the seminar.

#### [PRSP 310 - Interdisciplinary Conversations \(2 credits\)](#)

This course provides students an opportunity to actively develop skills in interdisciplinary scholarly thinking and communication with the help of a faculty director. A student-driven seminar format helps students deepen academic habits of inquiry, critical and creative problem solving; and allows continued reflection on the value of academic learning. Students bring to the table discussion topics from their individualized studies. Together, students and faculty explore subjects of mutual interest and learn from each other. Students connect isolated learning experiences to develop a holistic understanding that enriches the learning outcomes of their individualized educations. **Prerequisites:** PRSP 301

#### [PRSP 350I - Perspectives Educational Planning Individualized Internship \(1-9 credits\)](#)

Students obtain internships in selected areas of study to gain deeper understand of knowledge, skills and the context of a given field. Site supervisors give guidance and direction to customized internship projects. Faculty members serve as liaisons between the internship sites and the university, providing information to students and potential

supervisors and supervising the learning experience. Students should contact the Institute for Community Engagement and Scholarship (ICES) at Metropolitan State University for more information.

#### PRSP 360I - Perspectives Educational Planning 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.

#### PRSP 365I - Perspectives Educational Planning Prior Learning (1-9 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.

#### 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**

#### **Courses**

##### 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 104 - Self-actualization and Interpersonal Effectiveness (3 credits)

This course emphasizes the application of social psychology to human development in the private and professional areas. It examines the theoretical characteristic of self-actualization and the typical practices people use for actualizing their potential and effectively managing interpersonal relationships in social and professional settings. It focuses on contemporary behavioral scientists' work to gain theoretical understanding and practical methods for achieving goals in these areas.

##### PSYC 105 - Assertive Behavior: Theory and Practice (3 credits)

This course deals with the origins of assertiveness training in behavior therapy and applies the theory of assertive behavior as a personal and professional growth tool for dealing with passive and aggressive behavior in oneself and others. Students apply concepts of

assertiveness to personal, social and vocational life situations.

#### PSYC 106 - Stress Management and Wellness (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 107 - Career Planning and Development (3 credits)

This course is designed to help students plan their careers and develop lifelong learning strategies. Participants assess their interests, skills and aspirations in relation to the world of work. Topics include needs assessment, methods of achievement and analysis, goal planning, occupational field research, skills identification and strategy development. Students develop career plans balancing their personal aspirations with reality.

#### PSYC 108 - Career and Life Planning for Women (3 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 160I - 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 165I - Psychology Prior Learning (1-8 credits)

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

#### PSYC 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 250 - Academic and Career Pathways in Psychology (2 credits)

This course offers students an introduction to the study of psychology. It is designed to stimulate students to consider the role of psychology in their overall goal of becoming an "educated person." Career goals, graduate school options and the psychology major at Metropolitan State are reviewed. Note: Students should take this course during their first semester as a psychology student.

#### 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 304 - Psychology of Intimate Partner Violence (4 credits)

This course explores the emergence of battered women as a social issue. It reviews the historical and social roots of violence, theories of wife-battering causes, and related research and statistics. The historical and current roles of the social service and legal systems are discussed, including the growth and role of grassroots services such as shelters, safe homes and hotlines. The class includes presentations from community resource people and identifies advocacy and helping approaches. Overlap:

PSYC 304T Violence Against Women Theory Seminar.

[PSYC 304T - Violence Against Women Theory Seminar \(4 credits\)](#)

This seminar is designed for students who have practical experience in resources and programs for battered women and their families. It is also for women who have been battered or experienced other forms of violence, but may not have been exposed to underlying theoretical concepts. Students must have work or life experience to take this theory seminar. Prerequisite: Obtain and complete diagnostic test/or essay from the Teaching Center. Overlap: PSYC 304 Battered Women: An Historical and Social Perspective.

[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 308T - Child Psychology Theory Seminar \(4 credits\)](#)

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

[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 315 - Adult Learning (4 credits)

This class examines adults in transition, practical applications of individual differences in learning styles and research on adult learners. Topics include assessing adult learning needs and motivation, adult development, models for adult learning, and program development and evaluation.

### PSYC 316 - Holistic Health (2 credits)

In this course, students work on a definition of holistic health, learn about mental health and stress management, study nutrition standards, develop physical fitness plans, explore

spirituality's effect on health, and consider responsibility for environmental health. Students also learn criteria to judge the effectiveness of different health care approaches and evaluate a variety of health care practitioners. The course requires exploring information through written bibliographies, reading, writing major papers and interviewing.

### PSYC 317 - Human Factors (4 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 318 - Humanistic Psychology (2 credits)

This course looks at the array of theories in the humanistic tradition and the historical and philosophical background of this tradition. Humanistic psychology is compared to the other major schools of therapeutic psychology in the United States.

### PSYC 319 - The Impact of Technology on Human and Organizational Behavior (4 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 320 - Individual Differences (4 credits)

This course examines factors which determine or affect individual and group differences. More specifically, it examines theoretical and philosophical foundations, research methods, measurement of human traits, roles of heredity and environment as determinants of human variation, social implications, and practical applications of this knowledge. **Prerequisites:** PSYC 100

PSYC 321 - Jungian Psychology: Basic Concepts (2 credits)

This course explores the basic concepts of the analytical psychology of C.G. Jung, including the collective unconscious, archetypes, complexes, psychological types and symbols. Local Jungian analysts and psychotherapists act as guest speakers and students are encouraged to apply these concepts to mental and emotional health issues and the individuation process.

