



**METRO STATE  
UNIVERSITY**

**Graduate Academic Catalog  
2022 – 2023**

## **Welcome to Metropolitan State University**

Metropolitan State was established in 1971, and now serves more than 10,500 students in the metropolitan area as we approach our fiftieth anniversary.

Metropolitan State is fully accredited, comprehensive university and a member of the Minnesota State higher education system. CollegeNet's Social Mobility Index, measuring colleges' and universities' success in elevating students from low income strata into the middle class by five years after graduation, ranks us thirty-ninth in the nation (in the top 3 percent), and first in Minnesota.

With more than 50 undergraduate programs and more than 25 graduate programs, including our unique individualized studies programs where students design their own bachelor's or master's programs, Metropolitan State offers in-demand degrees to help you get where you want to go!

- Transfer and articulation agreements with Minnesota State colleges and universities to help you receive credit for previous work
- Member of the Beyond the Yellow Ribbon resource network since 2013, providing support and services to veteran and military students and families
- Federally-recognized Minority-Serving Institution, as an Asian American and Native American Pacific-Islander Serving Institution
- Committed to being an anti-racist, equity-focused learning community

Regardless of where you are in your life and educational journey, Metropolitan State is committed to helping you succeed on your journey of lifelong learning!

## **Campus and Center Locations**

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

Minneapolis Education Center  
1300 Harmon Place  
Minneapolis MN, 55403

Midway Center  
1450 Energy Park Drive  
Saint Paul MN, 55108

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

The 2022-2023 Graduate Catalog is published by Metro State University Academic and Student Affairs Division. This catalog contains information about academic programs and requirements for 2022-2023. Catalog information is subject to change without notice. Please refer to the website at [Metro State University website](#) for updated information.

The catalog is intended to complement other publications at Metro 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 2022-2023 Graduate Catalog is available in alternative formats for people with disabilities. For more information, call the Center for Accessibility Resources at 651-793-1520 (voice); 651-772-7687 (TTY). Academic Calendar 2022-2023.

## **Academic Calendar 2022-2023**

### **2022**

Mar 1	Summer & Fall course schedule published in eServices
Mar 21	Summer & Fall registration begins in eServices
Apr 11	Summer OPEN (visiting students) registration begins in eServices
Apr 11	Summer bookstore credit program begins
Apr 29	Summer 1st session & full session courses tuition payment deadline
May 4	Summer 1st session & full session courses low enrollment cancellation
deadline	
May 11	Summer wait list closes at 11:59 AM (Noon)
May 14	Summer 1st session & full session courses begin
May 20	Summer 1st session & full session courses last date to drop with a refund
May 20	Summer Graduation Requirements Workshop registration deadline
May 23	Summer bookstore credit program ends
May 28-30	Memorial Day holiday/no classes/buildings closed
Jun 3	Summer financial aid disbursement begins
Jun 6	Fall OPEN (visiting students) registration begins in eServices
Jun 12	Summer 2nd session courses tuition payment deadline
Jun 19	Juneteenth, no classes will be held
Jun 20	Juneteenth observed, no classes will be held
Jun 24	Summer 2nd session courses low enrollment cancellation deadline
Jun 27	Summer 1st session courses end
Jun 27	Summer 2nd session courses begin
Jun 30	Summer 1st session grades are due
Jul 1	Summer 2nd session courses last date to drop with a refund
Jul 4	Independence Day Holiday/no classes/buildings closed
Jul 15	Summer alternative learning strategies registration deadline
Jul 18	Fall bookstore credit program begins
Aug 5	Fall 1st session & full session courses tuition payment deadline
Aug 10	Fall 1st session & full session courses low enrollment cancellation deadline
Aug 14	Summer 2nd session & full session courses end
Aug 14	Summer graduation posting date
Aug 15	Fall faculty duty days begin
Aug 17	Summer 2nd session & full session grades are due
Aug 17	Fall wait list closes at 11:59 AM (Noon)
Aug 20	Fall 1st session & full session courses begin
Aug 26	Fall 1st session & full session courses last date to drop with a refund
deadline	
Aug 26	Fall Graduation Requirements Workshop registration deadline
Aug 29	Fall bookstore credit program ends
Aug 29	Fall Drop for non-payment
Sep 3-5	Labor Day holiday/no classes/buildings closed
Sep 9	Fall financial aid disbursement begins
Sep 22	Fall Commencement Participation Quiz Deadline
Oct 3	Spring course schedule published in eServices
Oct 7	Fall 2nd session courses low enrollment cancellation
Oct 10	Indigenous People's Day/classes held/buildings open

Oct 12	Fall 1st session courses end
Oct 17	Fall 2nd session courses begin
Oct 17	Spring registration begins in eServices
Oct 21	Fall 2nd session courses last date to drop with a refund
Oct 28	Fall alternative learning strategies registration deadline
Oct 29	Fall in person Commencement Expo
Nov 11	Veterans Day/classes held/offices open
Nov 14	Spring OPEN (visiting students) registration begins in eServices
Nov 23	Thanksgiving holiday/no evening classes
Nov 24-27	Thanksgiving holiday/no classes/buildings closed
Dec 1	Spring bookstore credit program begins
Dec 3	President's Outstanding Student Award Reception
Dec 10	Fall Commencement Ceremonies
Dec 11	Fall 2nd session & full session semester courses end
Dec 11	Fall Graduation posting date
Dec 13	Fall grades are due
Dec 13	Fall faculty duty days end
Dec 23-27	Winter holiday/buildings closed
Dec 30 deadline	Spring 1st session & full session courses low enrollment cancellation
Dec 28-31	Holiday week/buildings open/limited services

## **2023**

Jan 1-2	New Year's Day holiday/buildings closed
Jan 3	Spring faculty duty days begin
Jan 4	Spring wait list closes at 11:59 AM (Noon)
Jan 5	Spring tuition payment deadline
Jan 9	Spring 1st session & full session courses begin
Jan 13	Spring 1st session & full session courses last date to drop with a refund
Jan 13	Spring Graduation Requirements Workshop registration deadline
Jan 16	Martin Luther King, Jr. holiday/no classes/buildings closed
Jan 16	Spring bookstore credit program ends
Jan 17	Spring Drop for non-payment
Jan 25	Spring Commencement Participation Quiz Deadline
Jan 27	Spring financial aid disbursement begins
Feb 20	President's Day/classes held/offices open
Feb 25	Spring Commencement Expo
Feb 27	Spring 1st session courses end
Mar 3	Spring 2nd session courses low enrollment cancellation
Mar 5-11	Spring Break/no classes/offices open
Mar 14	Spring 2nd session courses begin
Mar 17	Spring alternative learning strategies registration deadline
Mar 17	Spring 2nd session courses last date to drop with a refund
Apr 29	Spring President's Outstanding Student Award Reception
May 1	Spring 2nd session & full session courses end
May 1	Spring Graduation posting date
May 6	Spring Commencement Ceremonies
May 4	Spring grades are due

May 8      Spring faculty 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**

## **Founded in 1971**

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.

## **Centered on students**

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. In addition, Metropolitan State's original competency model allowed students to customize their degree programs to reflect their individual interests and goals. The legacy of that exists today in Metropolitan State's College of Individualized Studies, the university's largest college, where students can create and pursue degree programs crafted specifically to meet their educational, professional and personal goals.

## **Committed to the community**

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.

## **Served the needs**

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 10,000 students.

## **Gained strength through relationships**

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

## **Expanded sites and programs**

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 December of 2020, the university has had nearly 50,000 graduates.

## **Won multiple awards**

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.
- Metropolitan State was selected in 2008 for community engagement classification by the Carnegie Foundation for the Advancement of Teaching. The university was selected for reclassification in 2015 by the Carnegie Foundation, citing evidence that community engagement had become deeper, more pervasive, better integrated, and sustained.
- 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.
- 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.
- CollegeNet's 2020 "Social Mobility Index" places Metropolitan State in the top 3 percent nationwide, and first in Minnesota, in enabling students to move from lower income strata into the middle class.

## **Served five decades**

Metropolitan State approaches its fiftieth anniversary 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 50,287 (as of December 2021) 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, vision and values**

### **University mission statement**

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.

### **University vision statement**

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.

### **University 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.

## **Office of Equity and Inclusion**

### **Metro's commitment to diversity, equity, inclusion, and anti-racism**

Metropolitan State University is committed to creating a welcoming, inclusive, and anti-racist learning and working environments. This commitment is outlined in our University Vision Statement and demands that we speak up against injustice and disparities in our communities. As a university, we strive to be equity-minded and in doing so, we do our work in ways that are evidence-based, race-conscious, institutionally focused, and systematically aware in order to advance equity and justice.

We strongly believe in the values of equity and inclusion so all members of our university and its surrounding communities experience an authentic sense of belonging. We celebrate dimensions of diversity such as race, color, national or ethnic origin, religion, sexual orientation, gender identity and expression, disability, age, economic, and/or familial status.

We must transcend all that divides us and work together within our community to advance equity in the areas of student success, campus culture, workforce, policies, and structures.

We are driven and grounded in our equity, inclusion, and anti-racism work because of these commitments and values.

## **Our office's mission**

The work of the office is guided by values of respect, inclusion, diversity, anti-racism, cultural responsiveness, equity, access, and opportunity. Through our work, we ensure that students, faculty, and staff learn and work in welcoming and inclusive environments. Our role is to assist in the creation of these environments, so every member of the university community is valued, and everyone has the opportunity to succeed.

The Office of Equity and Inclusion's programs and services focus on:

- Student Success
- Workforce Diversity
- Campus Climate
- Policy, Compliance, and Affirmative Action
- Non-discrimination and Sexual Violence Investigations

Equity and inclusion are fundamental to everything we do at Metropolitan State University and realizing our commitment to dismantling systemic racism requires that we work in collaboration with students, faculty, and employees to take action, consistent with the mission and the values of the university.

## **Accreditation**

Metropolitan State University has been accredited by the Higher Learning Commission (HLC) since 1975 [link 1]. The Higher Learning Commission (HLC) is an independent corporation that was founded in 1895 as one of six regional institutional accreditors in the United States. HLC accredits degree-granting post-secondary educational institutions in the United States.

Shortly after its most recent reaffirmation of accreditation during the 2016 – 2017 academic year, Metropolitan State University elected to follow the Open Pathway for continued accreditation with the HLC. The **Open Pathway** is one of two options institutions have for maintaining their accreditation with HLC. It follows a 10-year cycle and, like the **Standard Pathway**, is focused on quality assurance and institutional improvement. During Year 4 of the cycle, institutions complete an Assurance Review to ensure they are continuing to meet HLC's Criteria for Accreditation. Metropolitan State University submitted an assurance review [link 2] during the summer of 2021, which was accepted by the HLC with no findings and no required monitoring reports.

The **Open Pathway** is unique in that its improvement component, the Quality Initiative, affords institutions the opportunity to pursue improvement projects that meet their current needs and aspirations. The Quality Initiative is completed during Year 5 through Year 9, just prior to the next Comprehensive Evaluation for Reaffirmation, which Metropolitan State University is scheduled to participate in during the 2025 – 2026 academic year.

### [Statement of Accreditation Status](#)

#### [Metro State Assurance Report - August 2021](#)

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

## **Specialized Program Accreditation and Certification**

**Nursing:** Baccalaureate and master-level nursing programs are accredited through 2023. The Doctorate of Nursing Practice was reviewed in April 2018 for reaffirmation of accreditation.

- [Commission of Collegiate Nursing Education \(PDF\)](#)

**Social Work:** Reviewed in April 2018 for reaffirmation of accreditation.

- [Council on Social Work Education \(PDF\)](#)

**Accreditation for business schools and programs:** We are pleased to inform our current and future students, their employers, and the greater Metropolitan State community that the Baccalaureate and Graduate Degree Board of Commissioners of the Accreditation Council for Business Schools and Programs

(ACBSP) [www.acbsp.org](http://www.acbsp.org) has awarded Metropolitan State University's College of Management accreditation of its business programs.

- [Accreditation Council for Business Schools and Programs \(PDF\)](#)

**Professional Educator Licensing and Standards Board** (formerly the Minnesota Board of Teaching): Baccalaureate and master-level education programs are approved for licensure through 2018. The programs were reviewed in April 2018 for reaffirmation of accreditation.

- [Professional Educator Licensing and Standards Board \(formerly the Minnesota Board of Teaching\) \(PDF\)](#)



**Minnesota Board of Peace Officer Standards and Training:** Re-certified through 2020.

- [Minnesota Board of Peace Officer Standards and Training \(PDF\)](#)

**Institute of Management Accountants:** Curriculum endorsement for Certified Management Accountant credential on October 22, 2015.

- [Institute of Management Accountants \(PDF\)](#)

**National Center of Academic Excellence in Cyber Defense Education:** through 2020.

- [National Center of Academic Excellence in Cyber Defense Education \(PDF\)](#)

**The Society for Human Resource Management:** Alignment with SHRM HR curriculum through 2020

- [The Society for Human Resource Management \(PDF\)](#)

# **Directory of Academic Programs**

## **Doctoral Degrees**

- Family Nurse Practitioner DNP
- Nurse Anesthetist DNP
- Business Administration DBA

## **Graduate Degrees**

- Adult Education Certificate
- Advanced Dental Therapy MSADT
- Advocacy and Political Leadership MAPL
- Alcohol and Drug Recovery Counseling MS
- Business Administration BS+MBA (Combined BS + MBA)
- Business Administration MBA
- Computer Science MS
- Computer Science PSM
- Co-occurring Disorders Recovery Counseling MS
- Criminal Justice MS
- Curriculum, Pedagogy, and Schooling: Urban Education MS
- Cyber Operations MS
- English as a Second Language with K-12 Licensure: Urban Education MS
- English Teacher Preparation for Grades 5-12 licensure: Urban Education MS
- Liberal Studies MA
- Life/General Science Teacher Preparation for Grades 5-12 licensure: Urban Education MS
- Master of Art in Individualized Studies
- Master of Nonprofit Leadership and Management MNLM
- Master of Public Administration MPA
- Master of Public and Nonprofit Administration MPNA
- Master of Science in Individualized Studies
- Master of Science in Management Information Systems MS in MIS
- Mathematics Teacher Preparation for Grades 5-12 licensure: Urban Education MS
- Nursing Entry Level MSN
- Psychology MA
- Social Studies Teacher Preparation for Grades 5-12 licensure: Urban Education MS
- Special Education with K-12 Licensure: Urban Education MS
- Technical Communication MS

## **Graduate Certificates**

- Business Analytics GCERT
- Database Administration GCERT
- Design of User Experience GCERT
- Global Supply Chain Management GCERT
- Information Assurance and Information Technology Security GCERT
- Learner Experience Design GCERT
- Management Information Systems Generalist GCERT
- Mathematics GCERT
- Project Management GCERT
- Systems Analysis GCERT

# **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.

## **Contact and Personal Information Change**

If your address, phone number, etc. have changed, you are responsible for updating this information via [eServices](#).

If you experience difficulty logging in or updating information, please contact Gateway Student Services at [gateway@metrostate.edu](mailto:gateway@metrostate.edu) or 651-793-1300.

To change your address and phone information:

1. Log into [eServices](#) using your StarID and password
2. In the left-hand navigation, click Account Management
3. Click on Address Info

4. Select View or Edit for an address type from the list. If the Edit option is not available, please email Gateway Student Services at [gateway@metrostate.edu](mailto:gateway@metrostate.edu) to update that particular address type.

### **Name or SSN Change**

Current and former students who wish to declare a legal name or social security number change must submit a Name or SSN Change Form.

- [Name or Social Security Number Change \(PDF\)](#)

### **Preferred Name Request**

Metropolitan State University recognizes and supports the members of its community who wish to use preferred names where legally permissible.

- [Preferred Name Request Form \(PDF\)](#)

### **Authorization to Grant or Revoke Access to Student Educational Records**

Students who wish to authorize or revoke access must complete the [Authorization to Grant or Revoke Student Educational records Form](#).

### **Enrollment Verifications**

Metropolitan State no longer accepts In-School Deferment Request Forms. Metropolitan State University has authorized the National Student Clearinghouse to act as its agent for verification of student enrollment status. If you require a statement to send to the requester, you can download a cover letter for the verification.

- [Enrollment Verification Letter \(PDF\)](#)

Current students may obtain verification of their current or previous enrollment by accessing this information from [Students—National Student Clearinghouse](#). Access the clearinghouse to:

- Obtain an enrollment certificate to print and mail to a health insurer or other company that requests proof of my enrollment
- View enrollment information on file with the clearinghouse
- View the student loan deferment notifications that the clearinghouse has provided to your loan holders (lenders and guarantors)
- View the proof(s) of enrollment that the clearinghouse has provided to your health insurers and other providers of student services or products
- Order an official transcript or view the status of your transcript requests
- View specific information about your student loans

Please note that the clearinghouse is not able to process verifications requiring academic information such as individual GPA. These requests must be processed through Gateway Student Services.

## Public Information Request

Public information requests for Directory Information may be made by contacting Gateway or sending an email message to Records. The only information that can be provided without student consent is the outlined in the [Family Educational Rights and Privacy Act, University Policy #1040](#) and is as follows:

1. Student's name(s)
2. Major field of study
3. Participation in officially recognized activities and sports
4. Dates of attendance
5. Most recent previous educational institution attended
6. Grade level or enrollment status (e.g., undergraduate/graduate; full time or part time)
7. Degrees, honors and awards received
8. Date of graduation
9. Height and weight of members of athletic teams

### **Notice to Students about Directory Information**

Students may direct that any or all of the above-listed Directory Information be withheld from public disclosure by notifying the Registrar by submitting the form. Currently enrolled students should notify the Records Office by the fifth day of the term.

- [Non-Disclosure of Public Information \(PDF\)](#)

## 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.

## **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.

**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.

## Complaints and grievances

### 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 Complaints and Grievances [Policy 3030](#) and [Procedure 303](#). 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 Minnesota State [Board Policy 3.8](#) and [System Procedure 3.8.1](#).

It is preferable to use informal means to address issues with any individual(s) and/or departments involved in a given issue whenever possible. For general student complaints or feedback, please click the [Gateway AskUs! \(eForm\)](#) and select "Complaints". When that is not reasonable or does not result in an acceptable outcome, the formal means to report concerns and complaints are listed below, by type or category. These include:

- **Academic and Student Services:** Concerns regarding academic appeals, academic integrity, student conduct codes of violation, student mental health or behavioral concerns, or other concerns
- **Accommodation-related Discrimination:** Discrimination or harassment related to approved accommodation(s) not being implemented
- **Discrimination or Harassment:** Harassment or unfair treatment related to being a member of a protected class

- **Sexual Misconduct, Harassment, or Violence:** Acts of sexual misconduct, harassment or violence involving students, employees or other University visitors
- **University Operations, Policies, or Standards:** Concerns related to employee violations of University policies or standards, safety, financial practices, employee behavior/conduct, or technology use
- **Contacting Minnesota State Chancellor’s Office**
- **Filing Concerns with the Higher Learning Commission**

Academic and Student Services

Type	How to Report	For more Information	Related Policy	Primary University Contact
Academic Appeal (grades, program and graduation requirements)	<a href="#">Academic Appeal/Request for Ombudsperson Assistance</a> (eForm)	<a href="#">File an academic appeal</a>	<a href="#">University Procedure 202</a>	University Ombudsperson, Gateway Student Services
Academic Integrity (cheating, plagiarism, and other academic dishonesty)	Students report breaches of academic integrity to an advisor, professor, dean, or the provost	<a href="#">Academic Integrity policies and procedures</a>	<a href="#">Academic Integrity Policy 2190</a> <a href="#">Academic Integrity Procedures 219</a>	Associate Provost for Student Success
Student Code of Conduct violation	<a href="#">Code of Conduct Incident Reporting Form</a> (eForm)	<a href="#">Student Code of Conduct</a>	<a href="#">University Policy 1020</a> – Student Conduct Code	Dean of Students
Student mental health or behavioral concerns	<a href="#">Concerning Behavior Referral Form</a> (eForm)	<a href="#">Student Counseling Services</a> is available for students seeking help for themselves.		<a href="#">Behavioral Intervention Team</a>
For immediate emergency, dial 911 or campus security.	After hours: Metro State CARES support line 651-793-1568			
Food for Thought Food Pantry	Submit with food pantry staff	<a href="#">Food for Thought food pantry</a>		Associate Provost for Student Success
Other student complaints and grievances outside of the	Gateway <a href="#">Ask Us!</a> (eForm) Select topic “Complaints”		<a href="#">University Policy 3030- Student Complaints</a>	Gateway and Associate Provost for Student Success

Type	How to Report	For more Information	Related Policy	Primary University Contact
types listed on this page			<a href="#">and Grievances</a>	

### **Accommodation-related Discrimination**

Complaint of approved accommodation(s) not being implemented

How to Report

[Discrimination/Harassment Complaint Form](#) (.PDF)

For more Information

[CAR Concerns and complaints](#)

[Nondiscrimination in employment and education](#)

Related Policy

[Metropolitan State University Policy 1010](#)

Primary University Contact

Chief Diversity Officer, Equal Employment and Diversity Office

### **Discrimination or Harassment**

Harassment or unfair treatment related to being a member of a protected class

How to Report

[Discrimination/Harassment Complaint Form](#) (.PDF)

For more Information

[Nondiscrimination in employment and education](#)

Related Policy

[Metropolitan State University Policy 1010](#)

Primary University Contact

Chief Diversity Officer, Equal Employment and Diversity Office

### **Sexual Misconduct, Harassment, or Violence**

Acts of sexual misconduct, harassment or violence involving students, employees or other University visitors

How to Report

[Report Form for Sexual Misconduct, Dating/Relationship Violence, Stalking](#) (eform)

For more Information

[Title IX](#)

Related Policy

[Minnesota State Board Policy 1.B.3](#)

Primary University Contact

Dean of Students, Student Affairs

### **University Operations, Policies, or Standards**

Concerns related to employee violations of University policies or standards, safety, financial practices, employee behavior/conduct, or technology use

How to Report

[EthicsPoint](#)

Provides option to submit anonymously, if desired.