**Prerequisites:** PSYC 100

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 324 - Practical Behavior Analysis and Modification (4 credits)

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

**Prerequisites:** PSYC 100

PSYC 325 - Psychoanalysis and Other Dynamic Theories (2 credits)

This course covers the history, theoretical structure and therapeutic intervention of psychoanalysis and other major dynamic theories. It includes works of Sigmund Freud, Carl Jung, Alfred Adler and the major neo-Freudian (dynamic) theorists.

PSYC 327 - Psychological Testing (4 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 329 - Psychology of Humor (4 credits)

This course begins with an exploration of theories about what makes people laugh and why. Students develop insight into their own sense of humor and how they use humor on a personal as well as an interpersonal level. It explores humor development across the life span, along with the importance of play in human life and examines the lives of several humorists from the perspective of the course content. The course also looks at how humor promotes physical, psychological and spiritual health, the relationship between humor and creativity, and the effective and appropriate use of humor in psychotherapy. Throughout the course, humor is viewed and understood as a source of personal power. **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 333T - Victimization Theory Seminar \(4 credits\)](#)

This seminar discusses students' experiences working with victims, connecting theory to those experiences. Students learn the theory surrounding post-traumatic stress disorder, applying it to different victim scenarios. Students also study secondary victimization--for example, a rape victim's husband--and they learn the different ways human service professionals become secondary victims. Prerequisite: Obtain and complete diagnostic test/or essay from the Teaching Center. Overlap: PSYC 333 Psychology of Victims.

[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 335 - Psychology of Women \(4 credits\)](#)

This course covers the biological perspectives, cultural variations, psychological sex differences, history of oppression and ethnic diversity explaining the female experience. It is interdisciplinary and includes ideas from biology, sociology, economics, communications and selected traditional psychological theories. The course helps students understand how imposed and real differences between men and women have affected the mental behavioral characteristics of women. It is useful for those

who counsel, advise, teach, supervise or work closely with women. **Prerequisites:** PSYC 100 or GNDR 201

#### 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 339 - Working with Children in the Middle Years (4 credits)

This course is designed to provide students with a basic understanding of the social-learning approach and corresponding set of techniques for teaching and modifying individual behavior in group settings where the opportunity for individual attention is limited. Particular emphasis is placed on the importance of individual differences among children, including

ethnic and gender differences. It is designed for individuals who have an interest in and/or responsibility for working with children, ages two-12, in group settings such as school-age child care and schools. **Prerequisites:** PSYC 100

#### 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 341 - Violence and the Media: Psychological Effects of Film and Popular Music (4 credits)

This course surveys social science research and theories of the impact of graphically violent or sexual materials on children and adults using two influential aspects of culture as examples. It stresses research design and systematic interpretation of results, along with intensive behavioral analysis of film and music, and presents clinical techniques for minimizing the negative effects of violent or sexually graphic materials on children. **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 - Industrial-Organizational 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 368 - Psychology of the LGBTQ Community (4 credits)**

This course will provide an overview of psychological theories and research relevant to the understanding of Lesbian, Gay, Bi-Sexual, Transgender and Queer lives and experiences. Issues explored in class include: coming out, parenting, youth, aging, substance abuse, relationships and sexuality. Additionally, sexuality and gender identity models will be presented, and issues related to class, race and culture will be examined. Sexuality and gender inequalities will be examined both from an interpersonal and global context. **Prerequisites:** PSYC 100 or GNDR 201

**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 372 - Cross-Cultural Psychology \(4 credits\)](#)

This course offers a broad overview of cross-cultural psychology, a field that uses methods and theoretical ideas from psychology as tools to help understand cultural effects on human psychology, with a focus on the individual. It will examine psychological diversity and the links between cultural norms and individual behavior. It will also examine how social and cultural forces influence cognition, intelligence, emotion, motivation, psychological disorders, behavior, and other human functioning.

**Prerequisites:** 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 382 - Community Services for People with Developmental Disabilities \(4 credits\)](#)

This independent study encourages students to review the spectrum of community services available to developmental disabilities citizens and their families. Students learn how to locate, use and evaluate a specific recreational, diagnostic, residential, educational and/or family support service.

[PSYC 384 - Education Futures \(4 credits\)](#)

What is the role of the future in educational psychology and educational thought and teaching? In this independent study, students study topics related to education in the twenty-first century; alternative learning environments, modes and strategies; the current status of lifelong-learning philosophy, theories and methods in the United States and abroad; and futurist technology and research methods. Students learn techniques for futuristic/creative thinking about relationships and systems, and develop skills to assist them in resolving cultural, linguistic and other barriers to effective education and learning.

[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 387 - Environmental Psychology \(4 credits\)](#)

This course explores how psychological perspectives and methods are being applied to environmental problems in the modern world. The ways humans have impacted and been impacted by natural and built environments are also examined. Topics include weather and climate, disasters and toxic hazards, territoriality and crowding, urban and rural environments, planning and design for human behavior, and building sustainable environments. The application of attitudinal, humanistic, cognitive, behavioral and political approaches to environmental problems are discussed. **Prerequisites:** PSYC 100

#### [PSYC 388 - Marriage and Family Relations \(4 credits\)](#)

This independent study addresses issues, problems and conflicts as well as possible solutions to various dilemmas in marriage and family relationships. Topics include processes of change in marriage, and problems and pressures on contemporary family units. Students complete individualized research projects. **Prerequisites:** PSYC 100

#### [PSYC 389 - Developmental Disabilities: Adulthood and Old Age \(4 credits\)](#)

This independent study examines community adaptation and behavioral, sociological and biological factors affecting adults and elderly individuals with developmental disabilities.

#### [PSYC 390 - Developmental Disabilities: Issues, Assessment and Intervention \(4 credits\)](#)

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

#### [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 393 - Special Education Overview \(4 credits\)](#)

This class focuses on the potential for change and growth for exceptional individuals rather than the limitation imposed by handicapping conditions. It also examines the development of special education for individuals categorized as learning disabled, emotionally, physically or intellectually handicapped, disadvantaged or gifted. **Prerequisites:** PSYC 100

#### [PSYC 393T - Special Education Overview Theory Seminar \(4 credits\)](#)

This seminar is designed for students who have extensive practical experience in the areas of exceptional and special education. Content targets underlying theoretical concepts and ongoing potential for changes and growth in exceptional individuals. Overlap: PSYC 393 Special Education Overview.

#### [PSYC 394 - Vocational Rehabilitation of Persons with Disabilities \(4 credits\)](#)

This independent study covers current trends and practices used in vocational rehabilitation of persons with physical and/or mental disability. Students review various physical and



mental disabilities, implications for treatment and rehabilitation, and the services and organizations serving persons with disabilities.

#### PSYC 395 - Coaching Psychology (4 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 400 - Advanced Abnormal Psychology (4 credits)

This course examines selected areas of psychopathology in greater depth. Topics stimulating controversy or special interests in the professional literature are discussed. Attention is given to differential diagnosis.

**Prerequisites:** PSYC 300

#### PSYC 402 - Preventive Psychology (4 credits)

Students in this course will learn about the theories and approaches to preventive psychology, a subfield of psychology that focuses on actions taken early to eliminate or minimize later problems. Through research and intervention, psychologists work with individuals, groups, communities and organizations to develop strategies and programs that work to prevent problems such as violence, HIV/AIDS, substance abuse, child abuse, obesity, and other behaviorally based social, mental health, and health issues. Emphasis is placed on students developing knowledge and skills relevant to creating and adapting prevention programs for use in culturally diverse communities. Topics may include: stress and coping theory/research; prevention and health promotion theories, research, and strategies; and other relevant community/social change strategies. (Prereq. PSYC363 or PSYC336) **Prerequisites:** PSYC 336 or PSYC 363

#### 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 407 - Professional and Career Applications of Psychology (1 credit)

This course serves two main purposes: 1) Comparing one's career interests to career and internship/application of knowledge possibilities in psychology and related fields 2) Preparation for an internship/application of knowledge experience to fulfill the Application of Knowledge (AoK) requirement in psychology. In this course, students will learn about various subfields in psychology and associated work in these areas. Students will search for a psychology-relevant internship/AoK experience, completing a) a competence statement describing the skills to be acquired, b) a list of learning strategies specifically describing the work to be completed, as well as its relevance to psychology, and c) a description of the methods to be used in evaluating the student in the internship/AoK experience. This course is appropriate for any student who wishes to perform an AoK in psychology and is a prerequisite for the AoK class in psychology (Psyc 408).

#### PSYC 408 - Application of Knowledge in Psychology (3-4 credits)

In this course, students apply their knowledge of theories, concepts, facts, ethics and ways of thinking in psychology to a real-life work or volunteer setting. Students reflect upon how their work experiences relate to the discipline of psychology. Students perform reflective self-evaluation and integrate careful consideration of ethical standards into their applied experience. PSYC 407 is a required prerequisite. **Prerequisites:** PSYC 407

#### PSYC 411 - Psychotherapeutic Approaches in Counseling Women (4 credits)

This course offers a clinical focus on women's experiences, offering concepts and methods useful in helping women in a variety of settings. It defines feminist therapy and explores an empowerment model for working with various clinical problems women (and helping persons) face. It explores areas such as eating disorders, incest, other family victimization, diagnoses most frequently assigned to women (for example depression, borderline personality disorder, multiple personality disorder and codependency), addiction and other issues. This course is designed for students engaged in, or preparing for, helping professions addressing the physical and/or mental health care of women. **Prerequisites:** PSYC 100

#### 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 five years of age. Students are introduced to early childhood program models including: The Creative Curriculum, Reggio Emilia, Head Start, Montessori, High Scope, Waldorf, behavioral approaches to learning (Portage, Distar), early childhood family education, and school readiness. **Prerequisites:** PSYC 308

#### 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 418 - Early Childhood Studies Practicum (4 credits)

This practicum is for students interested in working with young children. Students apply their knowledge and skills within a community-based program, school, or agency serving young children from birth through age five. Students are required to complete observations, plan activities and facilitate children's learning. The practicum includes required hours in the field as well as lectures and assignments. Note: This course is reserved for Early Childhood Studies students. **Prerequisites:** PSYC 357 and PSYC 415 and PSYC 359

#### 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 421 - Children and Nature (4 credits)

In this course, students will review current research on children and nature, evaluate the benefits of nature experiences in early childhood, and identify ways that nature supports children's development. Students will explore, discuss, and evaluate the different approaches to nature experiences that are becoming common practices in early childhood

settings. The class will investigate and examine issues around risk and reward. The class also covers developmental stages, learning styles, and health, behavioral, and social-emotional concerns in early childhood and explores how they can be supported through the creation of nature-based play settings. Finally, we view nature experiences as an issue of "white privilege" and equity, and create a plan to make nature opportunities accessible and available to all children.

#### PSYC 422 - Inquiry and the Environment in Early Childhood (4 credits)

This course introduces the concept of scientific inquiry at the early childhood level, and it uses the environment as a context in which to do so. In this course, students will review current research, guidelines and standards, compare different approaches and reflect on the role of environmental education and nature in early childhood. Students will explore, discuss and evaluate the many approaches to presenting environmental education in the early childhood setting, including a review of existing guidelines, standards, and recommendations. Students will evaluate the influence of culture, background, philosophy and ethnicity on children's understanding of environmental issues. Students will learn how natural settings may be used as a context for introducing science, technology, engineering, art and mathematics (STEAM) to young learners. This course is appropriate for educators, parents, social workers, and anyone who has an interest in STEAM, as well as children's learning and well-being.