For more Information

[EthicsPoint FAQs](#)

Related Policy

[Employee Code of Conduct](#)

[Fraudulent or other Dishonest Acts policy](#)

Primary University Contact

Chief Finance Officer, Finance and Operations

### **Filing Concerns with the Higher Learning Commission**

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

## **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.

## **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



## To report an incident of sexual violence or sex discrimination under Title IX:

- **File a report online:** Report sexual violence, sexual assault, dating or relationship violence stalking or other sexual misconduct. Reports may be submitted anonymously.
- **On campus**
  - **Josefina Landrieu**, Vice President of Equity and Inclusion, Title IX Coordinator  
651-793-1270  
[josefina.landrieu@metrostate.edu](mailto:josefina.landrieu@metrostate.edu)  
Founders Hall 315
  - **Maya Sullivan**, Dean of Students, Deputy Title IX Coordinator  
651-793-1508  
[maya.sullivan@metrostate.edu](mailto:maya.sullivan@metrostate.edu)  
Founders Hall 236
- **Off campus**
  - **Police:** Call 911
  - **[Regions Hospital Sexual Assault Nurse Examiners](#)**  
Ellen Johnson, RN, Program Supervisor  
640 Jackson Street, Saint Paul  
651-254-1611
  - **[Hennepin Healthcare Assault Response Team](#)**
  - **[Allina Health forensic nursing services](#)**

## Anonymous reporting

Should an individual choose to report an incident, they have the option to report anonymously. To make an anonymous report use the **[make a report](#)** (sexual misconduct, dating/relationship violence, stalking) link. This form is intended for use by students, employees, faculty, visitors or other concerned individuals to anonymously or informally report information related to incident(s) of sexual misconduct (sexual harassment, sexual assault, sexual exploitation), dating/relationship violence and/or stalking.

## Confidential resources

If you would like to speak to a confidential resource regarding instances of sexual violence you have experienced, or on behalf of a friend or loved one, trained advocates are available. These are individuals who are not legally mandated to report instances of sexual misconduct, harassment or violence. They can assist you in outlining all your options and rights, answer your questions, provide resources, and support you through the reporting process (should you choose to file a report). Additionally, individuals may report anonymously or use their name.

- Counseling Services: 651-793-1568, Founders Hall Room 221

## Formal complaint

If you believe you have experienced sexual misconduct, harassment, or violence and would like the university to formally investigate the situation, you may submit a formal complaint. These complaints can be student to student, employee to student, employee to employee, and non-students or non-employees.

Information about student(s) involved or investigation itself are confidential and protected under Family Educational Rights and Privacy Act (FERPA). However, information about instances of sexual misconduct must be shared among university staff whose are investigating the situation and responsibilities for rendering a decision.

If you file a formal complaint, the accused student(s) will know the identity of the person filing the report. Sexual misconduct is a serious offense and the respondent has the right to know the identity of the complainant/victim and respond to the allegations.

### **Investigatory process**

If you are accused of sexual misconduct, do not contact the victim. Cooperate with the individual that is conducting the investigation. Additionally, you may want to seek help from Counseling Services or a trusted advisor on campus.

As outlined in the MN State Procedures 1B.1.1 Subpart C., 9 provides information in regards to the timely completion of an investigatory process. The designated officer shall notify the complainant and respondent if the written response is not expected to be issued within the 60 day period. Part 8. Appeal. - Subpart A. Filing an appeal. Appeal Process: "The complainant or the respondent may appeal the decision of the decision maker. An appeal must be filed in writing with the president or designee within ten (10) business days after notification of the decision."

### **Required reporters**

Mandatory Reporters include campus security or other administrative officials who, as a result of their roles, have an obligation to report incidents of sexual violence. These individuals include but are not limited to, the Director of Public Safety, Director of Affirmative Action, Dean of Students, Student Conduct Officer, and College Deans. Federal law requires that formal reports to a mandatory reporter must be investigated.

Individuals who believe they have experienced sexual misconduct, harassment, or violence, can file a report with the Saint Paul Police or Minneapolis Police department simultaneously when reporting an incident to mandatory campus reporter or official. Metropolitan State University takes the issue of discrimination and harassment, including sexual harassment and assault very seriously. The university is committed to providing an environment free of discrimination and harassment. The University's non-discrimination and sexual harassment policy coincides with policies and procedures as outlined below by the Minnesota State system.

## **Nondiscrimination in employment and education**

At Metropolitan State University we believe that all of our students and employees deserve an environment that is safe, respectful, and supportive. Sexual harassment is prohibited, as is harassment on the basis of race, color, creed, religion, age, national origin, disability, marital status, status with regard to public assistance, sexual

orientation, gender identity, gender expression, and familial status. All employees and students are strongly encouraged to report incidents of sexual harassment.

Metropolitan State University is committed to eliminating sexual harassment in all of its forms, and will take action against any individual found responsible for such acts. Administration, faculty and staff are proactive in providing education, training programs and resources to promote awareness, prevent discrimination, harassment, and sexual violence. We also seek to inform employees and students about ways to file complaints.

For our employees, this includes mandatory online training courses relating to sexual harassment and violence prevention developed by Minnesota State for all system employees. In addition, Metropolitan State provides resources and workshops for employees during professional development days. All University Procedure #101 stipulates that all employees are required to complete training on Non-discrimination in Employment and Education including sexual harassment every two years. For new employees, this training is provided when entering the university system.

Additional information about course access to the Minnesota Code of Conduct inclusive of Non-discrimination in Employment and Education information will be sent from Human Resources in the coming weeks. We also expect supervisors and administrators to report incidents of harassment, assault or discrimination when they observe or have a reason to believe a violation of our policies has occurred. Those who serve as designated confidential resources are excluded from this requirement in order to protect the identity and information of persons seeking assistance.

Programs and resources for our students include a mandatory online training, new student orientation, campus and community events and workshops, posters around campus and online, and other informational resources. Institutional Policies and Procedures are located at <https://www.metrostate.edu/about/policies>

Procedures are in place at Metropolitan State University through which individuals may pursue complaints alleging sexual harassment or allegations of retaliation. Complainants are strongly encouraged to report incidents of sexual harassment.

**Complaint information, including reporting, may be found at <https://www.metrostate.edu/about/diversity/nondiscrimination>.**

To file a report in person concerning harassment, assault or any unsafe condition at Metropolitan State University, you have the following options:

- **On campus**  
**IF REPORTING AS A STUDENT**  
Maya Sullivan, Dean of Students, Title IX Coordinator,  
651-793-1508  
[maya.sullivan@metrostate.edu](mailto:maya.sullivan@metrostate.edu)  
Founders Hall 228

## IF REPORTING AS AN EMPLOYEE

Chief Human Resources Officer  
651-793-1278  
Founders Hall 317

## GENERAL/INITIAL

Jason Fellows, Campus Security Director of Public Safety, Clery  
Compliance Officer  
651-793-1725  
[jason.fellows@metrostate.edu](mailto:jason.fellows@metrostate.edu)  
Founders Hall 322

- Off campus  
Police: Call 911  
[Regions Hospital Sexual Assault Nurse Examiners](#)  
Ellen Johnson, RN, Program Supervisor  
640 Jackson Street, Saint Paul  
651-254-1611  
[Hennepin Healthcare Assault Response Team](#)  
[Allina Health forensic nursing services](#)
- Additional student resources:  
Counseling Services, Founders Hall 221, 651-793-1568,  
<https://www.metrostate.edu/students/support/counseling/mental-health-resources>  
  
LGBTQ and Women's Student Services Coordinator, Founders Hall 136,  
651-793-1544
- Additional employee resources:  
Employee Assistance Program (EAP) <https://mn.gov/mmb/segip/health-and-wellbeing/eap/eap-work-life.jsp>

If you have any questions about Metropolitan State University policies or procedures, please do not hesitate to contact [Metro-EOD@metrostate.edu](mailto:Metro-EOD@metrostate.edu) or 651-793-1271.

## **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](#).

## **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.

## 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.

### **What Does a Campus Security Authority Do?**

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.

### **What Shouldn't a Campus Security Authority Do?**

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 Role of a CSA**

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 victim's. 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.

### **Provide Reporting Materials**

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.

### **The Need for Timely Report Submission**

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.

## **University Admissions and Enrollment**

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

### **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.

## **Graduate admissions requirements for international students**

Parts one and two of the application can be found by going to your Graduate Studies program of interest and then to the corresponding "Applying to the Program" page.

International students also need to complete Part Three:

- Proof of English proficiency
- Financial statement
- Immunization records
- Passport, visa, I-94, international home address and phone numbers
- Checklist for Newly Admitted International Student

Submit the materials for Part 3 of your application to:

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

## **Graduate application deadlines**

International students must follow procedures required for all prospective students. However, due to longer processing time involved in evaluating international transcripts, applicants are required to submit applications by the following deadlines, unless otherwise specified by your program of interest.

For international transfer students, deadlines are:

- Fall semester: June 30
- Spring semester: November 15

For overseas students, deadlines are:

- Fall semester: May 1
- Spring semester: October 1

## **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 \$25,120. 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. \$25,120 plus the additional amount required for each dependent. For more information, see the International Student Admissions Application. Copies will not be accepted.

### **Immunization**

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.

### **Graduate transfer international 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).

### **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 international 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

#### **1. Apply for undergraduate admission**

[International Non-Degree Student Application Form pdf](#)

Complete this form and return it with your \$20 application fee. There is no formal admissions deadline.

#### **2. Submit your 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. Submit other necessary application materials**

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)

#### 4. **Learn about Metro State's International Student Services**

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**

## **Registration and Registrar's Office**

### **Transcripts, Diploma, and Credentials**

#### **Duplicate Diploma**

To request a duplicate diploma, complete the [Duplicate Diploma Request Form](#).

Note: Do NOT use this form to request your original diploma.

#### **Certified Electronic Credentials (CeDiploma/CeCertificate)**

##### **Credential retrieval**

You will receive an email with a link to download your credential when it is available from our partner, CeCredentialTrust. If you need to request a new download link, please use the CeCredential Trust site to [Resend the link](#).

Credentials may not be available for all conferral dates.

[Get additional information about the Certified Electronic Credential](#) and its features.

## **Security**

- Each CeDiploma and/or CeCertificate can be independently validated here by future employers, State Government Licensing Agencies and any other entity that wishes to validate your achievement.
- The document is digitally signed and encrypted, providing greater trust and acceptance.
- For security reasons, the electronic credential cannot be printed.

## **Request Transcripts**

**Note:** We are not affiliated with Metropolitan State College of Denver in Denver, Colorado. Please contact them directly for your transcript needs.

The Minnesota State system uses e-Transcript. This allows institutions to retrieve transcripts within the Minnesota State system without any action on your part, as long as you do not have any holds on your records (such as a balance owed). Transcript requests will not be processed if there is a financial hold on your account.

Regular transcripts

Metropolitan State University provides transcript ordering with credit card payment online through the [National Student Clearinghouse \(NSC\)](#).

- Paper transcript -- \$5.00 per copy
- e-Transcript -- \$6.75 per copy

You will need a major credit card and an email address to order a transcript online. The site will provide steps for you to place your order, including delivery options and fees. You may order as many transcripts as you like in a single session. A paperless consent form must be signed and submitted to NSC before orders are processed and credit cards are charged (there is a fee for this service).

To [track your transcript](#) order you will need to enter the transcript order number sent via email (be sure to include the email address used to place your order).

- Transcript Requests by Mail or In-Person \$8.00 per copy
- [Mail the Transcript Request form \(PDF\)](#)

Registrar's Office address:  
Records Office  
700 East Seventh Street  
Saint Paul, MN 55106-5000

## **Regular Transcript Release Time**

Within 3 - 5 business days of the university receiving an online transcript order or a Transcript Request Form your transcript(s) will be sent to the recipient(s) indicated via regular first class mail. Please allow for additional processing time when offices are closed. For dates, refer to the Academic Calendar.

### **Rush Transcripts**

Rush Transcript for Pick-Up - \$8.00 per copy + \$5.00 RUSH fee

Complete a Transcript Request Form to request a RUSH transcript.

RUSH Transcript Availability: RUSH transcript requests received by noon Monday through Friday will be available for pickup after noon the next business day.

Note: RUSH transcripts may not be possible if your last date of attendance was more than 10 years ago.

Rush Transcripts Delivered via Express Mail - \$8.00 per copy + \$15.00 delivery

Complete a Transcript Request Form to request an EXPRESS MAIL delivered transcript that will be delivered the next business day.

If you have changed addresses or phone number, or if you want to make a change in mailing information, follow the steps provided to update your personal information within Student Records

**Note:** Transcript requests will not be processed if there is a financial hold on your account.

### **Veteran Benefit Certification**

Submit the [Veterans Enrollment Certificate form](#) (PDF) prior to each enrollment term.

Contact [Metro State's Veteran Services office](#) for help or more information.

### **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.

## **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.

## **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 below:

- Orientation
- Placement Assessment
- Registration Window not open
- Class is full
- Academic Warning or Academic Probation
- Access Code (for no major declaration)
- Access Code
- Prerequisite is not met
- Not Enough Credits
- Unpaid balance

## **Enrollment in online courses for students outside Minnesota**

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 \(PDF\)](#)

## **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:

1. Log into Student eServices
2. Select "View / Modify Class Schedule"
3. From here, you can drop or withdraw from your course(s).
  - a. 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.
  - b. 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.

## **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**

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.

## **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.

## **Delivery method (type) of courses**

Metropolitan State offers a 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).

### **Courses with In-Person Instruction (listed under “delivery method” in eServices)**

The following courses will have in-person instruction, assuming pandemic conditions allow. Students and faculty who are meeting in-person will be required to maintain physical distancing and to wear face coverings.

- Hybrid: Courses of this type have a planned mix of in-person sessions and structured online learning. Look for the scheduled dates and times for in-person sessions and any scheduled online class sessions.
- Mostly Online: Courses of this type have a planned mix of in-person sessions, proctored exams, and structured online learning. Look for the scheduled dates and times for in-person sessions and scheduled online class sessions.
- Hyflex: Courses of this type will have a day, time, and classroom assigned. The faculty member will offer in-person sessions to students who choose to be in-person. The class sessions will also be broadcast via Zoom for students who prefer to engage online.

### **Courses that are Completely Online or Remote (listed under “delivery method” in eServices)**

The following course types are delivered using only online instruction. Students will need access to a computer and internet to successfully complete these courses. In addition, if the course includes proctored exams, students will need access to a computer with a web camera. Read the course notes in eServices carefully.

- Completely Online—Synchronous: Courses of this type will consist of only online learning activities. Look for the scheduled dates and times for the online class sessions.
- Completely Online—Asynchronous: Courses of this type will consist of only online learning activities without any required, scheduled class sessions.



## **Online courses**

Online learning enables you to take courses over the Internet. At Metropolitan State University, we understand that a majority of our students are adult learners with full-time jobs and busy lives. Therefore, we are committed to making the learning process convenient and readily accessible to our students.

Online courses at Metropolitan State University have the same rigor and expectations as classroom courses. You are expected to meet course requirements by submitting assignments, conducting research, taking tests, participating in class discussions, and writing papers. The only difference is that instead of sitting in a face-to-face classroom, all these activities are performed online and may be accomplished in different locations and at different times as long as course deadlines are met.

### **Is online learning right for me?**

Online learning requires students to make the extra effort to learn independently, interact with instructors and students at a distance, and be responsible for their own learning. Online students must be self-motivated, have good written communication skills, have access to a computer with an internet connection, and possess proficiency with software applications.

In face-to-face courses students see the instructor and other students in a class setting, but in online learning, this connection is achieved primarily through words and the expression of ideas.

To help you assess your own readiness, try this online education quiz. Take the time to reflect on whether or not this type of learning is the right fit for you. The quiz is strictly for self-assessment. Your answers will not affect your admission to an online course.

### **Who can take online courses?**

All currently enrolled students can register for online courses, subject to availability. Not all programs offer online classes and, in most cases, online courses fill faster than face-to-face courses.

Fully online programs are available to all Minnesota residents and residents of states who have entered into a reciprocity agreement with the National Council for State Authorization Reciprocity Agreements (NC-SARA). The reciprocity agreements are intended to make it easier for students to take online courses offered by postsecondary institutions based in another state.

### **International Students**

Metropolitan State University also benefits from the enrollment and participation of international students. In 2016, students accessed Metropolitan State's online learning management system from 78 countries. International students who demonstrate good academic standing can apply for a non-resident tuition scholarship.

## 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.

# **Academic Success**

## **Academic Services and Support**

### **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.

### **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.

### **Center for Academic Excellence**

Our tutoring mission: to help students learn. We strive to role-model resourcefulness, active learning, and collaborative problem-solving, such that students build self-confidence and efficacy as independent life-long learners. Our professional and peer tutors help students navigate conceptual difficulties and develop study skills. Our tutors are devoted to helping currently-enrolled students achieve their academic goals in one-to-one and small group tutorials.

### **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.

### **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.

### **Declare or change a program**

To change or declare an undergraduate major, minor or certificate program, fill out the [Undergraduate Program Change or Declaration eForm](#)

### **How to declare a program**

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

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

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

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

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

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

### **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](#).

### **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.

### **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**

Metro State University's internship program is designed to assist students and sites in developing practical, challenging, and flexible opportunities in experiential learning that meet personal and professional goals while also gaining academic credit in their field of study. It is designed for maximum flexibility so that internships are meaningful for the student and of benefit to the participating businesses or organizations.

### **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
- Group
- Program specific

### **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](#).

## **Library**

The university's hub for information, research help, study rooms, and more.

## **Placement assessment**

### **Minnesota State guidelines for course placement through June 30, 2023**

The Metro State placement assessment office is enrolled in the Minnesota State Multiple Measures Course Placement Pilot Program through June 30th 2023.

The placement office continues to use students' ACT, SAT, MCA (within 5 years), high school GPA (within 10 years), and Accuplacer scores (within 3 years), as well as prior completed coursework to place students into the appropriate level of courses at Metropolitan State University. An additional option is guided student self-placement, which requires consultation with an advisor prior to registration.

Contact [Placement.Assessment@metrostate.edu](mailto:Placement.Assessment@metrostate.edu) with your name and tech ID if you have any questions. Your academic advisor is the best direct resource person for you. If you don't have an assigned academic advisor yet, contact the Placement Office for directions.

### **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?**

For students who are not placed automatically using prior coursework, high school GPA (within ten years), MCA, SAT, or SAT scores, a placement exam may be necessary.

Incoming students, including transfer and readmitted students, have potential transfer credits evaluated through 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 or speak to your advisor about guided self-placement.

### **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.

### **Appeals Process**

For students who believe they should be placed in a course higher than indicated by the Placement & Testing Center and for a course higher than entry-level college math or writing/reading, please follow this process:

1. Student downloads and completes the [Placement Recommendation Appeals Form](#). This form requires the student to provide a written rationale for the appeal.
2. Student submits the completed form to appeal form back to the Placement & Testing Center at [placement.assessment@metrostate.edu](mailto:placement.assessment@metrostate.edu).
3. Placement & Testing Center forwards appeals form AND student's placement data to appropriate department chair (math or reading/writing).
4. Department chair follows up with the student and makes a decision about whether to override recommended placement.

## **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 d

## **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.html](http://www.minnstate.edu/online/computerreqs.html)] page.



# **Student Services and Support**

## **Basic needs, services, and support**

### **Connecting with Metro State and community resources**

Metro State University is committed to supporting the educational goals of its students and community. We are here to help you navigate the challenges and connect you with the support you need, whether in or out of the classroom.

You don't have to do this alone. For help with navigating resources [connect with a coordinator](#). For information not covered in this grid, the resource center maintains a running document of helpful information that includes food, housing, emergency assistance, utilities, parenting information, etc. This document is updated weekly and can be accessed [here](#). Questions? Reach out to basic needs point of contact, Student Parent and Resource Coordinator LaShawnda Ford (she/her/hers), at 651.793.1509 or [lashawnda.ford@metrostate.edu](mailto:lashawnda.ford@metrostate.edu).

Looking for advising, tutoring or other academic support? [Browse academic success services instead](#).

### **211 Basic Needs Resource Hub**

Metropolitan State University and Minnesota State have partnered with United Way 211 to establish a statewide basic needs resource hub. The basic needs resource hub provides Metro State students access to basic needs resources and support available on campus and in the community via phone, text, or chat 24 hours a day and 7 days a week.

[United Way 211](#) provides **free and confidential** health and human services information. They are available 24 hours a day, seven days a week to connect you with the resources and information you need. If you're looking for information about services available in your community for you or a loved one, they can help.

Text **MNHELP** to 898.211(TXT211) or call 211 (toll free at 1.800.543.7709) to speak with one of their highly trained information and referral specialists. Your call is completely confidential, and they have call menus in English, Spanish, and Hmong. Interpreters are also available for any language.

[Visit the 211 website](#) to learn more or to explore resources and support that may be available.

### **Basic needs, services, and support resources**

- Childcare
- Community health
- Emergency grant
- Food support
- Housing support
- Mental health and wellness

- Transportation services
- Utilities , technology, and internet access

## **Community**

### **African and African American Support Services**

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

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

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

### **Programs and services**

- Academic advising
- Advocacy
- Community connections
- Cultural programming
- Leadership
- Referrals
- Scholarships

### **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.

## **Programs and services**

- Academic success
- Cultural competence
- Community connections
- Family involvement
- Scholarships
- Campus resources
- American Indian Advisory Committee (AIAC)

## **Asian American Student Services**

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

### **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.

## **Programs and services**

- Academic advising
- Advocacy
- Community involvement
- Cultural counseling
- Cultural programming
- Leadership development
- Work study prospects
- Asian-American community resources

## **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.

### **Programs and 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
- Scholarships

### **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.

### **Programs and services**

- 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
- The Lavender Bridge
- Ally development program
- LGBTQ+ listserv
- LGBTQ+ and Allies Student Scholarship Fund

## **Veterans and Military Student Services**

Metropolitan State University welcomes its veteran and military students and appreciates their service. We are honored to assist veterans, active and reserve military, and their dependents and families throughout their academic journey, and are a proud Beyond the Yellow Ribbon institution.

### **What does the Veterans and Military Student Services Department do?**

The Veterans and Military Student Services Department exists to help ensure that your benefits are accessed and used properly while attending Metropolitan State. We pave the way for a successful transition into a higher education environment by connecting you with the resources and support needed to make your 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
- [Veterans resource referral](#)
- Metropolitan State Beyond the Yellow Ribbon

## **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.

## **Life on and off Campus**

### **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.

### **Programs and services**

- Self-assessment screenings and educational programs
- Educational and treatment programs

### **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:

### **Programs and services**

- [Handshake](#)
- [Focus 2](#)
- [What Can I Do With This Major?](#)
- [Candid Career](#)
- [Metropolitan State University Career Center](#) LinkedIn group

### **Collegiate Recovery Program**

#### **Mission**

Metropolitan State University's Collegiate Recovery Program provides support and resources for students who have challenges with substance use or other behavioral addictions. We also support students working toward long-term recovery to increase overall well-being and meet educational, professional and personal goals.

#### **Goals**

- Provide a safe and supportive community to students who are in all stages of recovery.
- Reduce health disparities in addiction within marginalized communities and provide support for Metropolitan State University students from those communities.

- Connect students in recovery with supporting resources and community connections.
- Make a positive impact on student learning objectives, educational outcomes and goals, and professional aspirations.
- Foster student-centered recovery through physical, mental, social and spiritual wellbeing through culturally responsive services.
- Educate and build better awareness about substance use and addiction that promotes healing and long-term recovery.