#### PSYC 425 - Administration of Early Childhood Programs I (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 426 - Administration of Early Childhood Programs II (4 credits)

This course identifies and evaluates critical success factors leading to effective managerial performance of early childhood administrators in the roles of planner, decision maker, organizer, leader and motivator. Management theory, current trends in regulations and standards for early childhood programs including health/safety of children in the facility, federal history in early childhood, Americans with Disabilities Act (ADA), and child abuse and neglect mandated reporter regulations. Students examine the elements of a business plan and budgeting, strategic planning, parent engagement, advocacy, anti-bias leadership and program marketing.

**Prerequisites:** PSYC 425

#### 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 501 - Art Therapy Overview (2 credits)

This course provides an overview of art therapy theories and techniques with a variety of populations. Students personally experience art therapy through class exercises, assignments and journaling. This course is suitable for people who wish to explore the art therapy field or who wish to experience it on a more personal level. Recommended: Psyc 300 Abnormal Psychology or Psyc 397 Developmental Disabilities: Issues, Concepts and Problem Solving. Overlap: PSYC 302 Adult Development and Lifelong Learning.

#### PSYC 502 - Dance Therapy Overview (2 credits)

This course introduces students to the history and concepts of dance therapy and the importance of nonverbal communication in people's lives through active participation. Differing theoretical approaches are explained, then explored through movement. Students learn about themselves through their own body movement and experience how their "body talk" affects the dynamics of a group.

#### PSYC 504 - Gestalt Theory and Practice (2 credits)

In this course students learn the theory of the Gestalt orientation to therapy with an emphasis on gaining an ability to understand how Gestalt concepts are applied. A variety of learning strategies are employed, encouraging students to critically examine the theories and methods presented and to arrive at their own integration of the information.

#### PSYC 507 - Jungian: Myth, Soul and Culture (4 credits)

This course is for students interested in learning about Jungian psychology's study of mythology both on a general, introductory level and on a more focused level for those with some background or vocational interest. Concepts of the analytic psychology of C.G. Jung and the study of myth by such figures as Joseph Campbell are pursued to help students recognize and think in terms of mythic elements' influence on the world today.

#### PSYC 508 - Mental Health and the Law (4 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 562 - Working with Diverse Communities: (1 credit)

These seminars are open to current students as well as professionals who work or plan to work with diverse communities. Each seminar is focused on one specific issue in a community. The seminars provide opportunities for concentrated learning of issues and culturally specific knowledge relevant to working in diverse communities. Instructors will modify this description to accurately reflect course content and learning strategies for their specific topic. **Prerequisites:** PSYC 212 and ETHS 200 and EDU 203

### 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.

### PSYC 594 - Studies in Art Therapy (2 credits)

This independent study is designed to meet a student's individual needs in the art therapy

field. A student may begin or continue a study of art therapy through reading and/or practical experience such as fieldwork, focusing on a particular population, age level or setting of the student's choice in consultation with instructor.

### PSYC 7000 - The MNSUCA Annual Conference (1 credit)

MnSCU licensed college counselors come together to discuss issues and trends seen at their respective institutions. Best practices, white board, and keynote will be part of the curriculum.

## **RDNG**

### **Courses**

#### 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**

### **Courses**

[RELS 160I - Religious Studies 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.

[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 301T - 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. Overlap: RELS 301 Introduction to Religious Studies.

[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 303 - Exploring Christian Origins \(4 credits\)](#)

How, and why, did Christianity begin; who wrote the New Testament, and why? and how should we responsibly read these writings today? This course explores the rise of belief in Jesus of Nazareth as messiah in its historical context, and examines current academic methods of scriptural interpretation in contemporary society. Overlap: RELS 303T Introduction to the Christian Scriptures (the New Testament) Theory Seminar.

[RELS 303T - Introduction to the Christian Scriptures \(the New Testament\) Theory Seminar \(4 credits\)](#)

This course explores the various historical and religious factors that gave rise to the writing and editing of the Christian Scriptures (New Testament) in their Jewish and Greco-Roman context. Topics include the relationships of the Christian Scriptures to the Hebrew Bible (the Old Testament), Paul's theology, the emerging church community and current academic methods of scriptural interpretation. Overlap: RELS 303 Introduction to Christian Scriptures (the new Testament).

#### 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 305 - Jewish-Christian Encounter (4 credits)

This course investigates themes and ways of knowing the history of Jewish and Christian interaction. Students learn historical and social science methods critical to focus on the problems of religious antagonism and racialization as well as efforts at dialogue and mutual understanding over the centuries. Boundary definition, the limits of social tolerance, and the nature of persecution and institutional prejudice are issues. Themes include the rise of separate religions; ghetto processes and ghetto thinking; modernity, secularism and racial Antisemitism; the Shoah (Holocaust); dialogue in the context of disrupting "common sense" about prejudice and racialization in the United States.

#### RELS 306 - The Spiritual Journey (4 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 307 - Civil Religion: Theory, Practice, Analysis (4 credits)

Discussions of 'religion and politics' or 'the separation of church and state' often fail to recognize the religious aspects of civic life itself that involve or suggest a sacred aspect of the state. This course explores the theory of 'civil religion' as an expression of the contemporary academic understanding of religion, involving symbol, myth, ritual, and sacred space and time; examines historical examples of civic religion (for example, in the early Roman Empire) and the history of civil religion in the United States; and inquires about evolving aspects of civil religion today as these relate, for example, to immigration and/or Muslims in America.

#### 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 309 - Justice, War and Peace in Judaism, Christianity and Islam (4 credits)

This course examines selected scriptural, traditional, and modern texts dealing with war and peace from the three major monotheisms in an attempt to assess the cumulative importance of a pro-peace, or even pacifist, perspective in the three religions. A comparative approach will be used to study the three traditions. In contrast to the tendency to focus on violent militant groups found within

Judaism, Christianity, and especially Islam, this course will highlight individuals and groups within the three traditions that have opposed war while promoting just and peaceful relations both internally and externally. Attention will be given to the scriptural sources and historical development of their positions, along with their impact on their political and social contexts both in the past and in the modern world. Examples of the involvement of such individuals and groups through various activist movements, for example, active nonviolence will also be examined.

#### 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. Significant focus is given to issues of race and racism. (Also listed as ETHS 316 Race and Religion)

#### 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 - ReIS Internship (1-8 credits)

#### RELS 355 - Religion and Politics in America (4 credits)

Historically, religion has been a basic dimension of American political life, despite the American tradition of separation of church and state. Today, some fear an erosion of that separation, while others complain that we live in a "culture of disbelief" where religion is not respected. This course takes an historical approach to several controversies surrounding religious belief, religious practice and religious diversity in industrial America, placing these controversies in the context of their time and place. Students learn how the relationship between religion and politics has changed, and how it has not, through the last century of American history. Students of diverse religious



backgrounds are most welcome, but a respect for the beliefs of others is a condition of participation. Overlap: HIST 331/531 Religion and Politics in America and RELS 555 Religion and Politics in America.

#### RELS 360I - Religious Studies Student-Designed Independent Study (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.

#### RELS 365I - Religious Studies Prior Learning (1-9 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.

#### RELS 366 - Religion, Morality and Contemporary U.S. Society (4 credits)

The general public seems to agree that despite technological and global change religion remains a pervasive influence on culture. The American society is no exception. Americans from all walks of life continue to reflect on their moral struggle over matters concerning themselves, their family, their community and their environment. Often this includes a call to apply religious values on public policies. This

course investigates structures of religious beliefs, values and traditions from both religious left and right and their attempts to become a moral voice of society. The course includes an inquiry why spirituality is the new religion of the new millennium.

#### RELS 377 - Women and Religion (4 credits)

Does religion view women positively? Do certain religious teachings impact the quality of women's lives and their role and status at home and in society? From a religious viewpoint, how can women and men work together toward change for the betterment of society. This course examines religious teachings and treatment of women as well as the role of religion in women's struggle for social change. Topics include analyses of women's structural and personal oppression; critique of the role of gender, race, class and other diversity issues as they impact religious doctrines; and religious teachings about women and women's spirituality. This course may at times approach its subject matter in terms of a particular religious tradition, such as, Christianity or Buddhism, or it may be taught from a comparative religious perspective.

#### RELS 380 - Muslim Identities in the United States (4 credits)

This course examines Islam as a cultural, political, social and faith identity in the United States. Topics may include: gender, family, and sexuality; immigration, acculturation, and assimilation; stereotypes, xenophobia, and Islamophobia; race, racism, and ethnicity; media and popular culture representations; American Muslim organizations and leadership; and the relationship of US Muslims to Muslim global communities.

#### 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.

#### [RELS 555 - Religion and Politics in America \(4 credits\)](#)

Historically, religion has been a basic dimension of American political life, despite the American tradition of separation of church and state. Today, some fear an erosion of that separation, while others complain that we live in a "culture of disbelief" where religion is not respected. This course takes an historical approach to several controversies surrounding religious belief, religious practice and religious diversity in industrial America, placing these controversies in the context of their time and place. Students learn how the relationship between religion and politics has changed, and how it has not, through the last century of American history. Students of diverse religious backgrounds are most welcome, but a respect for the beliefs of others is a condition of participation. Overlap: HIST 331/531 Religion and Politics in America and RELS 355 Religion and Politics in America.

### **RMI**

#### **Courses**

#### [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

### **Courses**

[SCED 350I - SCED Internship \(1-8 credits\)](#)

[SCED 360I - Science Education Student-Designed Independent Study \(1-8 credits\)](#)

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.

[SCED 365I - Science Education 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.

[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 333 and EDU 481

[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 306 and EDU 300

[SCED 460I - Science Education Student-Designed Independent Study \(1-7 credits\)](#)

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.

## **SCRW**

### **Courses**

#### [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 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.

#### [SCRW 360I - Screenwriting 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.

#### [SCRW 365I - Screenwriting PRIOR \(1-5 credits\)](#)

SCRW PRIOR

#### [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 410 - Film Production and Editing II (4 credits)

Through a hands on, learn by doing experience, students will select a project, plan the production, audition actors, work as crew filming on location, and direct a short digital film. Each student will edit their own individual project. This course offers a complete package overview of writing and directing low budget, short narrative digital films. This course may be taken twice for credit. **Prerequisites:** SCRW 315