#### Programs and services

- **Recovery Related Resources**
- Become a member of CRP/request more information

#### **Counseling, health and wellness**

At Metropolitan State Counseling Services, based in St. Paul, MN, we provide short-term, goal-orientated, culturally responsive mental health services to current undergraduate and graduate Metro State students.

We offer a variety of counseling services to support student mental health, including individual therapy, psychoeducational workshops, outreach programming, 24/7 crisis phone counseling, telepsychiatry services, psychological assessment, and case management services.

Counseling services are provided both in-person and by telehealth.

All new clients begin with a **one-hour** Initial Consultation Appointment, via telehealth, with a counselor for an assessment to decide next steps for services. If it is our recommendation that you need services beyond what we can provide, we will assist you with a referral to an appropriate off-campus health, mental health, or human services provider.

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

The Food for Thought Food Pantry, Resource Center, and our community partner, Good in the 'Hood are committed to being responsive to student needs during the COVID-19 pandemic. Our services are offered in person and remotely.

The Food for Thought Pantry is made possible through a collaboration with our community partner [Good in the 'Hood](#). The pantry supports Metro State students and their families with access to food and resources.

#### **Programs and services**

- Stop in hours
- Free meals
- Food pick-up appointments
- Resource Center
- Become a Member
- Additional resources
  - The Supplemental Nutrition Assistance Program (SNAP)

## **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

## **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.

## **Programs and services**

- Mamava lactation pods
- Lactation rooms
- Off-campus resources

## **Student Parent and Resource 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 is open for in-person use on Tuesdays and Thursdays from 9:30 am – 4:30 pm. This space is reserved for student parents and their children. Due to the ongoing pandemic, we are able to accommodate up to 1 student parent and 2 children at a time.



Alternative child friendly spaces on campus will be available during and outside of the Parent Center hours of operation. To inquire about child friendly spaces on campus, please email us.

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

- Information regarding childcare services and funding
- Support and resources for pregnant and or expecting 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 for on and off campus for parents
- Lactation room location, breast pumps, and usage information
- Student parent supportive programming such as back to school supplies and holiday gift giving
- And more.

### **TeleHealth Services**

OnCare, the telehealth platform previously utilized by Metropolitan State University, is no longer in service. The Counseling, Health and Wellness Department is undergoing the process of identifying and establishing a contract with a new telehealth vendor to serve our students.

In the interim, Counseling, Health and Wellness staff members are providing health coaching and case management services for Metropolitan State University students on an individual basis. Staff can help students by facilitating referrals, connecting them with local resources, and meeting one-on-one as appropriate.

For individualized health and wellness support, please contact [Rachael Mills](#), Coordinator of Health and Wellness to set up a meeting (via phone or Zoom).

*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.*

## **University Services**

### **Bookstore**

Here's where you can get books, supplies, electronics, university swag, and snacks

### **Gateway**

Your first stop for questions and services. Gateway can help you with:

- Financial aid
- Financial aid disbursement and BankMobile

- Registration for new student orientation
- Troubleshooting eServices and online registration
- Bus passes
- Paying university bills (cashier services on the Saint Paul campus only)
- Ordering transcripts
- Accessing student records
- ...and much more

## **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
- By mail
- By email
- Replacement IDs

## **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.

## **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.

## **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.

# **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).

### **Get involved**

There are many ways that undergraduate and graduate students can get involved on campus. Student development theory and practice states that if students are able to get involved in co-curricular activities on-campus, they are more likely to thrive academically and feel increased sense of belonging. Student Life and Leadership Development (SLLD) believes that levels of involvement for students can be different based on their availability, interests, and skills they wish to develop. Whether the involvement is 15 minutes a week or 5 hours, SLLD believes that there is a way for every student to get involved at Metropolitan State University.

[Engage](#) is an online platform where students can browse the list of current student organizations, events, and access pertinent files such as bylaws and budget policies. SLLD uses this to communicate updates and involvement opportunities with student leaders, so be sure to sign up for your account using your Metropolitan State University Star ID today!

For more information about getting involved on campus, contact: [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:

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.

### **Working at Student Life and Leadership Development**

Undergraduate and graduate students can apply to work at Student Life and Leadership Development (SLLD). Students can serve as Student Center workers, Orientation and Commencement workers, or University Activity Board Coordinators. To learn more about opportunities to work at SLLD, visit the [Student Employment page](#).

SLLD is a fast-paced, student-centered department on campus that is dedicated to helping students develop as student leaders and professionals. From event planning, customer relations, facilitating dialogues, or serving on committees or working groups, student staff members are able to find ways to apply their academic skills to co-curricular involvements. SLLD recruits student staff members each academic year, and enthusiastically provides supervision, coaching, advising, and mentorship that allows students to grow into professionals that are prepared for employment post-graduation.

To be eligible for employment at SLLD, the ideal candidate should:

- Have and will maintain at least a 2.50 GPA;
- Have previous student leadership and event-planning experience, preferably at Metro State;
- Is aware of the extracurricular interests of Metro students and has innovative, practical ideas for events/activities that address those interests;
- Shares Metro's commitment to diversity and inclusion;
- Is able to work effectively both as a member of a team and independently;
- Is self-motivated, timely, communicative, and reliable;
- Is able to meet on-going deadlines and can manage multiple projects and tasks simultaneously;
- Is able to appropriately hold peers accountable to expectations and the student code of conduct, and has no recent code of conduct violations;
- Is able to attend all SLLD staff meetings, trainings/retreats, and events;
- Is organized and detail-oriented; and,
- Is fluent in D2L, Microsoft Word, Excel, email, google applications, and Social Media.

For more information about employment opportunities at SLLD, contact: [student.life@metrostate.edu](mailto:student.life@metrostate.edu).

### **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 and Fees**

#### **Tuition for Fall 2022, Spring 2023 and Summer 2023**

All tuition is subject to change by the Minnesota State Board.

#### **General rates**

	Undergraduate	Graduate
Per credit Tuition	\$285.70	\$491.39
Fees	\$37.30	\$37.30

#### **Specialty rates**

	Undergraduate	Graduate
Tuition Per Credit		
Student-designed independent studies	\$179.24	\$328.84
Natural sciences	\$293.98	N/A

Tuition Per Credit	Undergraduate	Graduate
Nursing courses (BS and MSN)	\$358.08	\$615.65
Dental Hygiene (BSDH)	\$358.08	N/A
Dental Hygiene (MS in Advanced Dental Therapy/Oral Health Care Practitioner)	N/A	\$1,729.15

### **Specialty program rates**

Program	Combined tuition and fees
Doctoral Nursing courses (includes fees)	\$1,173.22
Doctoral DBA courses (includes fees)	\$1,216.30
Law Enforcement Skills courses (including fees)	\$578.71

### **Tuition for senior citizens**

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.

### **Fall 2021 student fee relief: \$20.50 per credit**

Note that all of the fees will post to your student account and an award will be applied after the distribution of aid for the fall term.

- **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

**Tuition payment deadlines**

<b>Semester</b>		<b>Tuition due date</b>
Fall 2022	Full Term	Aug. 2, 2022
Spring 2023	Full term	Jan. 5, 2023
<b>Semester</b>		<b>Tuition due date</b>
Fall 2022	Full Term	Aug. 2, 2022
Spring 2023	Full term	Jan. 5, 2023

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.

## **Billing and Payments**

### **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.
  - a. [Third Party Authorization for Payment \(PDF\)](#)
2. Carefully read and fill out all fields in the form. You must supply the student ID.
3. Send the form one of the following ways:
  - a. Fax the form to 651-793-1877  
OR
  - b. Email to [Accounts.Receivable@MetroState.edu](mailto:Accounts.Receivable@MetroState.edu)  
OR
  - c. 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® 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>*

### **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**

Students from North Dakota, South Dakota and Wisconsin no longer need to apply for reciprocity with Metropolitan State University as, effective Fall 2021, all students will be assessed the 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 an 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, 2022-23

Estimated cost of attendance budgets for the 2022–23 academic year.

Undergraduate students	Minnesota residents
Tuition and fees (based on 15 credits per term for a two-term academic year)	\$9,684
Books and supplies	\$1,500
Living allowance	\$11,644
Personal expenses	\$7,078
Transportation	\$4,110
Total	\$34,016
Graduate students	Minnesota residents
Tuition and fees (based on 8 credits per term for a two-term academic year)	\$8,456
Books and supplies	\$1,500
Living allowance	\$11,644
Personal expenses	\$7,078
Transportation	\$4,110
Total	\$32,788

## 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](#)

## 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.

## **Useful aid resources**

There is a wealth of information available to students on the internet. Listed below are web pages containing financial aid information for college students.

### **General financial aid information**

- Free application for [Federal Student Aid \(FAFSA\)](#)
- [Financial Aid for Students](#) contains information about financial aid programs. It includes the student guide, guide to defaulted loans, FAFSA on the web, Title IV school code list and more.
- [Financial Aid Information Page](#) will help students with estimated family contribution estimation, a college cost projector, an educational savings plan designer and much more.

### **For undocumented students**

The Minnesota Office of Higher Education website links explain what kind of aid is available for undocumented students and outline what is needed to apply for the various programs and/or scholarships.

- [Undocumented Students Resources](#)
- [Minnesota Dream Act](#)

### **Financial literacy**

- [GradReady](#) will guide students into successful repayment of student loans and has an interactive way to budget and plan for life expenses.

- [GPS LifePlan](#) - Feel like you need a little more direction? Ready to set a course and map your route to success? Looking for resources and information to help you get on track or stay on track? The GPS LifePlan can help you do all this and more.
- [Money Management for Students](#) - provides useful information for college students regarding money management and budgeting.

### **Student Loan Links**

- [Loan Locator](#) - Locate the names of lenders and guarantee agencies holding your student loans. You need your Department of Education PIN to access loan information.
- [Direct Loan Counseling and Master Promissory Note](#) - Complete your direct loan master promissory note, loan entrance counseling and exit counseling— all required for loans.

### **For Native American students**

- [Financial Aid for Native American Students](#) - Information about financial aid for Native American students, including eligibility requirements and contact information.
- [Minnesota Indian Scholarship Program](#)
- [American Indian College Fund](#)
- [Federal Bureau of Indian Affairs](#)
- [Indian Health Service Scholarship Programs](#)

### **Minnesota tribal education and scholarship offices**

- Bois Forte/Nett Lake: 800-221-8129
- Fond du Lac: 800-365-1613 or fax 218-879-7529
- Grand Portage: 218-475-0121 or fax 218-475-2284
- Leech Lake: 800-711-0443
- Lower Sioux: 507-697-6185
- Mille Lacs: 800-532-9059 or fax 320-532-4745
- Prairie Island: 651-835-2554
- Red Lake: 218-679-3350 or fax 218-679-3367
- Shakopee Sioux: 952-496-6137
- Upper Sioux: 320-564-2360
- White Earth: 800-950-3248

### **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.
  - a. [Third Party Authorization for Payment \(PDF\)](#)
  - b. [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.

### **Returns Policy**

Items returned to the bookstore **before** the Bookstore Credit Program ends will be reflected on the student's account. Items returned to the bookstore **after** the Bookstore Credit Program ends will be refunded in cash for in-person returns or via a gift card if returned by mail. There will be no exceptions. Note: the gift card can only be used at the college bookstore, Barnes & Noble, or on their website. Returns of books and supplies bought using a Third Party voucher will be credited to the Third Party agency.

## **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 for Financial Aid**

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.

# How to Apply for Financial Aid

## 1. Complete the FAFSA online

The FAFSA can be completed on the [Student Aid website](#). MN Dream Act should be completed on the [MN Office of Higher Education website](#).

Metropolitan State University's Federal School Code is 010374. Aid applications are completed in the fall for the following fall enrollment and cover fall, spring, and summer terms. For example, the FAFSA for 2022–2023 is available beginning in October 2021 for enrollment in Fall 2022, Spring 2023, and Summer 2023.

## 2. Apply for admission

Only students fully admitted are eligible for aid. Please be sure to apply early. Please check the [academic calendar](#) for application deadline dates.

## 3. What to expect next

After the university received the results of the FAFSA application, students will receive either a Financial Aid Award Notification via their student email or a request for additional information from the Financial Aid Office. Complete and return any documents requested. Login to Student [eServices](#) to view the status of the application or the official Award Notice.

## 4. Accept federal direct loan awards

If the Financial Aid Award Notice includes Federal Direct Loans, students submit the online Loan Acceptance within [eServices](#), complete the Master Promissory Note (MPN) once every ten years, and Entrance Counseling to receive the funding

## 5. Financial aid disbursement and refunds or overages

Financial aid is disbursed beginning approximately the 17th day of each semester based on enrolled credits and are credited to the account created for you by the university's Financial Management Office. Students are required to begin attendance in all courses before financial aid will disburse. Financial aid that is over and above the student's tuition, fees and bookstore charge (if applicable) is refunded according to the student's preference utilizing the BankMobile disbursement system. [Gateway Student Services](#) is available to answer questions about disbursement or refunds of excess aid.

## 6. Check your financial aid status

Students can follow their application status, award notice and disbursement using [eServices](#)

## 7. If your financial aid situation changes

If your financial situation has changed since the tax year used on the FAFSA, or if you have other unique circumstances that the EFC formula does not consider, you may request that Metropolitan State re-evaluate your financial aid. If you provide documentation of your [special circumstances](#) to the Financial Aid Office, a financial

aid officer may make adjustments to the data you submitted on the FAFSA. In some cases, adjusting data will increase your financial aid.

## **Financial Aid Award Notices**

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 to the student's selected refund preference.

If you have questions about BankMobile or disbursement of financial aid, [contact Gateway Student Services](#).

[Metropolitan State Client Contract and Profile with Customer Bank](#).

### **Selecting your refund preference through BankMobile**

Metropolitan State uses BankMobile to disburse any refund money students may have. To select your fund disbursement preferences with BankMobile, visit <http://bankmobiledisbursements.com/refundchoices/>.

### **Request a check**

If you do not select a refund preference through BankMobile, 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.

### **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.

## **11.3 Quantitative Measure (also called Pace)**

- Students must maintain a minimum Cumulative Completion Rate of 67% or better.
- Students may receive financial aid for no more than 150% of the number of credits required to earn the degree being sought.

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.

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)

## **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 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.

# **Graduate Programs**

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

### **Advocacy and Political Leadership MAPL**

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

#### **Program eligibility requirements**

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

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

#### **Program requirements**

##### **Orientation**

At the beginning of their first semester new students should plan to attend an orientation that will introduce them to other students, alumni, and faculty as well as provide important information to navigate University systems and succeed in their graduate studies.

##### **Transfer Credits**

Once admitted, students may transfer up to 8 graduate level credits into the MAPL program. This coursework must be relevant to their degree and career plans and have not been already used in the pursuit of a different degree. Coursework used for certificates are eligible for transfer. Courses are accepted in transfer upon the approval of a Graduate Program Director.

##### **Academic Standing**

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

Students that do not remain in satisfactory academic standing must meet with their advisor. Students may repeat courses if they receive a grade below a C. Only the

higher grade (if the course is repeated once) or highest grade (if the course is repeated twice) is used in computing the grade point average.

### **To Maintain Satisfactory Academic Standing**

Full policies on how to progress through and succeed in the MAPL program are available on the program D2L site.

### **Course requirements** **Requirements (40 credits)**

#### **Core (16 credits)**

Required for all MAPL degrees

#### **First Semester**

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

#### **Second Semester**

- MAPL 611 Political and Advocacy Leadership (4 credits)

#### **Third Semester**

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

#### **Fourth Semester**

- MAPL 613 Policy Evaluation (4 credits)

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

Required for MAPL degrees.

- MAPL 652 Advocacy, Policy Research, and Organizing Capstone (4 credits)

#### **Electives (20 credits)**

Students must take 20 credits of electives. Some of these are two credit electives and some are four credits. Students can focus on a concentration in non-profit or public sector advocacy or labor organizing or they can design their own path through the electives. Students can take up to 8 credits from other relevant graduate level courses at Metropolitan State University upon approval by a faculty advisor.

- MAPL 620 Nonprofits as Agents of Democracy (4 credits)

- MAPL 621 Advocacy, Organizing and Lobbying in the Nonprofit Sector (4 credits)
- MAPL 625 Fundraising for Nonprofits and Advocacy (4 credits)
- MAPL 630 Labor Organizing (4 credits)
- MAPL 631 Labor and the Political Economy (4 credits)
- MAPL 640 Advocacy in the Public Sector: Service in the Elective Branch (4 credits)
- MAPL 641 Advocacy in the Public Sector: Service in the Executive Branch (4 credits)
- MAPL 660 The Impact of Art on Social Change Movements (4 credits)
- MAPL 661 Ethics in Policy, Politics and Advocacy (4 credits)
- MAPL 662 The Legal System and Public Policy (4 credits)
- MAPL 663 Campaigns and Elections (4 credits)
- MAPL 664 Sustainable Development Policy and Advocacy (4 credits)
- MAPL 667 Organizing and Advocacy in the Digital Age (4 credits)
- MAPL 668 Topics in Advocacy (1-4 credits)
- MAPL 671 Public Interest Negotiation (4 credits)

**Advocacy in the Nonprofit Sector concentration (8 credits)**

Students who want to do this concentration must take MAPL 620 and MAPL 621.

**Labor Organizing and Leadership concentration (8 credits)**

Students who want to do this concentration must take MAPL 630 and MAPL 631.

**Advocacy in the Public Sector concentration (8 credits)**

Students who want to do this concentration must take MAPL 640 and MAPL 641.

**Alcohol and Drug Recovery Counseling MS**

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

**[Sign up to learn more at one of our virtual information sessions.](#)**

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

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

## **Enrolling in this program**

### **Program eligibility requirements**

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

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

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

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

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

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

### **Program requirements**

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

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

## **Academic Standing**

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

A letter grade of C+ or below in any course results in being placed on academic probation. A letter grade of C+ or below in two courses requires consultation with the program director and academic advisor and may result in dismissal from the

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

### **Time to Completion**

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

#### Contact Information

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

### **Student licensure**

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

### **Course requirements**

#### **Requirements (48 credits)**

##### **Foundation (11 credits)**

- HSCD 580G Introduction to Counseling (1 credits)
- HSCD 590G Introduction to Substance Use and Co-occurring Disorders (1 credits)
- HSCD 600 Foundations, Models and Evidence-Based Practices (2 credits)
- HSCD 601 Cognitive Behavioral and Trauma-Informed Strategies (3 credits)
- HSCD 602 Advanced Motivational Interviewing: Practice and Supervision (2 credits)
- HSCD 650 Evaluation and Utilization of Research (2 credits)

##### **Core (29 credits)**

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



### **Research application (4 credits)**

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

Following HSCD 651, students complete two credits of Student-Designed Independent Study over two semesters to complete their Master's Projects.

### **Clinical application (4 credits)**

- HSCD 685 Practicum (1-2 credits)

### **Electives**

- HSCD 612 Family Counseling (3 credits)
- HSCD 613 Career Development Theory and Practice (2 credits)
- PSYC 618 Program Evaluation (4 credits)

## **Co-occurring Disorders Recovery Counseling MS**

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

### **[Sign up to learn more at one of our virtual information sessions.](#)**

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

### **Enrolling in this program**

#### **Program eligibility requirements**

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

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

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

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

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

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

### **Program requirements**

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

### **Academic Standing**

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

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

### **Time to Completion**

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

## **Contact Information**

After reviewing the information provided on the website, if you have specific questions regarding the MS in Co-occurring Disorders Recovery Counseling, you may email [धारशनी.गुणतिलेके@मेट्रोस्टेट.एडु](mailto:धारशनी.गुणतिलेके@मेट्रोस्टेट.एडु). General questions about the application process can be directed to [graduate.studies@metrostate.edu](mailto:graduate.studies@metrostate.edu).

## **Student licensure**

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

## **Course requirements**

### **Requirements (60 credits)**

#### **Foundation (16 credits)**

- HSCD 580G Introduction to Counseling (1 credits)
- HSCD 590G Introduction to Substance Use and Co-occurring Disorders (1 credits)
- HSCD 600 Foundations, Models and Evidence-Based Practices (2 credits)
- HSCD 601 Cognitive Behavioral and Trauma-Informed Strategies (3 credits)
- HSCD 602 Advanced Motivational Interviewing: Practice and Supervision (2 credits)
- HSCD 603 Ethics and Professional Practice (2 credits)
- HSCD 611 Culturally Responsive and Anti-Oppressive Practice (3 credits)
- HSCD 650 Evaluation and Utilization of Research (2 credits)

#### **Other core curricula (36 credits)**

- HSCD 610 Evidence-Based Group Counseling (3 credits)
- HSCD 612 Family Counseling (3 credits)
- HSCD 613 Career Development Theory and Practice (2 credits)
- HSCD 620 Psychopharmacology (3 credits)
- HSCD 630 Integrated Care: Screening and Assessment (3 credits)
- HSCD 631 Integrated Care: Treatment and Recovery Planning (2 credits)
- HSCD 632 Integrated Care: Harm Reduction and Case Management (3 credits)
- HSCD 635 Integrated Care: Advanced Practice (4 credits)
- HSCD 640 Clinical Supervision (3 credits)
- PSYC 611 Advanced Lifespan Developmental Psychology (3 credits)
- PSYC 618 Program Evaluation (4 credits)
- PSYC 648 Psychopathology (3 credits)

#### **Research experience (4 credits)**

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

Following HSCD 651, students complete two credits of Student-Designed Independent Study over two semesters to complete their Master's Projects.

### **Field experience (4 credits)**

- HSCD 685 Practicum (1-2 credits)

### **Criminal Justice MS**

**Program note:** The Master of Science in Criminal Justice is not accepting applications at this time, instead we offer a 12 credit Focus Area of Study in Criminal Justice.

While we presently do not offer our full Master of Science in Criminal Justice degree, the need to understand the criminal justice system, and how to transform it, has never been greater. The School of Law Enforcement and Criminal Justice now offers a 12 credit Focus Area of Study in Criminal Justice as part of the [Master of Arts and Master of Science degrees in Individualized Studies](#).

Our graduate focus area in criminal justice is taught by our award-winning SLC resident faculty and comprises the following coursework:

- CJS 625 Justice Transformation and Community Healing (4 credits). *Offered fall semester*
- CJS 615 Program and Policy Evaluation in the Criminal Justice System (2 credits) AND CJS 620 Reducing Crime: What Works, What Doesn't, What's Promising? (2 credits). *Offered spring semester*
- CJS 645 Leadership and Innovation in Criminal Justice (4 credits). *Offered summer semester*

Students may also take CJS 660I Student Designed Independent Study to examine other criminal justice related topics.

These courses can be taken in any order and are open to any Metro State graduate student as approved graduate elective credits.

Students in [Public and Nonprofit Leadership programs](#) (e.g., MAPL, MNLM, MPA, MPNA) may be especially interested in these courses because they provide a unique opportunity to sample the criminal justice curriculum on your own terms. Explore timely and topical issues related to public safety policy, such as whether communities can reduce violence and ensure the health and security of their residents without depending on police.

Students will demonstrate and improve critical thinking, communication, and leadership skills as they learn what works to reduce crime and achieve justice.

## **Enrolling in this program**

### **Program eligibility requirements**

Our Criminal Justice MS is presently not accepting applications. However, graduate-level classes in criminal justice are open to all graduate students at Metro State University. Students in [Public and Nonprofit Leadership](#) programs may be especially interested in these courses, but before registering, please check with your advisor to ensure that courses will qualify for directive elective credit.

Students wishing to complete the full 12-credit Focus Area of Study in Criminal Justice must be enrolled in either the Master of Arts (MA) or Master of Science (MS) in Individualized Studies. Questions about those programs should be directed to the [College of Individualized Studies'](#) Graduate Program Co-directors, Dr. Richard Bohannon ([richard.bohannon@metrostate.edu](mailto:richard.bohannon@metrostate.edu)) or Dr. Gemma Puntì ([gemma.punti@metrostate.edu](mailto:gemma.punti@metrostate.edu)).

### **Program requirements**

To learn more about graduate education in the [School of Law Enforcement and Criminal Justice](#), please contact Dr. Raj Sethuraju at [raj.sethuraju@metrostate.edu](mailto:raj.sethuraju@metrostate.edu).

### **Course requirements**

#### **Focus Area of Study in Criminal Justice (12 credits)**

Offered as part of the Master of Arts (MA) and Master of Science (MS) degrees in Individualized Studies.

- CJS 615 Program and Policy Evaluation in the Criminal Justice System (2 credits)
- CJS 620 Reducing Crime: What Works, What Doesn't, What's Promising? (2 credits)
- CJS 625 Justice Transformation and Community Healing (4 credits)
- CJS 645 Leadership and Innovation in Criminal Justice (4 credits)
- CJS 660I CJS 660I Student Designed Ind Study (1-5 credits)

#### **Criminal Justice MS (32 credits)**

Presently not accepting applications.

#### **Core (20 credits)**

- CJS 600 Introduction to Graduate Studies in Criminal Justice (2 credits)
- CJS 610 Applied Research Methods in Criminal Justice (4 credits)
- CJS 615 Program and Policy Evaluation in the Criminal Justice System (2 credits)

- CJS 620 Reducing Crime: What Works, What Doesn't, What's Promising? (2 credits)
- CJS 645 Leadership and Innovation in Criminal Justice (4 credits)
- CJS 680 Praxis Seminar I (4 credits)
- CJS 690 Praxis Seminar II (2 credits)

#### Directed Electives (12 credits)

- CJS 635 Management within the Criminal Justice System (4 credits)
- CJS 640 Managing Human Resources in Criminal Justice (4 credits)
- CJS 665 Criminal Justice Response to the Mentally Ill and Other Special Populations (4 credits)
- CJS 660I CJS 660I Student Designed Ind Study (1-5 credits)
- MGMT 620 Organizational Behavior and Leadership (3-4 credits)
- MPNA 620 Leading Public Service Organizations (4 credits)
- MPNA 690 Public Ethics and the Common Good (2 credits)
- MPNA 660 Strategic Human Resources Management: Public and Nonprofit (4 credits)
- MPNA 699 Topics in Public Administration and Nonprofit Management (2 credits)
- MAPL 662 The Legal System and Public Policy (4 credits)

### **Master of Nonprofit Leadership and Management MNL**

#### **Program overview**

A **completely online** option is available. You can complete your master's degree in nonprofit leadership and management without ever setting foot on our campuses by taking online classes.

Metropolitan State University's Master of Nonprofit Leadership and Management (MNL) program prepares students for a wide range of career and leadership opportunities in the nonprofit sector. The state-of-the-art curriculum addresses the most critical challenges faced by nonprofit managers and leaders, program professionals, and directors on nonprofit boards.

The MNL program offers:

- a broadly based professional degree that demonstrates your ability to lead and manage a broad range of nonprofit organizations and programs;
- a practical education that equips you to design and manage new ways to address pressing social problems;
- preparation to provide ethical leadership within your organization and in the public arena;
- a learning environment that is enriched by a highly diverse student body and outstanding practitioner scholars;
- preparation for work and careers that increasingly cross organizational and sector boundaries; and

- the choice to complete your degree completely on campus, completely online, or in a combination of online and on-campus courses.

The MNLM degree positions graduates to seek and succeed in leadership roles at all levels of organizational management, including executive director, program director, organizational management and board leadership. This program is ideally suited for persons interested in starting a nonprofit or pursuing social enterprise options in a business environment.

In a world where professionals are increasingly expected to make multiple job changes during their careers and work across the sectors, the MNLM degree is a very practical choice that integrates study of nonprofit leadership and management with public and for-profit perspectives. Students begin by studying program fundamentals, then take courses in nonprofit fundraising and strategic communications and nonprofit financial management, supported by a set of strategic skills courses, electives, and a capstone seminar that all students complete.

1. **Program Fundamentals:** Fundamental concepts and skills that undergird the entire MNLM program.
2. **Strategic Skills and Knowledge:** Core competencies for all public and nonprofit professionals.
3. **Focus Areas:** Nonprofit Resource Development and Strategic Communications and Nonprofit Financial Management, plus electives in specific areas of practice.
4. **Capstone seminar:** Final project and MNLM program integration.

All MNLM students must complete 40 graduate credits.

### **Program Faculty**

Our resident and community faculty in Public Administration and Nonprofit Management and Leadership are recognized experts in their respective fields and teaching areas.

- They have earned master's or doctorate degrees in public administration, nonprofit management, public policy, business administration, and related fields.
- They have valuable leadership experience in the public sector, e.g., City Manager, County Administrator, Director of Community Planning and Development, Director of Finance and Policy Research, Chief Budget Officer, and Head Start Director.
- They have served as President, Chief Executive Officer (CEO), Executive Director, Chief Operating Officer (COO), Administrator, Development and Communications Director, Associate Director, Board Vice-Chair, Secretary and Treasurer of the Board of Directors of nonprofit organizations, e.g., St. Croix Valley Foundation, House of Charity, Micah House, Ventura County Civic

Alliance, Aspen Institute in Washington DC, Institute for Agriculture and Trade Policy, A Place for You, Total Health Africa, and Minnesota Waste Wise Foundation.

- They have national and international consulting experience and are authors of applied and refereed publications.

### **Program accreditation**

Program Curriculum The MNLN program curriculum is consistent with the guidelines of the Nonprofit Academic Centers Council (NACC).

### **Enrolling in this program**

#### **Program eligibility requirements**

Applicants who have completed the GMAT or GRE may submit an official copy of these scores and by-pass the quantitative admissions assessment. Applicants who have not completed the GMAT or GRE must complete our free online quantitative tutorial/assessment in math and statistics, i.e., ALEKS, if cumulative undergraduate GPA is below 3.0 in the last two years of study. All applicants are required to submit an admissions essay, which also serves as a writing assessment. The quantitative tutorial/assessment (if required) and admissions essay must be completed before a final admission decision is made and before any graduate-level classes can be taken.

#### **English and quantitative competence assessment**

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

#### **Admission decisions**

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



## **Program requirements**

### **Orientation**

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

### **Transfer credits**

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

### **Academic standing**

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

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

### **Dismissal due to unsatisfactory academic standing**

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

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

### **Appeal of dismissal due to unsatisfactory academic standing**

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

### **Readmission after dismissal**

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

### **Time to completion**

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

### **Course requirements**

#### **Requirements (40 credits)**

##### **Program fundamentals (6 credits)**

All MNLM students must complete MPNA 600 and NPM 600

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

##### **Strategic skills and knowledge (18 credits)**

All MNLM students must complete these five courses

Starting in fall 2020, MPNA 620 Leading Public Service Organizations will be required in place of MGMT 620 Organizational Behavior in the MPNA-MPA-MNLM graduate curriculum. If you have completed MGMT 620 Organizational Behavior, do not register for this course.

- MPNA 620 Leading Public Service Organizations (4 credits)
- MPNA 635 Economic Reasoning for Public Administrators and Nonprofit Managers (4 credits)
- MPNA 660 Strategic Human Resources Management: Public and Nonprofit (4 credits)
- MPNA 680 Information Management, Evaluation, and Public Accountability (4 credits)
- MPNA 690 Public Ethics and the Common Good (2 credits)

### **Focus areas (12 credits)**

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

- NPM 650 Fundraising for Nonprofits and Advocacy (4 credits)
- NPM 675 Nonprofit Financial Management (4 credits)

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

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

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

All MNLM students must complete the capstone course

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

## **Master of Public Administration MPA**

### **Program overview**

*A **completely online** option is available. You can complete your master's degree in public administration without ever setting foot on our campuses by taking online classes.*

Metropolitan State University's Master of Public Administration (MPA) program prepares you for a wide range of career and leadership opportunities in the field of public administration. The state-of-the-art curriculum addresses the most critical

challenges that public administrators and their respective councils or boards face at all levels of government.

The MPA program offers:

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

In a world where professionals are increasingly expected to make multiple job changes during their careers and work across the sectors, this degree is a very practical choice that integrates study of public administration and issues with non-profit and for-profit perspectives. Students begin by studying program fundamentals, then take courses in public policy analysis and public budgeting and finance, supported by a set of strategic skills courses, electives, and a capstone seminar that all students complete.

1. **Program Fundamentals:** Fundamental concepts and skills that undergird the entire MPA program.
2. **Strategic Skills and Knowledge:** Core competencies for all public and nonprofit professionals.
3. **Focus Areas:** Public Policy Analysis and Public Budgeting and Finance courses, plus electives in specific areas of practice.
4. **Capstone seminar:** Final project and MPA program integration.

All MPA students must complete 40 graduate credits.

### **Program Faculty**

Our resident and community faculty in Public Administration and Nonprofit Management and Leadership are recognized experts in their respective fields and teaching areas.

- They have earned master's or doctorate degrees in public administration, nonprofit management, public policy, business administration, and related fields.

- They have valuable leadership experience in the public sector, e.g., City Manager, County Administrator, Director of Community Planning and Development, Director of Finance and Policy Research, Chief Budget Officer, and Head Start Director.
- They have served as President, Chief Executive Officer (CEO), Executive Director, Chief Operating Officer (COO), Administrator, Development and Communications Director, Associate Director, Board Vice-Chair, Secretary and Treasurer of the Board of Directors of nonprofit organizations, e.g., St. Croix Valley Foundation, House of Charity, Micah House, Ventura County Civic Alliance, Aspen Institute in Washington DC, Institute for Agriculture and Trade Policy, A Place for You, Total Health Africa, and Minnesota Waste Wise Foundation.
- They have national and international consulting experience and are authors of applied and refereed publications.

### **Program accreditation**

Program Curriculum The MPA program curriculum is consistent with the guidelines of the National Association of Schools of Public Affairs and Administration (NASPAA).

### **Enrolling in this program**

#### **Program eligibility requirements**

Applicants who have completed the GMAT or GRE may submit an official copy of these scores and by-pass the quantitative admissions assessment. Applicants who have not completed the GMAT or GRE must complete our free online quantitative tutorial/assessment in math and statistics, i.e., ALEKS, if cumulative undergraduate GPA is below 3.0 in the last two years of study. All applicants are required to submit an admissions essay, which also serves as a writing assessment. The quantitative tutorial/assessment (if required) and admissions essay must be completed before a final admission decision is made and before any graduate-level classes can be taken.

#### **English and quantitative competence assessment**

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

#### **Admission decisions**

The Graduate Admissions Committee evaluates applications for evidence of undergraduate scholarship, professional experience and demonstrated aptitude for successful graduate study. Applicants who meet all application requirements are given full admission to the MPA program. Applicants who meet some, but not all,

admissions requirements may be granted conditional admission to the program. Conditionally-admitted students must complete selected prerequisite courses prior to registering for any graduate course work. Applicants denied admission may not take graduate level courses.

## **Program requirements**

### **Orientation**

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

### **Transfer credits**

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

### **Academic standing**

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

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

### **Dismissal due to unsatisfactory academic standing**

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

### **Appeal of dismissal due to unsatisfactory academic standing**

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

### **Readmission after dismissal**

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

### **Time to completion**

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

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

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

## **Course requirements**

### **Requirements (40 credits)**

#### **Program fundamentals (6 credits)**

All MPA students must complete MPNA 600 and PADM 600.

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

#### **Strategic skills and knowledge (18 credits)**

All MPA students must complete these five courses

Starting in fall 2020, MPNA 620 Leading Public Service Organizations will be required in place of MGMT 620 Organizational Behavior in the MPNA-MPA-MNLM graduate curriculum. If you have completed MGMT 620 Organizational Behavior, do not register for this course.

- MPNA 620 Leading Public Service Organizations (4 credits)
- MPNA 635 Economic Reasoning for Public Administrators and Nonprofit Managers (4 credits)
- MPNA 660 Strategic Human Resources Management: Public and Nonprofit (4 credits)
- MPNA 680 Information Management, Evaluation, and Public Accountability (4 credits)
- MPNA 690 Public Ethics and the Common Good (2 credits)

#### **Focus areas (12 credits)**

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

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

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

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

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

All MPA students must complete the capstone course.



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

## **Master of Public and Nonprofit Administration MPNA**

### **Program overview**

*A **completely online** option is available. You can complete your master's degree in public and nonprofit administration without ever setting foot on our campuses by taking online classes.*

Metropolitan State University's Master of Public and Nonprofit Administration (MPNA) program prepares you for the widest range of career opportunities in the public and nonprofit sectors. The state-of-the-art curriculum addresses the most critical challenges that public and nonprofit professionals face.

The MPNA program will:

- deliver a broadly based professional degree that prepares you for the widest range of career opportunities in the public and nonprofit sectors;
- provide you with a practical education that equips you to solve the most pressing problems in new and creative ways;
- prepare you to provide ethical leadership within your organization and in the public arena;
- allow you to learn in an environment that is enriched by a highly diverse student body and outstanding practitioner-scholars;
- prepare you for work and careers that increasingly cross organizational and sector boundaries; and
- offer you the choice to complete your degree completely on campus, completely online, or in a combination of online and on-campus courses.

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

1. **Program Fundamentals:** Fundamental concepts and skills that undergird the entire MPNA program.
2. **Strategic Skills and Knowledge:** Core competencies for all public and nonprofit professionals.
3. **Focus Areas:** Public Administration or Nonprofit Management track or a mix of the two tracks, plus electives in specific areas of practice.
4. **Capstone seminar:** Final project and MPNA program integration.

All MPNA students must complete 40 graduate credits.

## **Program Faculty**

Our resident and community faculty in Public Administration and Nonprofit Management and Leadership are recognized experts in their respective fields and teaching areas.

- They have earned master's or doctorate degrees in public administration, nonprofit management, public policy, business administration, and related fields.
- They have valuable leadership experience in the public sector, e.g., City Manager, County Administrator, Director of Community Planning and Development, Director of Finance and Policy Research, Chief Budget Officer, and Head Start Director.
- They have served as President, Chief Executive Officer (CEO), Executive Director, Chief Operating Officer (COO), Administrator, Development and Communications Director, Associate Director, Board Vice-Chair, Secretary and Treasurer of the Board of Directors of nonprofit organizations, e.g., St. Croix Valley Foundation, House of Charity, Micah House, Ventura County Civic Alliance, Aspen Institute in Washington DC, Institute for Agriculture and Trade Policy, A Place for You, Total Health Africa, and Minnesota Waste Wise Foundation.
- They have national and international consulting experience and are authors of applied and refereed publications.

## **Program accreditation**

Program Curriculum The MPNA program curriculum is consistent with the guidelines of the National Association of Schools of Public Affairs and Administration (NASPAA) and the Nonprofit Academic Centers Council (NACC).

### **Enrolling in this program**

#### **Program eligibility requirements**

Applicants who have completed the GMAT or GRE may submit an official copy of these scores and by-pass the quantitative admissions assessment. Applicants who have not completed the GMAT or GRE must complete our free online quantitative tutorial/assessment in math and statistics, i.e., ALEKS, if cumulative undergraduate GPA is below 3.0 in the last two years of study. All applicants are required to submit an admissions essay, which also serves as a writing assessment. The quantitative tutorial/assessment (if required) and admissions essay must be completed before a final admission decision is made and before any graduate-level classes can be taken.

#### **English and quantitative competence assessment**

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

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

### **Admission decisions**

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

### **Program requirements**

#### **Orientation**

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

#### **Transfer credits**

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

#### **Academic Standing**

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

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

### **Dismissal due to unsatisfactory academic standing**

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

### **Appeal of dismissal due to unsatisfactory academic standing**

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

### **Readmission after dismissal**

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

### **Time to completion**

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

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

### **Course requirements**

#### **Requirements (40 credits)**

##### **Program fundamentals (6 credits)**

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

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

Choose one

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

##### **Strategic skills and knowledge (18 credits)**

All MPNA students must complete these five courses

Starting in fall 2020, MPNA 620 Leading Public Service Organizations will be required in place of MGMT 620 Organizational Behavior in the MPNA-MPA-MNLM graduate curriculum. If you have completed MGMT 620 Organizational Behavior, do not register for this course.

- MPNA 620 Leading Public Service Organizations (4 credits)
- MPNA 635 Economic Reasoning for Public Administrators and Nonprofit Managers (4 credits)
- MPNA 660 Strategic Human Resources Management: Public and Nonprofit (4 credits)
- MPNA 680 Information Management, Evaluation, and Public Accountability (4 credits)
- MPNA 690 Public Ethics and the Common Good (2 credits)

##### **Focus areas (12 credits)**

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

Choose one

- NPM 650 Fundraising for Nonprofits and Advocacy (4 credits)
- PADM 650 Public Policy Analysis (4 credits)

Choose one

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

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

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

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

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

All MPNA students must complete the capstone course.

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

## **Psychology MA**

### **Program Overview**

The Master of Arts in Psychology degree provides access to high quality graduate education in psychology to students who are interested in the application of psychological theory and methods to a variety of research, business, government, and organizational issues. The program's theoretical orientation requires students to examine the complex relationships among individual, group, and communities and the impact of the wider environment in which we live and work. The program emphasizes psychological theories, methods and applications to general settings (this is not a counseling or clinical therapy program).

### **Enrolling in this program**

#### **Program eligibility requirements**

##### **Admission criteria**

For admission to the MA in Psychology program, you must:

- hold a baccalaureate degree (or equivalent) from an accredited college or university by the time you start the program with a cumulative GPA of 3.2 or higher (in some cases we will consider GPA in the last 45-60 credits earned);
- have a psychology major or equivalent;
- have completed prerequisite courses (Metropolitan State Course shown as example): General Psychology (e.g., PSYC 100), a Research Methods course (e.g., PSYC 312), a Statistics course (e.g., STAT 201 or PSYC 307).
- Submit a writing sample, preferably a research report

- GRE scores accepted, but not required

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

### **Program requirements**

#### **Transfer credits**

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

### **Course requirements**

#### **Requirements (36 credits)**

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

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

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

##### **Advanced methods (at least 3 credits)**

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

- PSYC 615 Qualitative Methods and Analysis (4 credits)

##### **Thesis or project (minimum of 4 credits)**

##### **Electives (14-17 credits)**

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

## **College of Individualized Studies**

### **Adult Education Certificate**

This 14-credit, completely online Adult Education Certificate is designed to prepare teachers, trainers, administrators, and counselors in the broad political, social, economic and theoretical aspects of improving adult foundational skills in a global environment.

## [Are you interested in the Adult Education Certificate? Learn more about our Zoom information session.](#)

Using a culturally responsive and representative curriculum, this certificate is intended to prepare teachers and trainers in a variety of public and private settings where foundational skills improvement is a necessity.

The four courses in this certificate program include a focus on trauma-informed teaching, take participants through various approaches and techniques of teaching adult foundational skills and literacy, as well as formal and informal assessment approaches to literacy, and allow students to build on their interests through targeted fieldwork.

### **Certificate Program Highlights**

- Offer a deep understanding of the characteristics – within the social and demographic context – that motivate adults to engage in lifelong learning opportunities.
- Offer a deep understanding of various adult learning and development theories.
- Offer a deep understanding of intermediate and advanced approaches to teaching adult literacy and of formally and informally assessing the literacy skills of adult learners.
- Offer a deep understanding of various adult education and literacy programs.
- Enables learners to connect theory with practice and develop real-world teaching experience in adult education settings or training.

### **Enrolling in this program**

#### **Program requirements**

#### **Student licensure**

Academic Progress Policy Students are responsible for understanding the questions about Part Two requirements or the program in general, please contact Prof. Daniel Woldeab, Director of the Certificate Program, at [daniel.woldeab@metrostate.edu](mailto:daniel.woldeab@metrostate.edu) (preferred) or call 612-793-1781e Academic Progress Policy, and for monitoring their academic progress and immediately notifying the Program Director of a low grade or non- completion of a class or other learning. To remain in good standing and to qualify for completion, students must maintain a cumulative grade point average of at least 3.0. Grades below C+ do not apply to program requirements, but are calculated in the cumulative grade point average. Academic Probation, Dismissal and Reapplication Satisfactory Academic Progress <ul><li>Students must maintain satisfactory academic progress to remain in the program.</li> <li>Only courses with a letter grade of C+ (2.67) or better count toward certificate requirements; however, a cumulative grade point average of 3.0 is required for completion. </li> <li>Only courses with letter grades (A–C) are applied to the graduate certificate, with the exception of ADED 690, which is graded as Satisfactory/Not Satisfactory (S–NS).</li> <li>Students who receive a letter grade of C+ or below in any of the courses will be



placed on academic probation. Students who receive a letter grade of C+ or below in two courses, or whose cumulative graduate GPA falls below 3.0, will be dismissed from the graduate certificate program.

Students suspended from the ABE graduate certificate for unsatisfactory academic progress, may reapply after one calendar year has passed. Re-admission to the certificate program is not automatic.

Students should immediately consult with the Graduate Certificate Director if they have questions or concerns about their academic standing.

**Appeal of Unsatisfactory Academic Progress Removals from the Program**

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

**Reactivating into the Certificate Program**

Should a student who is admitted to the certificate program not be able to start the program and register for courses, they will be able to retain their accepted status for up to a year; students in this situation should consult with the Certificate Program Director. Students who have been admitted but do not register for courses for more than a year without consulting with the Certificate Program Director, will be dropped from active status and will need to reapply to the program. Similarly, students who started the program and are in good academic standing, but who have not registered for courses for two semesters, must reapply to the program. If readmitted, students are required to satisfy the degree requirements in force at the time of readmission, if those requirements differ from those in force at the time of original admission.