#### 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

### Courses

#### 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 160I - SOC Student Designed Ind Study (1-5 credits)

SOC Student Designed Ind Study

#### 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 303 - Ethnic Conflict in Global Perspective (4 credits)

This is an era characterized by a global resurgence of ethnic identity and a revival of ethnic antagonisms. This course applies a comparative and historical perspective to the sources and dynamics of ethnic conflict. The processes of ethnic mobilization and social conflict are explored in case studies both global and domestic. Films, fiction, memoirs and classroom exercises are used to explore this topic. **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 homelessness and the development of public policies. The problems of homelessness are viewed from sociological and housing perspectives, as well as from an ethnographic experience. The course emphasizes observing the needs of people experiencing homelessness, and the dynamics of government and institutions serving homeless people. Particular attention is devoted to poverty, government housing strategies, race, gender, and age. Service learning is an integral part of this course. Students are expected to learn outside the classroom from persons currently and formerly experiencing homelessness and private and public institutions serving them. **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 329 - Race and Ethnicity: Sociological and Anthropological Perspectives \(4 credits\)](#)

This course uses comparative methods to explore sociological and anthropological understandings of the significance of race, ethnicity, and racism in the United States. We will review concepts and theories of race and ethnicity. We will examine racialization processes affecting the lived experiences of diverse racial and ethnic groups and racial and ethnic inequalities, ranging from institutional discrimination to implicit bias. The course will also explore the pervasive influence of racism as found in domains such as education and the media. How we as individuals and groups can create positive change through anti-racist responsibilities and efforts will also be central to the course. Significant focus is given to issues of race and racism. **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 365I - Sociology 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.

### 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**

### **Courses**

#### 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 165I - Social Work 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.

#### 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 350I - Community Learning Center Practicum \(2.5 credits\)](#)

#### [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 360I - 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 365I - Social Work 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.

#### 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.

**Corequisites:** SOWK 391 **Prerequisites:** SOWK 321

#### 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. **Corequisites:** SOWK 381 **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 560I - Social Work Student Designed Independent Studies (1-6 credits)

Student-designed independent studies give Metropolitan State students the opportunity to plan their own study. This type of independent learning strategy can be useful because it allows students: to study a subject in more depth, at a more advanced level; to pursue a unique project that requires specialized study; to draw together several knowledge areas or interests into a specialized study; to test independent learning capabilities and skills; or to use special learning resources in the community, taking advantage of community education opportunities which, in themselves, would not yield a full college competence. Students should contact their academic advisor for more information.

### SOWK 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.

**Corequisites:** 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**

### **Courses**

#### **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 160I - Spanish 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.

#### **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.

#### **SPAN 360I - Spanish Student Designed Independent Studies (1-4 credits)**

Student-designed independent studies give Metropolitan State students the opportunity to plan their own study. This type of independent learning strategy can be useful because it allows students: to study a subject in more depth, at a more advanced level; to pursue a unique project that requires specialized study; to draw together several knowledge areas or interests into a specialized study; to test independent learning capabilities and skills; or to use special learning resources in the community, taking advantage of community education opportunities which, in themselves, would not yield a full college competence. Students should contact their academic advisor for more information.

## **SPCH**

### **Courses**

#### **SPCH 160I - Speech SDIS (1-9 credits)**

## **SSCI**

### **Courses**

#### **SSCI 100 - Introduction to Social Science (4 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 160I - Social 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.

#### 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 350I - Social Science 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.

#### SSCI 360I - Social Science 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.

#### SSCI 365 - Leadership in Organizations and Public Life (3 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 365I - Social 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.

### SSCI 396T - Travel and Culture Theory Seminar (4 credits)

This theory seminar is open to students with substantial knowledge gained through international travel experience and/or a global service project. In the theory seminar students examine key social, cultural, geographical and political concepts as they relate to their specific travel experience as well as the “cultural lenses” that shape their understanding of others. In addition, the nature and role of international travel will be discussed in relationship to ongoing debates about responsible tourism, global civil society and sustainable development. **Prerequisites:** WRIT 131

### 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 (5 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:** WRIT 231 and SSCI 501 and SSCI 300 and SSCI 311

### SSCI 452 - Conceptual Research Capstone (5 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 311 and WRIT 231 and SSCI 300

### SSCI 512 - Qualitative Research Methods (4 credits)

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

**Prerequisites:** WRIT 231

## SSED

### **Courses**

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. **Prerequisites:**

SSED 450 - Teaching Social Studies in Urban Grades 5-12 (4 credits)

This course provides teacher candidates with a variety of approaches to organizing a social studies curriculum in grades 5-12, and multiple instructional methods for effective teaching in the urban, multicultural classroom. Knowledge of the core social studies disciplines (i.e., history, geography, government, and economics) will be applied by planning and discussing units and lessons that include a variety of instructional methods and authentic assessment to enhance student learning. Knowledge of American Indian history, culture, language and government will be applied in order to meet state teaching standards. Opportunities for practice teaching mini lessons will be afforded to enhance skill development as an urban teacher. Differing perspectives will be explored regarding the purpose of social studies education for democratic citizenship in a rapidly changing, increasingly diverse and

interdependent, society and world. Clinical field experience hours are part of the course requirements. **Prerequisites:** EDU 300 and EDU 306

## STAT

### **Courses**

STAT 160I - Statistics 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.

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 251 - Statistics Programming I (2 credits)

This course covers basic statistical programming techniques in data manipulation, data exploration and graphing using the statistical software SPSS. Topics of this course include reading raw data, reading data from files, saving formatted output, data transformation, data file manipulation, and generating statistical graphs

and descriptive statistics. This course builds on the knowledge learned in STAT 201 (Statistics I).

**Prerequisites:** STAT 201 and WRIT 131

#### STAT 252 - Statistics Programming (2 credits)

This course covers advanced statistical programming techniques including data wrangling, data visualization and hypothesis testing using R. Topics of this course include R syntax, input and output in R, data visualization, interactive data graphics, data wrangling, tidy data, and hypothesis testing in R. This course builds on the knowledge learned in STAT201.