**Time to Completion**

The Adult Education graduate certificate program allows students to complete their certificate program within three semesters. However, students may take up to two years from the first semester of graduate study to complete their program certificate requirements. Please note that ADED 620: Introduction to Adult Education with Emphasis on Adult Literacy is a prerequisite and must be taken before any of the other courses. Students who are admitted into the certificate program, and who have a background in this area of work, may consult with their advisor to explore completing the program within two semesters; this could mean taking ADED 620 alongside ADED 640, followed by ADED 660 alongside ADED 690. Please note that taking ADED 640 together with ADED 660 is not allowed. Finally, ADED 640: Techniques and Approaches to Teaching Adults must be taken before enrolling in the Field Experience course. For students not admitted into the certificate program, and who are taking these courses as electives, please note that you are encouraged to take ADED 620 before any other course. An extension of the time limit may be requested by writing to the Graduate Certificate Program Director. Such requests must be received prior to the expiration of the time limit. Requests for extensions should include:

- The reason(s) for requesting the extension.
- A summary of the student's plan to the certificate requirements.
- A specific date for the extension to expire.

Extension decisions are not automatic, and cannot be appealed.

## **Course requirements**

### **(14 credits)**

- ADED 640 Techniques and Approaches to Teaching Adults (4 credits)
- ADED 660 Assessment in Adult Education with Emphasis on Adult Literacy (4 credits)
- ADED 690 Field Experience (2 credits)
- ADED 620 Introduction to Adult Education with Emphasis on Adult Literacy (4 credits)

## **Master of Arts and Master of Science in Individualized Studies**

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

- **Multidisciplinary:** means coursework is in more than one discipline in unrelated areas.
- **Interdisciplinary:** means coursework is in more than one discipline, but coursework is tied thematically (blending two distinct subject areas the extend across two or more colleges).
- **Intradisciplinary:** means coursework is all within the same discipline. In the College of Individualized Studies you would be designing your degree plan around an educational goal statement and self-designing a focus/concentration (terminology that is similar to a major) you would be creating a unique focus that is integrated thematically and includes study from many disciplines.

## **Why Individualized Graduate Study?**

Students pursue graduate degrees for many reasons, such as gaining a different or better position, qualifying for a promotion, entering a new career path, or personal enrichment and development. In the Individualized Studies graduate program, students can shape their study to meet their own specific personal and professional educational needs.

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

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

### **Features**

**Transfer Credits:** Students can apply up to 8 transfer credits toward their plan, with the approval of the Graduate Program Director. Transfer credits must have been earned at another accredited institution and not be part of any other completed degree program. Current students enrolled in graduate coursework at Metro State may transfer up to 12 graduate credits. Exceptions may be made for certificates and minors, to allow up to 16 credits to be transferred (such exceptions will be based solely upon the CIS Admissions Committee's review and approval).

**Part-Time Graduate Studies:** This program is designed for part-time students, including those who are employed full-time and might take just one graduate course per semester. Most classes meet once a week on a weekday evening.

**Academic Advising:** Advising begins with the instructor in IDST 600 Research and Planning, where students articulate their educational objectives. Students will be assigned a faculty advisor who will guide them toward appropriate course selection and also help arrange creative learning strategies, including customized independent studies and internships.

### **Is the Program for Me?**

There is an opportunity within the Individualized Studies master's program to design a course of study and Capstone Project/Research that spans disciplines, subject areas, and professional studies. One student might design a research-based capstone that studies women and micro-loans, while another student might design a creative project that combines video production with a marketing plan. Others yet may choose to use mapping technology to look into links between property taxes, school funding, and student achievement. A student interested in the environment might develop a new way to teach school children about environmental preservation or study ways to reduce ocean pollution. Students may even ask whether zip codes can help predict health outcomes. The options are truly bound only by each student's interests and creativity!

The scope and design of a student's study plan will start to be developed in the core IDST 600 course, will be carried out in the various courses and learning strategies selected, and will culminate in the capstone project.

## **Enrolling in this program**

### **Program eligibility requirements**

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

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

Exceptions to this GPA standard may be made based solely upon the CIS Admissions Committee's recognition of special circumstances for the lower GPA, and the candidate's clear demonstration of additional compensatory strengths. In case of a GPA lower than 3.0 you may submit a supplement letter along with the admissions essay addressing the reasons for the lower GPA and your plan to be successful in graduate school.

Admission is not guaranteed.

### **Program requirements**

#### **Transfer Credits**

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

#### **Academic Standing**

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

#### **Appeal of Unsatisfactory Academic Progress Removals from the Program**

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

## **Reactivating into the CIS MA/MS Program**

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

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

## **Time to completion**

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

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

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

Please read the [CIS MS/MS Handbook](#) for additional important details.

## **Course requirements**

### **Requirements (32 credits)**

- IDST 600 Research and Planning (4 credits)

## **Focus Area of Study**

12-16 credits

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

8-12 credits

## **Capstone**

4 credits. Capstones are typically completed as a four-credit student-designed independent study (SDIS) project, with students working one-on-one with a faculty member with expertise in the capstone area. To register for the capstone SDIS, students must consult with both their faculty advisor in CIS, as well as the subject-matter expert who will evaluate the project, to ensure it meets the overall goals of their graduate degree plan.

## **College of Liberal Arts**

### **Design of User Experience GCERT**

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

This program:

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

[\*\*Learn more about the DuEX certificate at our Zoom information session.\*\*](#)

### **Enrolling in this program**

#### **Program eligibility requirements**

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

### **International Students**

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

## **Program requirements**

### **Academic Standing**

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

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

Only courses in which you receive a letter grade are applied toward your certificate. The option of a competence/no competence with a narrative transcript is not available.

### **Appeal of Unsatisfactory Academic Progress Removals from the Program**

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

### **Time to Completion**

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

## **Reactivating into the Program**

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

### **Course requirements**

#### **Requirements (16 credits)**

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

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

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

Choose one of the below

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

### **Learner Experience Design Graduate Certificate**

#### **About the program**

The Learner Experience Design Graduate Certificate prepares learners to develop, assess, and deliver effective learner-centered and workplace-focused digital learning experiences that promote learner retention and application. Program emphasis is on hands-on experience to support online learning in organizational settings, with topics such as strategies for creating and producing learning experiences, methodologies of interactive digital learning, needs assessment, user experience, and design thinking.

**[Learn more about the LXD certificate at our Zoom information session.](#)**

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

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

- Bachelor's degree earned from an accredited institution (or a foreign equivalent)
- Cumulative GPA of 2.75 or higher



- Digital literacy and desire to learn new digital applications
- Reliable Internet access and the ability to install programs on your digital device

### **International Students**

Because this is not a degree-granting program, applications from international students studying on an F-1 student visa will not be accepted. However, overseas students may complete the certificate online without traveling to the United States. In such cases, overseas students must meet the admission requirements and present evidence of language proficiency. We accept TOEFL score of at least 550 (PBT) or 213 (CBT) or 80 (IBT); IELTS score of at least 6.0; and Duolingo English exam score of 105 or higher. Official score report comes into the Metropolitan State University dashboard from [Duolingo](#).

### **Program requirements**

#### **Academic Standing**

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

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

Only courses in which you receive a letter grade are applied toward your certificate. The option of a competence/no competence with a narrative transcript is not available.

#### **Appeal of Unsatisfactory Academic Progress Removals from the Program**

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

## **Time to Completion**

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

## **Reactivating into the Program**

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

## **Course requirements**

### **Requirements (16 credits)**

#### **Required courses (10 credits)**

- TCID 564G Foundations of Learner Experience Design (4 credits)
- TCID 631 User Experience and Design Thinking (4 credits)
- TCID 663 Learner Experience Design Capstone (2 credits)

#### **Elective (6 credits)**

Choose from the courses below

- TCID 599G Advanced Topics (1-4 credits)
- TCID 661 Tools for Learner Experience Design (2 credits)
- TCID 662 Strategies for Learner Experience Design (2 credits)
- HRM 530G Employee Development and Training (4 credits)

## **Liberal Studies MA**

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

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

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

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

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

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

The Master of Liberal Studies program will:

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

## **Trajectory of courses**

The "MLS 600 Introductory Seminar" teaches methods of interdisciplinary inquiry through variable topics within which students craft individual projects. Arising from interactions with seminar team teachers and with other students, one of the seminar's outcomes is analysis and refinement of each student's educational objectives within the framework of MLS program resources. MLS 600 should be taken in a student's first or second semester after admission.

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

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

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

## **Academic advising**

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

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

## **Enrolling in this program**

### **Program eligibility requirements**

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

### **Transfer credits**

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

## **Program requirements**

### **Graduate policies and procedures**

[Read the Master of Liberal Studies Handbook](#) (PDF) for important details.

### **Academic progress For MLS students**

- To remain in good standing and to be qualified for graduation, you must maintain a cumulative grade point average of at least 3.0. Grades below C do not apply to program requirements, but are calculated in the cumulative grade point average.
- Policies relating to academic probation, dismissal and reapplication are determined by the school or college in which you are enrolled. CLA determines these policies through its programs.

### **Program requirements**

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

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

### **Time limit**

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

### **Transfer policy**

The MLS Program accepts up to 8 transfer credits if:

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

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

### **Academic standing**

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

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

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

### **Dismissal due to unsatisfactory academic standing**

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

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

### **Appeal of dismissal due to unsatisfactory academic standing**

Students who are dismissed from the program may appeal their dismissal to the College of Liberal Arts dean within 30 days of the date of the letter notifying them of the decision to dismiss them from the program. Appeals received after 30 days will not be considered. The appeal must be made in writing and provide specific grounds for the appeal. The dean has 30 days to respond in writing to the appeal.

## **Readmission after dismissal**

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

## **Course requirements**

### **Requirements (32 credits)**

#### **Program curriculum (32 credits)**

MLS 600 is a student's first Master of Liberal Studies course, and MLS 690 is the last. Apart from that there is significant flexibility in the order or pace at which a student takes Master of Liberal Studies courses (subject to the availability of classes). In addition to the courses below, students take at least 12 credits of graduate course work at the 500G level or higher, in courses (such as TCID 583G, WRIT 541G, & WRIT 531G), independent studies, or internships that are clearly relevant to the student's evolving Capstone Project. Those admitted to the program in Spring of 2021 or after are encouraged to take a supporting study course with their capstone reader (the reader is an additional resource and expert for a student working on their Capstone Project).

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

## **Technical Communication MS**

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

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

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

[Learn more about the Technical Communication MS at our Zoom information session.](#)

To individualize the master's program, you select three 4-credit electives.

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

We particularly recommend internships if you have limited professional experience.

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

### **Enrolling in this program**

#### **Program eligibility requirements**

- Bachelor's degree from an accredited institution with course work relevant to technical communication, writing, and interaction design.
  - In some cases, professional experience may take the place of relevant undergraduate course work.
  - Students lacking both relevant undergraduate course work and professional experience may be asked to complete specified courses, either prior to being admitted for graduate work or prior to completing the MSTC degree.
- Cumulative undergraduate grade point average of at least 2.75 (on a 4.0 scale).
- International applicants in the U.S. or abroad, on any type of visa, are required to provide proof of English proficiency
  - **TOEFL:** Minimum 80 Internet based (21 in Writing and 19 in Reading), 550 for the paper-based test, or 213 for the computer-based test.
  - **IELTS:** Minimum 6.5.
  - **Duolingo English:** Minimum overall exam score 105. Official score report comes into the Metropolitan State University dashboard from [Duolingo](#).

Note: Overseas students may complete the degree online without traveling to the United States. In such cases, overseas students must meet the admission requirements and present evidence of language proficiency.



## **Program requirements**

### **Academic progress / academic standing**

To earn the master's degree in Technical Communication, your local/Metropolitan State University (MSU) Grade Point Average (GPA) must be at least 3.0. Only courses taken at MSU or courses taken through an MSTC advisor-approved off-campus program are used in computing your GPA. Courses in which a grade of C-, D, F, or NC was earned will not be accepted to meet prerequisites or for credit toward the MSTC degree. If a learning opportunity is repeated, both the grade and R (Repeat) are recorded on the transcript. If a learning opportunity is repeated once, only the higher grade is used in computing the GPA. If a learning opportunity is repeated more than once, the GPA includes all attempts except the first one. No course may be taken more than three times, including the original attempt.

### **Dismissal, dismissal appeals, and readmission**

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

## **Course requirements**

### **Requirements (32 credits)**

### **Prerequisites**

Technical Communication is a multidisciplinary field, and students will have various academic and professional backgrounds. In light of that, it's important for students in the program to begin with a common set of skills and theoretical background. This can be achieved to a large degree through experience and/or academic work in technical communication and writing. Below are two courses most often suggested as prerequisites. If you think you might need to take one or both of these, please contact the program director at [techcomm@metrostate.edu](mailto:techcomm@metrostate.edu) before registering. (This is especially important if you are using financial aid.)

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

### **Core (20 credits)**

NOTE: Students admitted for Fall 2021 and later are required to take our course in Structured Authoring, which will be added to the catalog in Fall 2022 and will replace TCID 599G in the list of required courses.

- TCID 599G Advanced Topics (1-4 credits)
- TCID 671 Technical Communication Practice and Applied Theory (4 credits)
- TCID 673 Technical Communication in International Contexts (4 credits)
- TCID 683 Technical Communication Capstone (4 credits)
- TCID 685 Rhetorical Theory (4 credits)

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

To individualize the master's program, you select courses that will provide a minimum of 12 credits (often, this will be three 4-credit courses). Electives must be 500G- or 600-level courses and must be approved by your MSTC advisor. You have the option of choosing electives that will lead to your earning a graduate certificate (e.g., Design of User Experience/DUeX, Learner Experience Design/LXD, Project Management/PM) along with the master's degree. Also, you may choose an independent study or an internship as an elective. Please ask your MSTC advisor about options for elective credit. Below are some popular electives to give you an idea of what is available.

- TCID 564G Foundations of Learner Experience Design (4 credits)
- TCID 575G Environmental Communication (4 credits)
- TCID 599G Advanced Topics (1-4 credits)
- TCID 676 Advanced Writing and Designing for the Web (4 credits)
- TCID 677 User Research (4 credits)
- DSCI 620 Project Management (4 credits)

## **College of Management**

### **Business Administration BS+MBA (Combined BS + MBA)**

Are you interested in an MBA? Sign up to attend our Zoom information session and learn more.

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

The BS+MBA program allows students to overlap up to sixteen credits of coursework between their bachelor of science (BS) degree in business and their MBA, reducing the total credits needed for these two degrees from 160 to 144 and enabling students to complete their MBA one year after completion of their BS.

Students should apply to the BS+MBA program upon or near completion of 60 credits of course work and the College of Management Foundation Courses, which are:

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

Students will first take MGMT 600\* and, then up to four of the graduate courses listed below, which are aid eligible, in place of the corresponding undergraduate course:

- MKTG 600 in place of MKTG 300: Marketing Principles
- MIS 600 in place of MIS 310: Principles of Management Information Systems
- FIN 601 in place of FIN 390: Principles of Finance
- DSCI 681 in place of DSCI 434: Introduction to Operations Management
- ACCT 515G in place of ACCT 515: Financial Statement Analysis
- FIN 511G in place of FIN 511: Investment and Portfolio Analysis

\*Note that the 2-credit, MGMT 600 course will not count toward the baccalaureate degree and cannot be applied to minimum undergraduate credit requirements for enrollment or financial aid purposes. If you need to maintain a certain number of credits as an undergraduate to receive financial aid please be sure you enroll in enough other credits to maintain your status. Because MGMT 600 is not aid-eligible, students will need to pay for these 2-credits out-of-pocket at the graduate tuition rate.

Students who have completed more than 90 credits or who are approaching their undergraduate financial aid limits should not pursue this accelerated program and are encouraged to complete their baccalaureate degrees before beginning graduate study.

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

## **Enrolling in this program**

### **Program eligibility requirements**

1. Prerequisite courses, to be completed before starting the BS+MBA program:
  - [MIS 100 Fundamentals of Information Technology in Organizations](#)
  - [MATH 115 College Algebra](#)
  - [STAT 201 Statistics I](#)
  - [ECON 201 Macroeconomics](#)
  - [ECON 202 Microeconomics](#)
  - [ACCT 210 Financial Accounting](#)
2. GPA of 3.50 or better, either overall or in the six prerequisite courses.
3. Declaration of a College of Management BS major other than economics.
4. Two years of professional work experience.

### **Program requirements**

The Metro MBA program is divided into three phases:

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

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

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

Students in the combined BS+MBA program will complete MGMT 600 prior to taking any other master-level courses.

## **Course Overlap**

Students in the combined BS+MBA program will have up to sixteen credits of coursework overlap between their BS and MBA degrees by taking up to four of the following six master-level courses in place of the indicated undergraduate courses:

#### Phase 1 Courses

MKTG 600 in place of MKTG 300

MIS 600 in place of MIS 310

FIN 601 in place of FIN 390

DSCI 681 in place of DSCI 434

#### Electives

ACCT 515G in place of ACCT 515

FIN 511G in place of FIN 511

### **Important Information For BS+MBA Students**

Upon completion of the College of Management foundation courses and admission into the BS+MBA program, students should take MGMT 600 prior to taking any MBA courses.

Students should complete the four classes (sixteen credits) of overlapping coursework prior to registering for MGMT 499, which should be taken in the final semester of the BS.

Students who complete courses equivalent to the overlapping undergraduate courses may choose overlapping electives (ACCT 515G or FIN 511G) or may simply have fewer overlapping courses/credits.

Students who decide not to pursue the MBA can still use the graduate level courses for satisfaction of undergraduate graduation requirements including GELS and RIGR requirements.

It is strongly advised that students work with an academic advisor or the MBA director develop a course plan for completion of both the BS and the MBA degrees. Sample course plans for various COM majors are available here.

Please note that there are several important financial aid implications of enrolling in the BS+MBA program and students are strongly encouraged to discuss these with a representative of Gateway Student Services:

1. MGMT 600, which is a two-credit course, is not grant eligible but may be covered by loans or other forms of financial aid. If you need to have a minimum number of aid-eligible credits each semester please remember that MGMT 600 will not be included in this.

2. Upon completion of the requirements for your BS your financial aid status will automatically transition from undergraduate to graduate even if you do not apply for graduation.

### **MBA with concentration**

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

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

### **Course requirements**

#### **Prerequisites**

Prerequisite courses for admission to the MBA program are Financial Accounting, Statistics (except when MBA Math is selected; see program application information in the How to enroll tab), Microeconomics and Macroeconomics. Both the Microeconomics and Macroeconomics prerequisite can be satisfied by taking ECON 611. A letter grade of "C-" or above must be received in prerequisite courses. If some or all of these prerequisites have not been satisfied, the applicant may do so by taking one or more of these prerequisite courses.

- ACCT 210 Financial Accounting (4 credits)
- ECON 201 Macroeconomics (3 credits)
- ECON 202 Microeconomics (3 credits)
- ECON 611 Foundations of Economic Analysis (2 credits)
- STAT 201 Statistics I (4 credits)

## **Requirements (40 credits)**

### **Phase 1**

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

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

### **Phase 2**

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

### **Project Management Concentration**

Project management is one of the fastest growing career fields in business. Organizations are increasingly using projects as a means of achieving their strategic objectives. This coursework prepares students for the challenging field of Project Management by providing them with tools, skills, and knowledge necessary to initiate, plan, and implement projects successfully.

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

### **Management Information Systems (MIS) Concentration**

Information technology (IT) has been essential to business innovation and enhanced productivity for decades, and will continue for the foreseeable future. Adding the MIS Concentration will better prepare a student to manage in any organization in which IT is a major force in the delivery of its goods and services. Metropolitan State is well known for the strength of its offerings in MIS. The approach of the MIS Concentration allows the student to meet the dual goals of a strong business degree with recognized special expertise in IT. The MIS Concentration provides the opportunity for MBA students to select a mix of coursework from a range of suggested pathways: business analytics, database administration, information

management, information assurance/security, systems analysis and design, and systems development. Course requirement (12 credits in addition to MIS 600 required in Phase I) Any 12 MIS graduate credits OR Any 8 MIS graduate credits plus DSCI 620 Project Management (4 credits)

### **Finance Concentration**

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

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

### **Global Supply Chain Management Concentration**

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

### **Prerequisite**

DSCI 681 or Instructor's Permission

- DSCI 681 Operations Management (4 credits)

### **Required Courses**

- DSCI 640 Supply Chain Management: Concepts and Techniques (4 credits)
- IBUS 690 Doing Business Internationally (4 credits)
- MKTG 652 Supply Chain Logistics (2 credits)
- MKTG 653 Global Sourcing (2 credits)



## **Analytics Concentration**

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

### **Required Courses**

- MIS 671 Problem Formulation and Data Presentation (4 credits)
- MIS 687 Business Analytics (4 credits)

### **Electives - Choose at least four credits from the following:**

- MIS 655 Biomedical Informatics (4 credits)
- MIS 685 Data Mining Tools (2 credits)
- MIS 686 Advanced Data Mining Tools (2 credits)
- MIS 688 Predictive Analytics (4 credits)

### **Phase 3**

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

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

## **Business Administration DBA**

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

**[Are you interested in the Doctorate of Business Administration? Learn more at one of our Zoom information sessions.](#)**

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

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

### **Enrolling in this program**

#### **Program eligibility requirements**

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

- An earned MBA or equivalent management-related master's degree.
- Course credits and professional experience in areas related to business and/or business administration. Students must have 20 credits of master's level coursework in the following areas: a) organizational behavior, b) management information systems, c) finance, d) organizational strategy, e) accounting, f) economics, g) marketing, h) operations management, i) project management, j) research methods, and/or k) statistics.
- Five years of professional experience.
- Completion of DBA-level MBA Math
- Professional and academic references
- Admissions essay

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

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

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

- Have earned an MBA or management-related master's degree
- Achieved a 3.0 GPA in their master's degree program
- Have completed at least five years of professional work
- Indicate in writing an intent to apply for the DBA program in a specific year

### **Program requirements**

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

- 20 credits of master's level coursework in the following areas:
- a) organizational behavior, b) management information systems, c) finance, d) organizational strategy, e) accounting, f) economics, g) marketing, h) operations management, i) project management, j) research methods, and/or k) statistics.
- Five years of professional experience.

### **Time to completion**

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

### **Course requirements**

#### **Requirements (52 credits)**

##### **Phase one (40 credits)**

- DBA 700 Doctoral Seminar in the Development of Management Thought (4 credits)
- DBA 705 Foundations of Research Inquiry (4 credits)
- DBA 710 Applied Business Statistics and Analytics (4 credits)
- DBA 712 Applied Research Projects Design (4 credits)
- DBA 720 Accounting and Financial Policy (4 credits)
- DBA 730 Information Technology: Issues and Strategy (4 credits)
- DBA 740 Global Issues in Business: A Multi-Disciplinary Approach (4 credits)

- DBA 755 Current Topics in Business Leadership (4 credits)
- DBA 760 Advanced Strategic Management Seminar (4 credits)

During Phase one of the program, 40 credits of coursework must be completed. Curriculum includes each of the courses noted above, plus DBA 708: Advanced Qualitative Methodology, and DBA 709: Advanced Quantitative Methodology. Please reach out to the DBA Director for details.

### **Phase two (12 credits)**

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

### **Business Administration MBA**

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

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

### **Enrolling in this program**

#### **Program eligibility requirements**

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

#### **Program requirements**

The Metro MBA program is divided into three phases:

**Phase I** Covers the core functional disciplines of typical business enterprises and

provides a solid grounding in the core theories, processes, and skills required by managers in today's rapidly-changing business environment.

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

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

### **MBA with concentration**

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

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

### **Course requirements**

#### **Prerequisites**

Prerequisite courses for admission to the MBA program are Financial Accounting, Statistics (except when MBA Math is selected; see program application information in the How to enroll tab), Microeconomics and Macroeconomics. Both the Microeconomics and Macroeconomics prerequisite can be satisfied by taking ECON 611. A letter grade of "C-" or above must be received in prerequisite courses. If some or all of these prerequisites have not been satisfied, the applicant may do so by taking one or more of these prerequisite courses.

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

- ECON 611 Foundations of Economic Analysis (2 credits)
- STAT 201 Statistics I (4 credits)

## **Requirements (40 credits)**

### **Phase one**

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

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

### **Phase two**

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

### **Project Management Concentration**

Project management is one of the fastest growing career fields in business. Organizations are increasingly using projects as a means of achieving their strategic objectives. This coursework prepares students for the challenging field of Project Management by providing them with tools, skills, and knowledge necessary to initiate, plan, and implement projects successfully.

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

### **Management Information Systems (MIS) Concentration**

Information technology (IT) has been essential to business innovation and enhanced productivity for decades, and will continue for the foreseeable future. Adding the MIS Concentration will better prepare a student to manage in any organization in which IT is a major force in the delivery of its goods and services. Metropolitan State is well known for the strength of its offerings in MIS. The approach of the MIS Concentration allows the student to meet the dual goals of a strong business degree

with recognized special expertise in IT. The MIS Concentration provides the opportunity for MBA students to select a mix of coursework from a range of suggested pathways: business analytics, database administration, information management, information assurance/security, systems analysis and design, and systems development. Course requirement (12 credits in addition to MIS 600 required in Phase I) Any 12 MIS graduate credits OR Any 8 MIS graduate credits plus DSCI 620 Project Management (4 credits)

### **Finance Concentration**

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

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

### **Global Supply Chain Management Concentration**

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

### **Prerequisite**

DSCI 681 or Instructor's consent

- DSCI 681 Operations Management (4 credits)

### **Required Courses**

- DSCI 640 Supply Chain Management: Concepts and Techniques (4 credits)
- IBUS 690 Doing Business Internationally (4 credits)

- MKTG 652 Supply Chain Logistics (2 credits)
- MKTG 653 Global Sourcing (2 credits)

### **Analytics Concentration**

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

### **Required Courses**

- MIS 671 Problem Formulation and Data Presentation (4 credits)
- MIS 687 Business Analytics (4 credits)

### **Electives - Choose at least four credits from the following:**

- MIS 655 Biomedical Informatics (4 credits)
- MIS 685 Data Mining Tools (2 credits)
- MIS 686 Advanced Data Mining Tools (2 credits)
- MIS 688 Predictive Analytics (4 credits)
- MIS 693 Advanced Supply Chain Information Systems (2 credits)

### **Phase three**

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

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

### **Business Analytics GCERT**

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



**[Are you interested in this graduate certificate? Sign up to attend our Zoom information session and learn more.](#)**

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

- Descriptive
- Predictive
- Discovery
- Diagnostic
- Prescriptive

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

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

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

**Enrolling in this program**

**Program eligibility requirements**

Please see [How to Enroll](#) for Program eligibility requirements.

**Program requirements**

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

## **Course requirements**

The Business Analytics GCERT can be completed 100% online.

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

#### **Required (16 credits)**

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

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

4 credits from the courses below.

- MIS 685 Data Mining Tools (2 credits)
- MIS 686 Advanced Data Mining Tools (2 credits)
- MIS 693 Advanced Supply Chain Information Systems (2 credits)
- MIS 673 Knowledge Management (2 credits)
- MIS 660I Management Information Systems Student-Designed Independent Study (SDIS) (1-8 credits)

## **Database Administration GCERT**

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

**[Are you interested in this graduate certificate? Sign up to attend our Zoom information session and learn more.](#)**

The program was developed in consultation with the Metropolitan State MIS Advisory Committee (MISAC) and the Center for Strategic Information Technology and Security ([AdvancelT](#)), a Metropolitan State University Center of Excellence. The Committee and the Center supported the curriculum development and design as being consistent with our vision for graduate education in Database Administration.

This program is:

- designed to provide both strategic and operational expertise in the administration of database and related technologies
- designed to provide a strong background and ability to use databases and related systems in providing strategic advantage to modern firms.
- based on a review of national standards for this area, including those from the Data Management Association International Foundation Committee on the Advancement of Data Management in Post Secondary Institutions, and the

database administration components of the MSIS (Masters of Science in Information Systems) 2006 standards developed in conjunction with the ACM (Association of Computing Machinery).

Program outcomes include:

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

### **Enrolling in this program**

#### **Program eligibility requirements**

Please see [How to Enroll](#) for the Program eligibility requirements.

#### **Program requirements**

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

#### **Course requirements**

##### **Requirements (22 credits)**

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

### **Global Supply Chain Management GCERT**

Supply chain management is one of the fastest growing career fields in business. Specialists in this field have a deep understanding of the structures and rhythms of global supply chains, how to optimize them, manage costs and assure uninterrupted commodity, component, and product supplies, and streamline systems integration.

Students undertaking this certificate will master the basics of international trade and regulations, transportation and logistics, customer service, order fulfillment, sales and operations planning, ecommerce/omni-channel, warehousing and inventory management, and, supplier relations, sourcing and purchasing.

[\*\*Are you interested in this graduate certificate? Sign up to attend our Zoom information session and learn more.\*\*](#)

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

### **Enrolling in this program**

#### **Course requirements**

#### **Prerequisites (4 credits)**

DSCI 681 or Instructor's consent

- DSCI 681 Operations Management (4 credits)

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

- MKTG 652 Supply Chain Logistics (2 credits)
- MKTG 653 Global Sourcing (2 credits)
- IBUS 690 Doing Business Internationally (4 credits)
- DSCI 640 Supply Chain Management: Concepts and Techniques (4 credits)

### **Information Assurance and Information Technology Security GCERT**

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

[\*\*Are you interested in this graduate certificate? Sign up to attend our Zoom information session and learn more.\*\*](#)

The National Security Agency's (NSA) Information Assurance Directorate is dedicated to providing information assurance solutions that keep our information systems safe from harm, thus protecting national security. Metropolitan State University is committed to enhancing its initiative in information assurance by offering this Graduate Certificate Program through the College of Management. Metropolitan

State University has been designated as a Center of Excellence in Information Assurance and Cyber Security by the National Security Agency (NSA).

This program:

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

### **Program accreditation**

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

- <li>NSTISSI-4011, National Training Standard for Information Systems Security (INFOSEC) Professionals </li>
- <li>CNSSI-4016, National Information Assurance Training </li>
- <li>CNSSI-4016, National Information Assurance Training Standard for Risk Analysts (RA) </li>

### **Enrolling in this program**

#### **Program eligibility requirements**

Please see [How to Enroll](#) for Program eligibility requirements.

#### **Program requirements**

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

### **Course requirements**

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

- MIS 600 Management Information Systems (4 credits)
- MIS 683 Process Analysis and Design (2 credits)

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

## **Management Information Systems Generalist GCERT**

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

**[Are you interested in this graduate certificate? Sign up to attend our Zoom information session and learn more.](#)**

If you are a general business graduate with workplace experience in information systems or an MIS or other IT technical professional, the MIS Generalist Graduate Certificate brings you up to speed on important MIS management issues. The program helps you understand new MIS technologies and how to manage them and be aware of important new strategies for managing many architectures including internet-based or distributed computing environments, and many others. You also learn project management skills that are crucial in the MIS environment and in great demand in the marketplace. Finally, you will learn how to integrate many new MIS and management models.

The expected outcomes include:

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

### **Enrolling in this program**

#### **Program eligibility requirements**

Please see [How to Enroll](#) for Program eligibility requirements.

#### **Program requirements**

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

within the Certificate, and can then take an alternate 4 credits, agreed upon with the Director).

### **Course requirements**

#### **Requirements (22 credits)**

##### **Courses listed and four (4) additional MIS graduate level credits.**

- MIS 600 Management Information Systems (4 credits)
- DSCI 620 Project Management (4 credits)
- MIS 662 Management of Distributed Computing (4 credits)
- MIS 671 Problem Formulation and Data Presentation (4 credits)
- MIS 675 Risk Analysis in Information Technology (2 credits)

### **Master of Science in Management Information Systems MS in MIS**

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

#### **[Are you interested in a MS in MIS? Sign up to attend our Zoom information session and learn more.](#)**

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

The MS in MIS program will help you:

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

The Master of Science in MIS promotes Metropolitan State's well-known ability to tie theory to practice, with a cutting-edge MIS education designed to have a "shelf life" that outlasts successive generations of hardware and software. The program core

gives a strong background in management and information technology areas. Flexibility in elective courses, plus applications emphasis throughout courses, internships and the final integrative project gives students a strong base for the future. All MIS-related programs at Metropolitan State are STEM-related (CIP 11.XX Computing/Information Technology). However, USCIS SEVP recognition of these programs as STEM for international students' OPT purposes is pending.

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

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

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

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

## **Curriculum**

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

**Phase I** focuses on the functional disciplines of business and organizations as they apply to modern information systems. It provides a solid grounding in the core IT



competencies, management, and marketing theories, processes and skills needed by managers in today's rapidly changing environment.

**Phase II** consists of a choice of six concentration areas with room for free MIS graduate electives which you choose to best meet your own educational and career needs. The choice of concentration areas is important and enables you to apply for and earn one or more graduate certificates. See the course requirements section below for details. Phase III is the synthesis and capstone phase. The work in this phase calls for you to integrate what you have learned in previous courses and professional experiences to form a coherent picture of IT management within organizations.

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

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

### **Enrolling in this program**

#### **Program eligibility requirements**

Familiarity with information systems and technologies demonstrated by at least one of the following:

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

#### **Program requirements**

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

Students wishing to take graduate courses from other programs to count towards their degree may consult with the Director of the Graduate MIS Program for permission to do so.

### **Course requirements**

Prerequisites Students must have successfully completed a statistics course with a letter grade of B or better OR completed MBA Math at 80% before they can be fully admitted to the MS in MIS program and take any graduate-level courses.

### **First year requirements**

This prerequisite can be completed in the first year of the program, but completion in the first semester is highly recommended: Four credits of a visual programming language or equivalent. Choose one. This prerequisite can also be waived by the Director of the MIS Graduate Programs if sufficient evidence of visual programming knowledge is demonstrated through work experience.

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

### **Requirements (44 credits)**

#### **Phase one (18 credits)**

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

#### **Phase two (22 credits)**

#### **Business Analytics Concentration**

Courses listed and 10 additional MIS graduate elective credits are required.

- MIS 687 Business Analytics (4 credits)
- MIS 688 Predictive Analytics (4 credits)

Four (4) credits from the list below

- MIS 685 Data Mining Tools (2 credits)
- MIS 686 Advanced Data Mining Tools (2 credits)
- MIS 693 Advanced Supply Chain Information Systems (2 credits)
- MIS 673 Knowledge Management (2 credits)

### **Database Administration Concentration**

Courses listed and 10 additional MIS graduate elective credits are required.

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

### **Information Management Concentration**

Courses listed and 12 additional MIS graduate elective credits are required.

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

### **Information Assurance Concentration**

Courses listed and 8 additional MIS graduate elective credits are required.

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

### **Systems Analysis and Design Concentration**

Courses listed and 10 additional MIS graduate elective credits are required.

- MIS 643 Telecommunications and Internet Management - Part One (2 credits)
- MIS 657 Database and Client/Server Systems (2 credits)
- MIS 662 Management of Distributed Computing (4 credits)
- MIS 665 Systems Design and Decision Support (4 credits)

### **System Development Concentration**

Courses listed and 10 additional MIS graduate elective credits are required.

- MIS 657 Database and Client/Server Systems (2 credits)
- MIS 660 Advanced IT Management, Planning and Systems Delivery (2 credits)
- MIS 662 Management of Distributed Computing (4 credits)
- MIS 665 Systems Design and Decision Support (4 credits)

### **Phase three (4 credits)**

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

- MIS 699 Integrative Capstone Project (4 credits)

### **Project Management GCERT**

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

**[Are you interested in this graduate certificate? Sign up to attend our Zoom information session and learn more.](#)**

Some of the major skills areas covered include:

- Project planning, implementation, and control using Microsoft Project
- Request for Proposal (RFP) formulation
- Earned Value Analysis
- Computer-aided problem solving and decision making methodologies
- Systematic approaches to risk identification, risk modeling, risk impact assessment, response planning, and documentation
- Simulations using Microsoft Project, Crystal Ball, and Excel
- Techniques in data mining and visual display of quantitative data
- Team building, negotiation, and conflict resolution in projects
- Project management organizational options

### **Enrolling in this program**

#### **Course requirements**

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

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

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

## **Systems Analysis GCERT**

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

**[Are you interested in this graduate certificate? Sign up to attend our Zoom information session and learn more.](#)**

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

The expected outcomes include:

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

### **Enrolling in this program**

#### **Program eligibility requirements**

Please see [How to Enroll](#) for Program eligibility requirements.

#### **Program requirements**

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

### **Course requirements**

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

- MIS 600 Management Information Systems (4 credits)
- DSCI 620 Project Management (4 credits)

- MIS 643 Telecommunications and Internet Management - Part One (2 credits)
- MIS 657 Database and Client/Server Systems (2 credits)
- MIS 662 Management of Distributed Computing (4 credits)
- MIS 665 Systems Design and Decision Support (4 credits)

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

### **Advanced Dental Therapy MSADT**

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

[Learn more about our dental hygiene programs at a Zoom information session.](#)

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

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

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

### **Program mission**

The mission of the Metropolitan State Advanced Dental Therapy program is to prepare licensed dental hygienists for advanced practice and to enhance the oral health of underserved and diverse populations. The program is built upon academic excellence and supports the value that advanced education is essential to the

delivery of quality, safe, accessible, cost-effective oral healthcare. The program is committed to collaborative community involvement, emphasizing ethics and social responsibility.

### **Curriculum**

The program includes advanced dental therapy and interprofessional coursework which focuses upon three primary educational phases for a total of 42 graduate credits:

- The science of health care delivery phase focuses on:
  - Working within diverse communities
  - Communication across cultures
  - Understanding health care needs and the incidence of disease across populations
  - Advancing safe, quality oral health care
- The clinical practice development phase focuses on:
  - Advancing assessment and evaluation skills and knowledge
  - Simulation and clinical experiences
  - Collaborative care provision skills unique to advanced dental therapy
- The leadership and synthesis phase concentrates on:
  - Extending health system and public policy knowledge
  - Developing leadership skills
  - A capstone project focused on the evaluation of a relevant clinical question

### **Program accreditation**

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

### **Enrolling in this program**

#### **Program eligibility requirements**

The Dental Hygiene Department evaluates applications for evidence of undergraduate scholarship, professional experience, and commitment to the program mission. Class size is limited to six students, and the admission process is competitive.

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

- Completed online Graduate Programs Admission Application to Metropolitan State University and paid Application Fee

- Completed baccalaureate degree from an accredited college or university. Applicants whose degrees are from a non-US college or university shall have their degrees evaluated by a credentials evaluation service to determine equivalency to a US baccalaureate degree
- 2,000 hours of clinical dental hygiene experience
- Official Academic Transcripts from all institutions attended after high school including transcript(s) reflecting completion of Bachelor's degree. This includes credit for prior learning transcripts for Advanced Placement (AP), College Level Examination Program (CLEP), DANTES Subject Standardized Tests (DSST), International Baccalaureate (IB), etc
- Goals Essay
- Two Professional References
- Evidence of current unencumbered Minnesota dental hygiene license and nitrous oxide and local anesthesia certifications
- Cumulative GPA of 3.0 (calculated from all college coursework)
- Successful completion of DENH 420 Restorative Functions (4 credits) or documentation of its equivalent

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

### **Program requirements**

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

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

### **Program orientation**

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

### **Academic Standing**

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

You will be admitted as part of a cohort for the MSADT competency-based dental



courses and must adhere to the program progression published at the time of your admission. If you are unable to progress with the assigned cohort, you may make a written request to join a subsequent cohort, provided you have made satisfactory academic progress to date and space is available. Permission to join a subsequent cohort is determined by the MSADT Program Coordinator and Dean of the College of Nursing and Health Sciences.

### **Student licensure**

Before beginning patient care in spring semester of year one, you will be required to apply for resident dental therapy provider licensure through the MN Board of Dentistry. More information will be presented prior to the start of spring semester. Licensure to Practice as a Resident Provider

### **Course requirements**

#### **Prerequisites**

or equivalent transfer course. Minimum 3 semester credits

- DENH 420 Restorative Functions Theory and Lab (4 credits)

### **Requirements (42 credits)**

#### **MSADT competency**

DENH courses are taught in sequence using a cohort model that begins in the fall semester. Courses are taught at Metropolitan State University locations in St. Paul and Maplewood. Clinical courses with community practice components require students to travel to clinical sites throughout the greater Minneapolis/St. Paul metropolitan area for course completion.

- DENH 610 Assessment and Treatment Planning (3 credits)
- DENH 620 Principles of Pharmacology and Medical Emergencies (3 credits)
- DENH 640 Restorative Dentistry I (5 credits)
- DENH 650 Pediatric Dentistry (5 credits)
- DENH 680 Restorative Dentistry III (3 credits)
- DENH 685 Oral Health Literacy and Communication (2 credits)
- DENH 690 Community-Based Externship I (3 credits)
- DENH 693 Advanced Dental Therapy Clinic (2 credits)
- DENH 695 Community-Based Externship II (3 credits)
- DENH 698 Scholarly Seminar (1 credits)

### **MSADT Interprofessional didactic**

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

- NURS 605 Health Policy and Leadership (3 credits)

- HSCI 648 Designing for Quality in Health Care (3 credits)

### **Family Nurse Practitioner DNP**

The Doctor of Nursing Practice program is for Registered Nurses with a Baccalaureate degree in nursing (BSN/BAN) or Entry Level Master's Degree in Nursing (ELMSN) who wish to expand their practice to include the Advanced Practice Registered Nurse (APRN) role of the Family Nurse Practitioner (FNP). The BSN to DNP track is 80 credits and nine semesters long at full-time progression. The ELMSN to DNP track is 64 credits and seven semesters long at full-time progression. A part-time study option is not available at this time. Four semesters of clinical rotations include primary care across the lifespan. Students accumulate at least 1,000 hours of experience through clinical practicum and scholarship work.

The priority application deadline is Nov. 1 and the final application deadline is Feb. 1.

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

All faculty members at the doctoral level are:

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

### **Program accreditation**

The Doctor of Nursing Practice (DNP) program at Metropolitan State University is accredited by the Commission on Collegiate Nursing Education. The DNP program is approved as an APRN preparation program by the: Minnesota Board of Nursing 1210 Northland Drive #120 Mendota Heights, MN 55120 Phone: 612-317-3000 Fax: 651-688-1841 Toll Free: 888-234-2690 FREE (MN, IA, ND, SD, WI) TTY: 800-627-3529 Nursing Board - email

### **Enrolling in this program**

### **Program eligibility requirements**

Students who meet the following admission criteria are encouraged to apply:

- Earned Bachelor's or Entry-Level Master's degree in Nursing at time of application – if your degree is in progress, please contact the program advisor to petition
- Evidence of current unencumbered RN licensure in one state with eligibility for licensure in Minnesota
- 2,080 hours of registered nurse experience at time of application
- 3.0 cumulative GPA across all previous post-secondary and degrees, including any courses completed that did not lead directly to a completed degree.

If accepted into the DNP program, students are required to complete a statistics course prior to program start. For the BSN-DNP track, the requirement is any college level statistics course (upper or lower division). For the ELMSN-DNP track, the requirement is an approved graduate level statistics course completed within the previous 5 years with a grade of B or better. For more information about statistics, contact [Lynn.Iverson-Eyestone@metrostate.edu](mailto:Lynn.Iverson-Eyestone@metrostate.edu).

## **Program requirements**

### **Course sequencing and time to completion**

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

Prerequisite:

- *For the BSN to DNP/FNP Progression: Upper or lower division statistics course. Prerequisite must be completed before Fall program start.*
- *For the Metro State Entry level MSN to DNP/FNP Progression: Graduate-level statistics course completed within the previous five years with a grade of B or better. Prerequisite must be completed before Fall program start.*
- *For any other MSN to DNP/FNP Progression: Graduate-level statistics course completed within the previous 5 years with a grade of B or better. Prerequisite must be completed before Fall program start. Meeting with the DNP Program Coordinator to determine a unique progression plan must be done prior to registration of classes Fall program start.*

### **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 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 Department Chair as soon as possible.