**Prerequisites:** STAT 201

#### STAT 260I - Statistics 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.

#### 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 252 and STAT 201 or DATA 211

#### 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 and STAT 252 or DATA 211

#### 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 331 - Nonparametric Statistical Methods (4 credits)

This course covers the fundamental to intermediate ideas of nonparametric statistical 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 nonparametric methods for paired data, Wilcoxon Rank-Sum Tests, Kruskal-Wallis Tests, goodness-of-fit tests, nonparametric linear correlation and regression. Completion of STAT201 (Statistics I) is a prerequisite for this course. **Prerequisites:** STAT 201



### STAT 341 - Analysis of Categorical Data (4 credits)

This course covers the fundamental to intermediate ideas of the statistical analysis of categorical data. 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 analysis of 2x2 tables, stratified categorical analyses, estimation of odds ratios, analysis of general two-way and three-way tables, probit analysis, and analysis of loglinear models. Completion of STAT201 (Statistics I) is a prerequisite. **Prerequisites:** STAT 201

### STAT 350I - Statistics Internship (1-4 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.

### 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 360I - Statistics 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.

### STAT 411 - Time Series Analysis and Forecasting (4 credits)

A time series is a sequence of observations on a variable measured at successive points in time or over successive periods of time. This course provides an introduction to both standard and advanced time series analysis and forecasting methods. Graphical techniques and numerical summaries are used to identify data patterns such as seasonal and cyclical trends. Forecasting methods covered include: Moving averages, weighted moving averages, exponential smoothing, state-space models, simple linear regression, multiple regression, classification and regression trees, and neural networks. Measures of forecast accuracy are used to determine which method to use for obtaining forecasts for future time periods. **Prerequisites:** STAT 311

### 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 DATA 211 or MIS 480

## **THEA**

### **Courses**

THEA 165I - THEA Prior (1-8 credits)

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THEA 201 - Storytelling (3 credits)

This course uses storytelling and oral journaling as methods to communicate about modern times. Participants develop personal and traditional stories involving the use of humor, conflict resolution and imagination. The course explores literature in the oral-narrative tradition including the structure and genre of stories as well as the functions that oral-narratives play in developing culture. It is also a personal development course for communication, human services, nursing and business students.

THEA 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 365I - Theater 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.

#### THEA 387 - Theater History II: Contemporary (4 credits)

This course is for students interested in the implications of modern drama on our contemporary world. In this class, students explore some of the most exciting plays in

modern and contemporary drama and experience the incredibly rich variety of theater offerings within their own community.

#### 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 441 - Career and Portfolio Seminar (1 credit)

This course is designed for theater majors exploring and preparing for their post-graduation careers. It will examine specific work environments; the value of attending graduate school or conservatory programs; and the role that internships, undergraduate research, and networking play in career development. In addition, this course will assess how to organize and manage an internship and job search, as well as how to construct strong resumes, cover letters, audition materials, and professional portfolios. **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 459 - Performance Events \(2-4 credits\)](#)  
This class will focus on the generation of work in collaboration with others. Students will explore ways in which storytelling, interview, news, memoir and movement might be developed for the stage. Through the actual participation in this process, students will acquire a basic understanding of theatrical concepts including, writing for the spoken word, monologue, point of view, and the improvisation of a theatrical portrait. Students who have the time may also wish to be involved to some degree, in the current university theater production. Note: This course may be taken twice for variable credits up to eight credits over time.

[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.

[THEA 587 - Playwriting II \(2-4 credits\)](#)

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

**Prerequisites:** THEA 400

## UMET

### **Courses**

[UMET 100 - University Topics \(1 credit\)](#)

This correspondence course offers student a chance to begin or continue learning at a college level. Students receive access to printed and recorded materials. Each section features a unique topic within which students expand their knowledge and understanding, hone critical thinking skills, and discover alternative meanings or solutions to given situations or problems.

### WKSP

### **Courses**

[WKSP SG01 - Topics: Law Enforcement & Criminal Justice Club \( credit\)](#)

Verbal Judo - Verbal judo (also known as tactical communication) is the gentle art of persuasion that redirects behavior with words to generate voluntary compliance. It is a philosophy of how to look creatively at conflict and offers specific, powerful, and usable strategies to resolve tense situations.

[WKSP SL01 - LSAT Prep Course \( credit\)](#)

Interested in going to Law School? Over the years the LSAT has become one of the primary factors in determining the law school you attend. Requirements: 75+ credits or enrollment in a masters program at Metropolitan State University or a graduate after Spring semester 2001. Minimum cumulative GPA of 3.0.

[WKSP SL05 - GRE Preparatory Course \( credit\)](#)

This standardized test is required for admission at over 2000 graduate schools worldwide. Our fast-paced and exciting GRE Course quickly and efficiently prepares you for the test. Each course is held on the Saturday and Sunday of a single weekend, featuring: 16 hours of live, in-class instruction Instructors who have all scored in the 99th percentile on an actual GRE Pre-course supplements addressing Math and Verbal fundamentals A personal copy of GRE Practicing to Take the General Test, 10th

Edition, including over 1000 actual GRE questions Free Email Assistance Program.

[WKSP SL08 - Metro Alliance Leadership at Camp Friendship \( credit\)](#)

This weekend retreat is dedicated to encouraging and promoting leadership experiences. Workshops facilitated by High Impact Training.

## **WRIT**

### **Courses**

[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 132 or WRIT 131 or WRIT 121

#### WRIT 232 - Research Writing in the Digital Age (5 credits)

This course combines a focus on research writing and information literacy. Students will 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. 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 121 or WRIT 131 or WRIT 132

#### 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 132 or WRIT 131 or WRIT 121

#### WRIT 261 - Business Writing (3 credits)

**Prerequisites:** WRIT 132 or WRIT 131 or WRIT 121

#### 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 131 or WRIT 132 or WRIT 121

#### 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 324 - Topics in Writing (4 credits)

Topics courses deal with special issues or areas of interest in writing fiction, nonfiction or criticism. Topics and instructors vary. Check the Class Schedule for current offerings.