### **Student licensure**

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

### **Course requirements**

#### **Requirements**

#### **BSN to DNP track (80 credits)**

#### **Core: Research and theory (34 credits)**

- NURS 602 Ethical Dimensions for Advanced Nursing Practice (2 credits)
- NURS 603 Advanced Integrative Nursing Care (2 credits)
- NURS 604 Evidence-Based Practice (3 credits)
- NURS 609 Pharmacology for Advanced Nursing Practice (3 credits)
- NURS 610 Pathophysiology for Advanced Nursing Practice (3 credits)
- NURS 628 Family Health Promotion and Health Maintenance (2 credits)
- NURS 637 Informatics for Advanced Nursing Practice (2 credits)
- NURS 700 Advanced Nursing Science (3 credits)
- NURS 703 Research Methodology and Advanced Evidence-Based Practice (4 credits)
- NURS 708 Epidemiology and Population Health (3 credits)
- STAT 621 Advanced Biostatistics in Health Research (3 credits)

#### **Core: Leadership (12 credits)**

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

#### **Core: Clinical (26 credits)**

- NURS 616 Health Assessment for Advanced Nursing Practice (2 credits)
- NURS 616L Health Assessment for Advanced Nursing Practice Lab (1-2 credits)
- NURS 621 Primary Care Nursing I (3 credits)
- NURS 621P Primary Care Nursing I Practicum (2 credits)
- NURS 627 Applied Pharmacology for Advanced Nursing Practice (1 credits)
- NURS 722 Primary Care II (3 credits)

- NURS 722P Primary Care II Practicum (2 credits)
- NURS 723 Primary Care Nursing III: Pediatrics (3 credits)
- NURS 723P Primary Care Nursing III Practicum (2 credits)
- NURS 724 Primary Care Nursing IV: Complex Care (3 credits)
- NURS 724P Primary Care Nursing IV: Complex Care Practicum (2 credits)
- NURS 636 Labs and Diagnostics for Advanced Practice Nursing (1 credits)

**DNP scholarship project (11 credits)**

- NURS 741 Pre-Scholarship (1 credits)
- NURS 742 DNP Scholarship Project Assessment (1 credits)
- NURS 750 DNP Scholarship I (3 credits)
- NURS 760 DNP Scholarship II (3 credits)
- NURS 770 DNP Scholarship III (3 credits)

**Entry level MSN to DNP track (64 credits)**

**Core: Research and theory (18 credits)**

- NURS 610 Pathophysiology for Advanced Nursing Practice (3 credits)
- NURS 628 Family Health Promotion and Health Maintenance (2 credits)
- NURS 700 Advanced Nursing Science (3 credits)
- NURS 703 Research Methodology and Advanced Evidence-Based Practice (4 credits)
- NURS 708 Epidemiology and Population Health (3 credits)
- NURS 609 Pharmacology for Advanced Nursing Practice (3 credits)

**Core: Leadership (9 credits)**

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

**Core: Clinical (26 credits)**

- NURS 616 Health Assessment for Advanced Nursing Practice (2 credits)
- NURS 616L Health Assessment for Advanced Nursing Practice Lab (1-2 credits)
- NURS 627 Applied Pharmacology for Advanced Nursing Practice (1 credits)
- NURS 621 Primary Care Nursing I (3 credits)
- NURS 621P Primary Care Nursing I Practicum (2 credits)
- NURS 722 Primary Care II (3 credits)
- NURS 722P Primary Care II Practicum (2 credits)
- NURS 723 Primary Care Nursing III: Pediatrics (3 credits)
- NURS 723P Primary Care Nursing III Practicum (2 credits)
- NURS 724 Primary Care Nursing IV: Complex Care (3 credits)
- NURS 724P Primary Care Nursing IV: Complex Care Practicum (2 credits)
- NURS 636 Labs and Diagnostics for Advanced Practice Nursing (1 credits)

### **DNP scholarship project (11 credits)**

- NURS 741 Pre-Scholarship (1 credits)
- NURS 742 DNP Scholarship Project Assessment (1 credits)
- NURS 750 DNP Scholarship I (3 credits)
- NURS 760 DNP Scholarship II (3 credits)
- NURS 770 DNP Scholarship III (3 credits)

### **Nurse Anesthetist DNP**

#### **Program accreditation**

Program accreditation Graduates earn their Doctor of Nursing Practice degree with a concentration in Nurse Anesthesia in this 91-credit program. Graduates are prepared to practice in a wide variety of settings and to utilize diverse methods of administering safe anesthetics. Clinical experiences are offered through a variety of Twin Cities hospitals, including Hennepin County Medical Center, M Health Fairview, United Hospital, Methodist Hospital and North Memorial Medical Center, St. Paul Children's, and Masonic Children's Hospital. Rural and regional anesthesia experiences are provided through a variety of facilities in Minnesota, Wisconsin, and Iowa. The Minneapolis School of Anesthesia (MSA) has been approved by the Council on Accreditation of Nurse Anesthesia Educational Programs (COA) to affiliate with Metropolitan State University as the degree-granting institution for the DNP Nurse Anesthesia Program effective spring 2021. The program is accredited by the Commission on Collegiate Nursing Education (CCNE) and the Council on Accreditation of Nurse Anesthesia Educational Programs (COA), a specialized accrediting body recognized by the Council for Higher Education Accreditation and the U.S. Department of Education. <strong>This DNP program is approved as an APRN preparation program by the:</strong> Minnesota Board of Nursing 1210 Northland Drive #120 Mendota Heights, MN 55120 Phone: 612.317.3000 Fax: 612.688.1841 Toll Free: 888.234.2690 FREE (MN, IA, ND, SD, WI) TTY: 800.627.3529 Minnesota Board of Nursing (website), nursing.board@state.mn.us <strong>Accreditation Agencies</strong> Commission on Collegiate Nursing Education (CCNE) 655 K Street, NW, Suite 750 Washington, DC 20001aacnnursing.org/CCNE Council on Accreditation of Nurse Anesthesia Education Programs 10275 W. Higgins Road, Suite 906 Rosemont, IL 60018-5603 Phone: 224-275-9126coacrna.org

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

#### **Program eligibility requirements**

#### **Admission Requirements (Doctor of Nursing Practice: Nurse Anesthesia)**

Applicants seeking admission to the graduate program must meet the admission requirements of Metropolitan State University-College of Nursing and Health Sciences in partnership with the Minneapolis School of Anesthesia.

These include:

1. Complete an application file by April 30, through [NursingCAS](#). A completed Metro State/MSA supplementary application with an application fee (\$125) must also be received prior to the application deadline.
2. Graduate from High School (or possess GED).
3. Possess an appropriate baccalaureate degree from a regionally accredited institution. Degrees must be completed and final transcripts submitted through NursingCAS prior to matriculation. Appropriate degrees include:
  1. Baccalaureate Degree in Nursing
  2. Associate Degree or Diploma in Nursing plus another appropriate science-based baccalaureate degree – i.e. chemistry, biology, etc. This must be accompanied by a Master's degree in Nursing
4. Possess a cumulative grade point average of 3.0 or greater.
5. Possess an unencumbered license as a registered professional nurse and/or APRN in the United States.
6. Prior to the application deadline, complete one year (1 FTE) of nursing experience in a critical care setting within the last three years. (Operating room, emergency room, post-anesthesia recovery and ground/flight transport nursing experience DO NOT fulfill this requirement.)
7. Complete an upper-level undergraduate or graduate-level chemistry course from a regionally accredited institution within the past five years from the beginning of the semester for which you are applying – avoid introductory chemistry courses. (Example: For Spring 2024 start date, a chemistry course must be taken Spring semester 2019 or after).
8. A graduate-level statistics course will be required prior to matriculation to those accepted into any DNP cohort – information about this will be provided to those granted admission to the program.
9. Possess American Heart Association basic cardiac life support (BLS), advanced cardiac life support (ACLS) and pediatric advanced life support (PALS) recognition. Maintain BLS, ACLS, and PALS recognition through graduation. (see note below)
10. Complete the interview process.
11. Complete a physical examination.

### **Application Procedures for Spring 2024 DNP Cohort:**

The DNP application for matriculation in Spring 2024 will open August 11, 2022. If you are interested in applying for the DNP 2024 cohort, please follow the application process in NursingCAS for the DNP Spring 2024 application. The deadline for this application is April 30, 2023.

In addition to the NursingCAS application, please complete the following supplemental application – [Spring 2024 Supplemental Application](#) – and mail with \$125 check to Minneapolis School of Anesthesia, 1000 County Road E West, #230, Shoreview, MN 55126. **It is the applicant's responsibility to make sure the supplemental application and application fee have been received by the school prior to the deadline. NursingCAS applications will not be reviewed by the Admission Committee without a corresponding supplemental application and fee. Failure of delivery of the supplemental application and supplemental fee to**

**the school by any postal service is not the fault of the school and will not be taken into consideration after the deadline.**

**Your NursingCAS application must be verified and we must be in receipt of your supplementary application (above) and supplementary application fee prior to the application deadline. Please understand that it can take NursingCAS up to four weeks to verify an application – plan your application accordingly. Your application will not be considered if it is not verified by the deadline – NO EXCEPTIONS**

**ALTHOUGH THE FOLLOWING ARE NOT REQUIRED TO APPLY, THEY ARE REQUIRED PRIOR TO MATRICULATION:**

BLS, ACLS and PALS Recognition. A current copy of American Heart Association BLS, ACLS, and PALS recognition must be on file with the school.

Complete a chemistry course from a regionally accredited college or university within the past five years from the beginning of the semester for which you are applying (Example: For Spring 2024 start date, a chemistry course must be taken Spring semester 2019 or after). The school does not recommend any specific chemistry course to take, however, we recommend that you stay away from introductory courses and look for upper-level undergraduate or graduate courses. It can be fully online and does not need to have a lab. This requirement is required to be completed for all accepted applicants with an official transcript sent to either Nursing CAS during the application cycle or directly to the school if completed between the application deadline and the first day of class.

A graduate-level statistics course will be required prior to matriculation to those accepted into any DNP cohort – information about this will be provided to those granted admission to the program.

If accepted, a physical examination and vaccination titers will need to be completed by the applicant's personal health care provider at the applicant's expense. The form will be furnished by the School and titers must be sent back to the school with the completed physical form.

Minneapolis School of Anesthesia, 1000 County Rd. E West, #230, Shoreview, MN 55126  
Phone: 952-925-5222 | Fax: 952-925-6004

### **Program requirements**

The Doctor of Nursing Practice (DNP) Nursing Anesthesia program is comprised of 91 total credits (34 Masters Credits and 57 Doctoral Credits). Please review the admission and program-specific information at <http://www.nurseanesthesia.org>.



## **Course requirements**

**Statistics Pre-Requisites: Must have a graduate level statistics course completed prior to program start date.**

- ANES 623P DNP Anesthesia Practicum I (1 credits)
- ANES 629 Advanced Pharmacology for DNP Anesthesia I (4 credits)
- ANES 634 Advanced Lifespan Physiology and Pathophysiology for Anesthesia I (3 credits)
- ANES 635 Advanced Lifespan Physiology and Pathophysiology for Anesthesia II (3 credits)
- ANES 644 Principles of DNP Nurse Anesthesia Practice I (2 credits)
- ANES 649 Science Principles of Anesthesia (3 credits)
- ANES 713 Advanced Pharmacology for DNP Anesthesia II (3 credits)
- ANES 734P Anesthesia Practicum II (1 credits)
- ANES 735P DNP Anesthesia Practicum III (1 credits)
- ANES 736P DNP Anesthesia Practicum IV (1 credits)
- ANES 737P DNP Anesthesia Practicum V (1 credits)
- ANES 738P DNP Anesthesia Practicum VI (2 credits)
- ANES 739P DNP Anesthesia Practicum VII (2 credits)
- ANES 745 Principles of DNP Nurse Anesthesia Practice II (2 credits)
- ANES 746 Principles of DNP Nurse Anesthesia Practice III (3 credits)
- ANES 747 Principles of DNP Nurse Anesthesia Practice IV (3 credits)
- ANES 748 Principles of DNP Nurse Anesthesia Practice V (4 credits)
- ANES 752 Principles of DNP Nurse Anesthesia Practice VI (3 credits)
- ANES 791 Synthesis of Essential Anesthesia Concepts I (2 credits)
- ANES 792 Synthesis of Essential Anesthesia Concepts II (2 credits)
- HSCI 648 Designing for Quality in Health Care (3 credits)
- NURS 604 Evidence-Based Practice (3 credits)
- NURS 616 Health Assessment for Advanced Nursing Practice (2 credits)
- NURS 616L Health Assessment for Advanced Nursing Practice Lab (1-2 credits)
- NURS 636 Labs and Diagnostics for Advanced Practice Nursing (1 credits)
- NURS 637 Informatics for Advanced Nursing Practice (2 credits)
- NURS 647 Leadership in Health Care Systems (3 credits)
- NURS 700 Advanced Nursing Science (3 credits)
- NURS 703 Research Methodology and Advanced Evidence-Based Practice (4 credits)
- NURS 708 Epidemiology and Population Health (3 credits)
- NURS 741 Pre-Scholarship (1 credits)
- NURS 742 DNP Scholarship Project Assessment (1 credits)
- NURS 749 Resource Management and Finance for Health Care (3 credits)
- NURS 750 DNP Scholarship I (3 credits)
- NURS 751 Health Policy and Advocacy (3 credits)
- NURS 760 DNP Scholarship II (3 credits)
- NURS 770 DNP Scholarship III (3 credits)

## **Nursing Entry Level MSN**

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

The application deadline has been **extended to January 31** for fall admission.

### **Financial Aid**

A limited number of scholarships for ELMSN students are available through employers or organizations such as the American Cancer Society or the Veteran's Administration. For information and application forms, call the Financial Aid Office at 651-793-1300 or contact them via the university website.

### **Program accreditation**

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

### **Enrolling in this program**

#### **Program eligibility requirements**

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

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

- If an admission offer is made, the remaining prerequisites must be completed with a grade of C or better by the start of the program, as indicated by an official transcript submitted to the Department of Nursing prior to the start of the program.
- All courses must be at least three (3) semester credits, with the exception of Nutrition which must be at least two (2) semester credits.
- Courses taken under the quarter system must be at least four (4) quarter credits for the 3 semester credit prerequisites and three (3) quarter credits for the 2 semester credit Nutrition course.
- Applicants must achieve a grade of "C" or above in prerequisite courses and a cumulative GPA of 3.0.

### Prerequisite Courses

- Chemistry with laboratory component
- Human Anatomy with laboratory component
- Human Physiology with laboratory component
- Microbiology with laboratory component
- Nutrition
- Life span psychology
- Medical Ethics
- Statistics course (college level), which must be completed no more than 4 years prior to the date of program application.

### **Program requirements**

#### **Pre-practicum requirements**

All students must meet all pre-practicum requirements prior to starting in the program and to maintain such requirements throughout the program. 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.

#### **Student licensure**

Graduates of the Entry Level MSN program are eligible to sit for the National Council Licensure Examination for registered nurses (NCLEX-RN). Graduates of the Entry Level MSN program are eligible for registration as a Public Health Nurse in the state of Minnesota after becoming licensed as a registered nurse in the state. Licensure Exam Pass Rates Source: Minnesota State Board of Trustees Accountability Dashboard

- 2019 - 27 taking exam, pass rate of 100%
- 2018 - 28 taking exam, pass rate of 96%
- 2017 - 22 taking exam, pass rate of 91%
- 2016 - 23 taking exam, pass rate of 74%
- 2015 - 1 taking exam, pass rate of 100%
- 2014 - 26 taking exam, pass rate of 88%
- 2013 - 29 taking exam, pass rate of 97%

## **Course requirements**

### **Requirements (62 credits)**

After being accepted into the program, students will successfully complete 62 credits of nursing coursework, 29 of which are at the undergraduate level and 33 at the graduate level.

- NURS 304 Fundamental Concepts of Professional Nursing (5 credits)
- NURS 325L Health Assessment (1 credits)
- NURS 410 Applied Pathophysiology (3 credits)
- NURS 306 Essential Concepts of Pharmacology I (1 credits)
- NURS 309 Holistic Nursing Care of the Adult I (3 credits)
- NURS 400P Intensive Practicum I (3 credits)
- NURS 604 Evidence-Based Practice (3 credits)
- NURS 404 Essential Concepts of Pharmacology II (1 credits)
- NURS 414 Geriatric Nursing (2 credits)
- NURS 409 Holistic Nursing Care of Women, Children, and Families (4 credits)
- NURS 646 Informatics for Nursing Practice (2 credits)
- NURS 460 Mental Health Nursing (3 credits)
- NURS 601 Nursing Science (3 credits)
- NURS 600P Intensive Practicum II (4 credits)
- NURS 405 Essential Concepts of Pharmacology III (1 credits)
- NURS 648 Leadership, Quality, and Finance in Nursing (4 credits)
- NURS 656 Nursing in the Community (3 credits)
- NURS 656P Intensive Practicum III (2 credits)
- NURS 603 Advanced Integrative Nursing Care (2 credits)
- NURS 462 Holistic Nursing Care of the Adult II (2 credits)
- NURS 623 Advanced Integration of Pathophysiology, Pharmacology and Health Assessment (3 credits)
- NURS 690P Capstone Practicum (5 credits)
- NURS 696 Comprehensive Care Seminar (2 credits)

## **College of Sciences**

### **Computer Science MS**

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

- Strike a healthy balance between theory and practice
- Help students acquire the ability to read and assimilate highly technical material
- Deepen students' technical knowledge
- Enable students to solve complex problems
- Help students effectively respond to rapid technological changes

- Help students develop well organized presentations and written materials
- Enhance students' careers in computing

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

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

### **Enrolling in this program**

#### **Program eligibility requirements**

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

1. Bachelor's degree in Computer Science or a related discipline from a regionally accredited institution with either a cumulative undergraduate grade point average (GPA) of at least 3.0 (on a 4.0 scale), or an undergraduate GPA of at least 3.0 in all Computer Science and Mathematics or related courses. Applicants without a formal degree in computer science should have completed coursework in the following topics: 1) Discrete mathematics 2) Problem solving using a modern programming language such as C, C++, or Java 3) Data structures (stacks, queues, trees, graphs, etc.), algorithms, and computation complexity 4) Object-oriented programming and design. Note: In rare circumstances, an applicant not meeting the GPA requirements might be considered if their other application materials are stellar (e.g., outstanding recommendations, excellent GRE scores, etc.)
2. Two positive recommendations from people qualified to judge the applicant's ability for graduate studies
3. English language proficiency or permanent resident status, documented/demonstrated in one of the following ways:
  - Is a US citizen or permanent resident
  - Has a bachelor's, master's, or doctoral degree from an English-speaking institution in the United States, Canada, the United Kingdom, Ireland, Australia, or New Zealand
  - Has a minimum TOEFL score of 80 (Internet-based), or 550 (paper-based) achieved within 24 months of intended matriculation
  - Has an IELTS score of 6.5 or higher achieved within 24 months of intended matriculation

Applicants must have an undergraduate degree in Computer Science or a related field. Applicants are expected, at a minimum, to have intermediate programming skills with a good knowledge of data structures and concomitant mathematical background. Applicants who do not have such a background will need to take remedial courses before being admitted to the program. This would be the equivalent of having completed ICS 140, 141, 232, 240, 340, 372, and MATH 215 in our undergraduate program (further work in Computer Science would be preferable).

Applicants lacking background in upper level computer science courses would be required, as a condition of admission, to take one or more following courses (will be indicated on the acceptance letter) with a grade of B- or better as part of their program study plans,

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

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

### **Program requirements**

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

Admission into the masters program and transfer coursework equivalency is determined by the Computer Science and Cybersecurity (CSC) Department and initially evaluated upon admission. Once admitted into the program, the student must complete 34 credits of approved work, which include:

- one course in computer security (4 credits)
- one course in distributed systems (4 credits)
- a second course in either computer security or distributed systems (4 credits)
- the research seminar course (2 credits)
- a set of elective courses covering advanced material in computer science. (Electives may include additional work in distributed systems or security or may be taken from other advanced topics.) (16 credits)
- completion of a practical research project (project option) or theoretical problem (thesis option) under the guidance of a CSC resident faculty member of the department. The student must submit a written report of his/her work to a graduate committee and later make an oral defense of the work. (4 credits)

## **Course requirements**

### **Program Requirements (34 Credits)**

#### **Prerequisites**

Applicants lacking background in upper level computer science courses would be required, as a condition of admission, to take one or more following courses as part of their program study plans. Up to eight credits (8) of this 400-level course work may count as electives toward the 34 credits required to graduate.

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

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

##### **Distributed Systems (4-8 credits)**

Choose one

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

##### **Computer Security (4-8 credits)**

Choose one

- ICS 612 Database Security (4 credits)
- ICS 668 Cloud Forensics (4 credits)
- ICS 682 Cryptography and Computer Security (4 credits)
- ICS 684 Cyberspace Security Engineering I (4 credits)
- ICS 685 Cyberspace Security Engineering II (4 credits)
- ICS 686 Design of Information Assurance Systems (4 credits)
- ICS 688 Cyber Threat Intelligence (4 credits)

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

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

Electives may include additional course work in Distributed Systems and Computer Security listed above or may be taken from other advanced topics such as the courses listed below. Up to 8 credits of graduate work in Math/Stat are acceptable.

- ICS 631 User Experience and Design Thinking (4 credits)

- ICS 650 Simulation Modeling and Queuing Theory (4 credits)
- ICS 652 Artificial Intelligence and Machine Learning (4 credits)
- ICS 664 Real Time Operating Systems (4 credits)
- ICS 670 Contemporary Issues in Software Engineering (4 credits)
- ICS 672 Pattern-Oriented Software Construction (4 credits)
- ICS 690 Special Topics Computer Science: (4 credits)
- MATH 605 Analysis and Fractals (3 credits)
- MATH 615 Advanced Discrete Mathematics (3 credits)
- MATH 620 Stochastic Processes (3 credits)
- MATH 625 Graph Theory (3 credits)
- MATH 650 Dynamical Systems (3 credits)
- MATH 671 Number Theory (3 credits)
- STAT 621 Advanced Biostatistics in Health Research (3 credits)

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

After completion of the research seminar course, an applied research project or an original thesis in computer science, 4-credits of Student Designed Independent Study (SDIS) course (ICS 660I), must also be completed as approved by the student's MSCS Thesis/Project advisory committee Chair and 2 additional committee members. The completion of this SDIS must include a written report and a public presentation.

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

### **Computer Science PSM**

The Professional Science Master's in Computer Science (PSM) is a 38-credit program that combines advanced coursework in computer science with courses in professional skill areas such as team and project management, as well as verbal and written communications. As part of a master's in computer science program that's geared for working professionals, students are encouraged to complete an industry internship that culminates in a technical project to be evaluated by a faculty member and the industry partner offering the internship.

### **Enrolling in this program**

#### **Program eligibility requirements**

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



1. Bachelor's degree in Computer Science or a related discipline from a regionally accredited institution with either a cumulative undergraduate grade point average (GPA) of at least 3.0 (on a 4.0 scale), or an undergraduate GPA of at least 3.0 in all Computer Science and Mathematics or related courses. Applicants without a formal degree in computer science should have completed coursework in the following topics: 1) Discrete mathematics 2) Problem solving using a modern programming language such as C, C++, or Java 3) Data structures (stacks, queues, trees, graphs, etc.), algorithms, and computation complexity 4) Object-oriented programming and design. Note: In rare circumstances, an applicant not meeting the GPA requirements might be considered if their other application materials are stellar (e.g., outstanding recommendations, excellent GRE scores, etc.)
2. Two positive recommendations from people qualified to judge the applicant's ability for graduate studies
3. English language proficiency or permanent resident status, documented/demonstrated in one of the following ways:
  - o Is a US citizen or permanent resident
  - o Has a bachelor's, master's, or doctoral degree from an English-speaking institution in the United States, Canada, the United Kingdom, Ireland, Australia, or New Zealand
  - o Has a minimum TOEFL score of 80 (Internet-based), or 550 (paper-based) achieved within 24 months of intended matriculation.
  - o Has an IELTS score of 6.5 or higher achieved within 24 months of intended matriculation.