Prerequisite: A 200- or 300-level writing course or instructor's consent.

#### WRIT 330 - APA Documentation Basics (1 credit)

Students in many academic and professional contexts are asked to cite sources according to APA (American Psychological Association) guidelines as they write and conduct research. This course will provide an introduction to APA documentation methods and give students opportunities to practice creating and revising APA narrative citations, parenthetical citations, and reference lists. Students will also explore the elements of an APA-formatted manuscript and practice organizing APA documents.

**Prerequisites:** WRIT 131

#### 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 261 or WRIT 231 or WRIT 271 or NURS 364

#### WRIT 341 - Writing the News in a Digital World (4 credits)

In this course, students analyze principles and methods of news gathering and reporting for

web, broadcast and print news media. They then prepare a weekly schedule of reporting assignments, similar to those that might be completed by a newsroom intern. Students also complete several major assignments employing various news writing styles for digital, broadcast and print media. **Prerequisites:** WRIT 280

#### WRIT 342 - Writing for Online and Print Magazines (4 credits)

This course covers the critical skills needed to write articles for magazines, whether print or online. In addition, students learn by analyzing a variety of magazines. Topics include brainstorming and proposing story ideas, targeting writing to a specific audience, gathering research, sharpening skills for story organization, and writing for a variety of online environments. **Prerequisites:** WRIT 280

#### WRIT 343 - Writing Social Commentary (4 credits)

Beyond memoir and creative nonfiction lies the dangerous world of social and political commentary, a genre based on personal experience, intelligent surveillance of the political milieu and the skill of provocative writing. This class explores the process involved in the creation of the social-political essay and commentary.

#### 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 others' 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 355 - Writing Children's Literature (4 credits)

This class offers an introduction to writing children's literature in the genres of picture book, fiction, nonfiction and poetry in a workshop environment. Students examine works of guest authors and critique both published and student writings. Through activities and assignments, students have the opportunity to develop the unique craft and vision required to write quality children's literature. This course may be repeated for credit. **Prerequisites:** WRIT 251 or WRIT 359

#### WRIT 356 - Writing Humor (4 credits)

This course is a serious inquiry into what's funny, how to write that way and how to say something important in the process. Each writer will focus on developing an idea of serious

purpose and conveying that purpose through the use of humor. All genres are welcome. This course may be repeated for credit.

**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 280 and WRIT 231 or WRIT 261 and WRIT 280 or WRIT 271 and WRIT 280

### 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 371 and WRIT 231 or WRIT 261 and WRIT 131 and WRIT 371 or WRIT 271 and WRIT 371 and WRIT 131

### 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 231 and WRIT 371 and WRIT 372 and WRIT 131

### WRIT 375 - Environmental Communication (4 credits)

This course focuses on the multidisciplinary field of environmental communication and helps students understand the ways in which environmental issues and conflicts develop, the values underlying the ideologies on these issues, the ways in which these values are presented, and the variety of scientific and technical communication genres involved in understanding environmental communication messages. Significant focus is given to issues of

race and racism. **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 460I - Writing 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.

### 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 (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 531 - Advanced Writing (4 credits)

This course focuses on the theory and practice of writing across genres. The course examines what genre is and why it's an important concept for those who seek flexibility and versatility as writers. Students create a complex project of some length that incorporates a variety of genres to communicate a message. In addition, the course focuses on prose style, including practice in imitation, use of rhetorical devices, sentence and paragraph variety, and many other topics. Additional assignments include a multimedia project.

### WRIT 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 560I - 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 565I - Writing Prior Learning (1-7 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 571 - Advanced Editing (4 credits)

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

**Prerequisites:** WRIT 371 and WRIT 280

### WRIT 572 - Document and Information Design II (4 credits)

This course teaches students a systematic procedure for researching, designing, editing and evaluating documents that convey specialized information. The primary focus is on effective design of layout and information, whether documents are paper or digital. Document types discussed include promotional publications, Web pages and various kinds of product literature. **Prerequisites:** WRIT 280

### WRIT 573 - Writing and Designing for the Web II (4 credits)

This course builds on knowledge and skills learned in WRIT 373 (e.g., HTML, CSS, web

writing) and expands training of technical skills and Web development strategy. Advanced topics include content strategy, responsive design for mobile interfaces, information architecture, user experience, and extensive training of HTML, CSS, JavaScript and jQuery. Elements of Web strategy and collaborative work are also covered. Students use professional software tools. Students must possess intermediate or advanced digital skills.

**Prerequisites:** WRIT 373

#### [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 577 - Design of User Experience \(4 credits\)](#)

This course introduces students to design of user experience. Students learn how to discover user needs and desires and conceptualize designs that provide excellent user experience.

**Prerequisites:** WRIT 372

#### [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.

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

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

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

This course presents topics of interest to students in the undergraduate and graduate Technical Communication and Professional Writing programs. Topics vary with each offering of this course. Check the class schedule for details about topics and course prerequisites. This course may be taken any number of times for credit as long as the topic is different.

#### [WRIT 599A - Special Topics in International Study \(1-5 credits\)](#)

This course presents international study opportunities for undergraduate and graduate students. Check the schedule for offerings. This course may be taken any number of times for credit as long as the topic is different. Depending on the topic offered, this class may count as a major requirement course; otherwise, it is considered an elective.