Applicants must have an undergraduate degree in Computer Science or a related field. Applicants are expected, at a minimum, to have intermediate programming skills with a good knowledge of data structures and concomitant mathematical background. Applicants who do not have such a background will need to take remedial courses before being admitted to the program. This would be the equivalent of having completed ICS 140, 141, 232, 240, 340, 372, and MATH 215 in our undergraduate program (further work in Computer Science would be preferable).

Applicants lacking background in upper level computer science courses would be required, as a condition of admission, to take one or more following courses (will be indicated on the acceptance letter) with a grade of B- or better as part of their program study plans,

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

Up to 8 credits of those 400-level courses may count as electives toward the 38 credits required to graduate.

### **Program requirements**

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

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

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

### **Course requirements**

#### **Program Requirements (38 credits)**

##### **Core (22 credits)**

##### **Group I: Distributed Systems (4 credits)**

Choose one

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

##### **Group II: Computer Security (4 credits)**

Choose one

- ICS 612 Database Security (4 credits)
- ICS 668 Cloud Forensics (4 credits)
- ICS 682 Cryptography and Computer Security (4 credits)
- ICS 684 Cyberspace Security Engineering I (4 credits)
- ICS 685 Cyberspace Security Engineering II (4 credits)
- ICS 686 Design of Information Assurance Systems (4 credits)
- ICS 688 Cyber Threat Intelligence (4 credits)

### **Group III: Software / Engineering / Data Management (4 credits)**

Choose one

- ICS 611 Distributed Database Systems (4 credits)
- ICS 613 Introduction to Big Data Computing Systems (4 credits)
- ICS 652 Artificial Intelligence and Machine Learning (4 credits)
- ICS 670 Contemporary Issues in Software Engineering (4 credits)
- ICS 672 Pattern-Oriented Software Construction (4 credits)

### **Group IV: Team and Project Management (4 credits)**

Graduate courses covering topics such as team and project management, decision making, and related topics. Take one of the suggested courses listed below or a related course approved by the director of the program.

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

### **Group V: Writing, Communications, and Research (6 credits)**

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

Choose the following courses or a related course approved by the director of the program. All students need to take ICS 698.

- ICS 631 User Experience and Design Thinking (4 credits)
- ICS 698 Research Seminar (2 credits)

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

All ICS graduate courses or the courses approved by the director of the program can be used as electives. In addition, up to two graduate Math courses, or 8 credits, can be counted as electives. No single course can be used twice for meeting the requirements.

### **Internship or Independent Study on Contemporary Issues (4 credits)**

Students are highly encouraged to take a 4-credit internship at a graduate level with their best effort. However, students may alternatively take a 4-credits of Student Designed Independent Study (SDIS) course (ICS 660I) on a contemporary issue in computer science and information technology with a CSC graduate faculty member as an evaluator. A proposal for taking this SDIS must be approved by the faculty who works as the evaluator and the director of the program. The completion of this SDIS

course must include a written report and a public presentation, and is approved by the faculty who works as the evaluator and the director of the program. For more information, please contact the director of the program.

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

### **Internship Guidelines**

- 1) Requires an approval by the director of CSC graduate programs in Computer Science;
- 2) Should involve at least 300 hours of work of which at least 250 hours must be spent on highly technical activities involving design or implementation or both;
- 3) The level and quality of the work must be appropriate for a professional with a master's degree in computer science;
- 4) Must culminate in a technical project to be evaluated by a CSC graduate faculty member and the industry partner offering the internship. The outcome of the internship must include a written report and a public presentation.

### **Cyber Operations MS**

The Master of Science in Cyber Operations (MSCyOps) is a 36-credit program that provides advanced study in the theory and practice of the cybersecurity computing-based discipline with a hardcore focus on both cyber offense and defense strategies. Discovering and investigating sophisticated breaches and providing adequate responses, going beyond the minds of hackers and analyzing their techniques, tactics, and procedures, intelligence gathering, malware analysis, and reversing are some critical aspects of the cyber operations program. The program provides an interdisciplinary course of study, including aspects of information technology, law, policy, human factors and risk management, often in the context of adversaries.

[Learn more about the accelerated combined \(BS + MS\) degree in Cybersecurity Operations](#)

The MSCyOps graduate degree is unique in the state of Minnesota. Key features of the program include:

- A highly technical accelerated degree designed mainly for working professionals.
- Fully-online Cyber Operations degree coursework offered on weekday evenings and Saturday mornings.

- A cohort-based lock-step program; each cohort progresses as a group and develops a professional and supportive network that helps them improve their ability to work in teams.
- Industry vetted competency-based curriculum and performance-based assessment, conforming to the requirements of the U.S. Government's National Security Agency Center of Academic Excellence in Cyber Operations knowledge units.
- A value-added program with access to necessary hardware and software resources and a cloud environment for completing hands-on activities.
- A program with a forward-looking emphasis on current and future challenges resulting from emerging technological paradigms (e.g., cloud computing, mobile devices, embedded computing, and Internet of Things), societal trends (e.g., privacy awareness), and the opportunity to leverage the human element in computing (social factors in cybersecurity).
- Top-quality faculty who are industry experts.
- Priority access to available internships and job opportunities through our robust network of industry partners and recruiters.
- Exposure to state-of-the-art technology through field trips; discounted access to local conferences, and guest lectures from industry professionals.
- Various community engagement opportunities. For example, the students will be asked to conduct cybersecurity awareness sessions as well as cyber hygiene sessions for K-12 schools in their respective communities.

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](#) 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](#) 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.

### **Job Prospects**

With a master's degree in cyber operations, there is no limit to what a student can accomplish. Metro State Cyber Operations MS degree graduates can seek employment opportunities in the military, government, and private sectors including the National Security Agency (NSA), Department of Defense (DoD), Navy

Space and Naval Warfare System Command, and National Labs (Sandia National Laboratory, Pacific Northwest National Laboratory).

## **Enrolling in this program**

### **Program eligibility requirements**

The Masters of Science in Cyber Operations (MSCyOps) program bases admission decisions on the applicant's prior academic work, professional background/experience in computing/cybersecurity, and recommendation letters. The graduate director determines admission into the master's program and transfers coursework equivalency.

The following items are the minimum requirements for potential admission into the program. Meeting these requirements is not a guarantee of admission.

- A bachelor's degree (preferably in Cybersecurity, Computer Science, Information Technology, or Computer Forensics) with a minimum cumulative GPA of 3.00. GPA exceptions can be made on a case-by-case basis for those applicants who demonstrate a potential for academic success through other ways.
- A competency statement (two pages maximum) that describes the following:
  1. Applicant's knowledge and interest in cybersecurity discipline and human factors impacting personal use policies and monitoring.
  2. Applicant's ability to identify and analyze problems, distinguish between relevant and irrelevant information to make logical decisions, and provide solutions to individual and organization problems.
  3. Applicant's ability to make clear and convincing oral presentations to individuals or groups; listens effectively, and clarifies information as needed; facilitates an open exchange of ideas and fosters an atmosphere of open communication.
- Two letters of recommendation from people (faculty, supervisor, etc.) qualified to judge the applicant's ability for graduate study in Cyber Operations.
- English language proficiency or permanent resident status, documented/demonstrated in one of the following ways:
  1. The applicant is a US citizen or permanent resident
  2. The applicant has a bachelor's, master's, or doctoral degree from an English-speaking institution in the United States, Canada, the United Kingdom, Ireland, Australia, or New Zealand.
  3. The applicant has a minimum TOEFL score of 80 (Internet-based) or 550 (paper-based) achieved within 24 months of intended matriculation.
  4. The applicant has an IELTS score of 6.5 or higher achieved within 24 months of intended matriculation.

Applicants who have a bachelor's degree in a non-technical field may be admitted to the program if they meet the following conditions:

- Completed undergraduate courses in Discrete Mathematics and Statistics with a minimum grade of B.
- Completed cyber-related undergraduate courses with a minimum grade of B and demonstrated competency in Python Programming, C Programming, Assembly Language, PowerShell, Basic Data Structures and Algorithm, Systems Administration, Computer Networking, and Linux Fundamentals.
- Have at least one year of proven IT or cybersecurity industry experience. Exceptions can be made based on the overall application package.

## **Program requirements**

### **Guidelines for completing the Cyber Operations MS Program**

The Masters of Science in Cyber Operations (MSCyOps) program is a cohort-based program requiring all students to complete the same coursework at the same pace. There is no elective coursework, and hence all courses in the program are considered core and required for degree completion. The program's 36 credits of coursework include:

- 29 credits in cyber operations and related courses;
- Four credits in risk assessment, law, policy, and ethics; and
- Three credits capstone experience, one credit each semester (Fall, Spring, Fall) of the cohort sequence.

The capstone requirement involves completing a practical research project by submitting a written report to a graduate committee and later making an oral defense of the respective project.

Students interested in the Cyber Operations MS program should work with the graduate director to understand the program details and course sequencing.

Students must maintain a minimum cumulative GPA of 3.0 and a grade of B or above in all graduate coursework.

### **Prerequisite Knowledge and Skills**

Due to the program's highly technical and fast-paced nature, students must have the necessary Knowledge and Skills. They should be comfortable with Python Programming, C Programming, Assembly Language, PowerShell, Basic Data Structures and Algorithm, Systems Administration, Computer Networking, and Linux Fundamentals. To be successful in the program, we highly recommend that students acquire these Knowledge and Skills through undergraduate coursework or by completing short courses before starting the graduate degree.

## **Course requirements**

### **Program Requirements (36 credits)**

The 36 credits cohort-based graduate program is divided into four semesters as follows:

#### **Fall Semester (Cohort Inauguration): 9 credits**

- CYBR 621 Secure System Programming and OS Theory (4 credits)
- CYBR 641 Cyber Operations Fundamentals (4 credits)
- CYBR 698 Cyber Operations Capstone Project (1-4 credits)

#### **Spring Semester: 9 credits**

- CYBR 635 Applied Cryptography (2 credits)
- CYBR 671 Digital Forensics I (2 credits)
- CYBR 681 Malware Analysis and Reverse Engineering (4 credits)
- CYBR 698 Cyber Operations Capstone Project (1-4 credits)

#### **Summer Semester: 9 credits**

- CYBR 611 Vulnerability Discovery and Exploitation (3 credits)
- CYBR 645 Cyber Threat Hunting and Intelligence (2 credits)
- CYBR 672 Digital Forensics II (2 credits)
- CYBR 675 Virtualization and Cloud Security (2 credits)

#### **Fall Semester (Cohort Adjournment): 9 credits**

- CYBR 665 Securing Wireless and Mobile Technologies (2 credits)
- CYBR 690 Special Topics in Cyber Operations (1-4 credits)
- CYBR 698 Cyber Operations Capstone Project (1-4 credits)
- MIS 675 Risk Analysis in Information Technology (2 credits)
- MIS 694 Cyber Ethics (2 credits)

## **Mathematics GCERT**

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

**[Are you interested in learning more about this certificate? Sign up for our Zoom information session to learn more.](#)**

The program is intended for:



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

### **Course Scheduling**

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

Shown below is a tentative schedule of upcoming course offerings:

Fall 2021: MATH 671 Number Theory  
 Spring 2022: MATH 625 Graph Theory  
 Summer 2022: MATH 611 Data Science and Analytics  
 Fall 2022: MATH 605 Analysis and Fractals

### **Enrolling in this program**

#### **Program eligibility requirements**

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

#### **Program requirements**

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

The Department of Mathematics & Statistics offers a diverse range of course options. All courses in this program are elective. New 600 level mathematics courses may be developed that are not yet on this list. Check with your advisor to be sure any courses not on this list will count toward your certificate.

### **Course requirements**

#### **Grad Certificate Requirements**

Take 18 credits from the courses listed below.

## **Courses**

- MATH 605 Analysis and Fractals (3 credits)
- MATH 615 Advanced Discrete Mathematics (3 credits)
- MATH 620 Stochastic Processes (3 credits)
- STAT 621 Advanced Biostatistics in Health Research (3 credits)
- MATH 625 Graph Theory (3 credits)
- MATH 640 Mathematical Modeling and Its Applications (3 credits)
- MATH 650 Dynamical Systems (3 credits)
- MATH 671 Number Theory (3 credits)

## **School of Urban Education**

### **Curriculum, Pedagogy, and Schooling: Urban Education MS**

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

**[Sign up and learn more about the Urban Education MS at one of our Zoom information sessions.](#)**

In addition to the elective courses listed on the right side of the screen, faculty are developing other urban education elective courses. Students may also request to take graduate courses in other departments that relate to their interests, such as an Ethnic Studies course that is part of the Masters of Arts--Liberal Studies program, a Psychology course related to learning or youth, or a course in the content area of one's licensure (e.g., Biology, Literature, or Mathematics). A total of 12 credits outside of the School of Urban Education may be approved, including graduate courses taken at other regionally accredited institutions.

### **Program accreditation**

The School of Urban Education has not made a determination that this program meets the education requirements for licensure for any other states or US protectorate.

## **Enrolling in this program**

### **Program eligibility requirements**

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

### **Program requirements**

In addition to the course requirements, to earn this degree students are required to complete a capstone project demonstrating significant mastery in understanding related to a central question on a particular topic of the student's choice related to urban education. The capstone project may be a traditional, formal written thesis, or a 30 minute presentation. However, if a student decides to do a presentation option for their capstone project, then an additional 3 credit elective must be completed.

Research options for a traditional, formal written thesis include: An extensive literature review, action research or empirical research (qualitative, quantitative or mixed methods). Non-thesis, presentation options for the capstone include: an extensive literature review, an action research project, or an equity proposal/plan. Questions about these options should be directed to the M.S. Urban Education program director.

- [Formal written theses](#) completed by M.S. Urban Education degree earners
- [Presentations](#) completed by M.S. Urban Education degree earners

### **Course requirements**

#### **Requirements (34-37 credits)**

##### **Core (7 credits)**

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

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

##### **Electives (15-18 credits)**

Up to 12 graduate credits may be transferred from other accredited institutions or taken in other relevant subjects (e.g. content courses in your licensure field, ADED, ETHS, PSYC, MAPL, MPNA courses, etc.) More electives are being developed by faculty. (NOTE: If a student decides to complete a non-thesis option for their capstone project, then an additional 3 credit elective must be completed.)

- EDU 606 Urban Middle School and High School Methods -Advanced Theory and Practice (4 credits)

- EDU 610 Teaching & Assessing Exceptional Urban Learners-Advanced Theory & Practice (3 credits)
- EDU 615 Managing Learning in Urban 5-12 Classrooms-Advanced Theory and Practice (3 credits)
- EDU 630 Historical, Cultural, and Philosophical Foundations of Urban Education (3 credits)
- EDU 632 Assessing Learning in Urban Grades 5-12 - Advanced Theory and Practice (3 credits)
- EDU 632 Assessing Learning in Urban Grades 5-12 - Advanced Theory and Practice (3 credits)
- EDU 633 Strategies for Transforming Education Through Absent Narratives (1-2 credits)
- EDU 635 Teaching Assessing ELL Students in Content-Advanced Theory and Practice (3 credits)
- EDU 646 Restorative Practices in Urban Schools and Classrooms (4 credits)
- EDU 651 Immigrants and Refugees in Urban Schools (3 credits)
- EDU 652 Theories and Methods of Language Learning (3 credits)
- EDU 653 Assessment and Curriculum for English Learners in Urban Schools (4 credits)
- EDU 682 Culturally Responsive Pedagogy in Urban Schools (4 credits)
- SPED 600 Foundations of Teaching Urban Learners with Exceptionalities (3 credits)
- SPED 601 Applying Behavioral and Learning Principles in Urban Settings (3 credits)
- SPED 602 Legal, Political, and Ethical Issues in Urban Special Education (3 credits)
- SPED 603 Assessment in Urban Special Education (4 credits)
- SPED 604 Supporting Inclusive Education through Differentiation and Technology (3 credits)
- SPED 605 Collaboration and Transition Practices in Special Education (3 credits)
- SPED 606 Characteristics of Diverse Urban Learners with Mild/Moderate Disabilities (3 credits)
- SPED 609 Interventions: Mild Disabilities (4 credits)

**Final core sequence for degree completion (12 credits)**

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

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

## **English as a Second Language with K-12 Licensure: Urban Education MS**

Expand your credentials to serve the needs of increasing immigrant and refugee populations to learn English for success in school and life. Gain an additional Minnesota teaching license for grades K-12 ESL and your Masters degree. Our flexible program also allows you to complete only the additional K12 ESL licensure program if you are not interested in the Masters, or only the Masters degree without licensure if you just want more understanding and skill in working with English learners of any age.

**[Sign up and learn more about the Urban Education MS at one of our Zoom information sessions.](#)**

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

### **Program accreditation**

This program is accredited by the Minnesota Professional Education and Licensing Standards Board (PELSB) to meet the Standards of Effective Practice for Beginning Teachers as part of the requirements for being licensed to teach in a specific subject area. The School of Urban Education has not made a determination that this program meets the education requirements for licensure for any other states or US protectorate.

### **Enrolling in this program**

#### **Program eligibility requirements**

Earned Bachelor's degree or higher from an accredited institution with a GPA of 2.75 or higher. Students seeking additional K12 licensure must already possess a current Tier 3 or 4 Minnesota teaching license in another field or currently be pursuing initial licensure in another field.

### **Program requirements**

#### **For Additional K12 ESL Licensure**

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

Students seeking additional K12 ESL 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."

For the Master's Degree (minimum of 34 credits earned at the graduate level)

In addition to the course requirements and earning at least 34 graduate credits, to earn this master's degree students are required to complete a capstone project demonstrating significant mastery in understanding related to a central question on a particular topic of the student's choice related to urban education. The capstone project may be a traditional, formal written thesis, or a 30 minute presentation. However, if a student decides to do a presentation option for their capstone project, then an additional 3 credit elective must be completed.

Research options for a traditional, formal written thesis include: An extensive literature review, action research or empirical research (qualitative, quantitative or mixed methods). Non-thesis, presentation options for the capstone include: an extensive literature review, an action research project, or an equity proposal/plan. Questions about these options should be directed to the M.S. Urban Education program director.

- [Formal written theses](#) completed by M.S. Urban Education degree earners
- [Presentations](#) completed by M.S. Urban Education degree earners

### **Student licensure**

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

### **Course requirements**

#### **Courses Needed for the Master's Degree and Additional Licensure**

##### **Foundational Courses (7-14 credits)**

##### **Required for Master's and Licensure**

Students who completed EDU 200 and EDU 203 may chose to substitute them for EDU 600, and/or students who completed EDU 400/414 may chose to substitute either for EDU 614 if they will earn at least 34 graduate credits needed for the master's degree.

- EDU 600 Principles of Urban Education (4 credits)

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

### **Required for Additional Licensure Only**

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

### **2nd Language Proficiency**

NOTE: Students seeking additional K12 ESL 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."

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

These courses are required for all students in the program, whether interested in earning licensure, masters or both. (Metro State graduates who have completed EDU 435 do not have to complete EDU 635 for licensure, and may substitute a graduate elective to earn 34 graduate credits for the degree.)

- EDU 635 Teaching Assessing ELL Students in Content-Advanced Theory and Practice (3 credits)
- EDU 651 Immigrants and Refugees in Urban Schools (3 credits)
- EDU 652 Theories and Methods of Language Learning (3 credits)
- EDU 653 Assessment and Curriculum for English Learners in Urban Schools (4 credits)
- EDU 654 The Urban ESL Professional (2 credits)

### **K-12 Practicums for Licensure (3 credits)**

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

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

### **Additional Core Courses for Master's Degree Completion (12-15 credits)**

These courses are only required for students pursuing the master's degree. EDU 670 and EDU 688 (co-requisites typically offered in the summer), and EDU 698 (typically offered in fall) are taken at the end of the program. If a student chooses to make a 30-minute capstone research presentation instead of writing a formal thesis, then an additional 3 graduate elective credits must also be completed.

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

### **English Teacher Preparation for Grades 5-12 licensure: Urban Education MS**

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

**[Sign up and learn more about the Urban Education MS at one of our Zoom information sessions.](#)**

The Urban Secondary Education graduate-level licensure program within the School of Urban Education (UED) is designed to meet the needs of urban middle and high schools for teachers who can improve students' educational achievement. The UED prepares prospective secondary teachers who can use their understanding of diverse urban learners and communities along with content knowledge and build on the talents and resiliency of their students for success in school and life.

Our approach to teacher education focuses on preparing diverse, reflective and resilient teachers who are outstanding in their commitment to teaching urban youth and creating equitable educational opportunities. More than any other program in Minnesota, we attract more teacher candidates who are of color, multilingual, low-income or "first generation" into teaching careers who can relate to the experiences of culturally and linguistically diverse urban youth and their communities.

### **Program accreditation**

This program is accredited by the Minnesota Professional Education and Licensing Standards Board (PELSB) to meet the Standards of Effective Practice for Beginning Teachers as part of the requirements for being licensed to teach in a specific subject area. The School of Urban Education has not made a determination that this



program meets the education requirements for licensure for any other states or US protectorate.

### **Enrolling in this program**

#### **Program eligibility requirements**

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

NOTE: Students first gain admission to the University and conditional admission to start the Urban Teacher Program (UTP), and then seek full admission to the School of Urban Education by meeting the following additional requirements for secondary education licensure programs:

- Meet with an advisor or Graduate Program Coordinator to develop a contract for study to complete the licensure program
- Complete EDU 600 with a grade of B or higher
- Complete at least 12 credits at undergraduate or graduate level in the subject area of license (with grades of C or higher) if not already completed in previous studies
- Complete at least 3 credits in Ethnic Studies or demonstrate ethnic studies competencies
- Complete at least 40 hours of field experience with urban youth
- Activate a subscription to the program's assessment system (see advisor for info)

#### **Program requirements**

If content coursework that is aligned with the requirements for the [BS English for Teaching](#) major has not already been completed, content courses needed to meet licensure requirements will need to be completed. In addition to completing required content and urban education coursework, the following are among the requirements for licensure program completion to earn a Minnesota grades 5-12 Tier 3 licensure:

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

Following student teaching and licensure program completion, students then complete the remaining master's degree courses along with a thesis or capstone project presentation. Many students find it better to teach for a year before completing these courses and their thesis or capstone project for the master's

degree. If students chose not to write a formal thesis, they may make a 30-minute capstone presentation instead but must complete another 3 credits of electives.

- [Written theses](#) of M.S. Urban Education degree earners
- [Capstone project presentations](#) of M.S. Urban Education degree earners

### **Course requirements**

#### **Courses Needed for Licensure then Master's Degree**

##### **Required introductory courses for admission (4+ credits)**

In addition to the course shown, requirements include: (1) one Ethnic Studies course (at least 3 credits) or prior ethnic studies competency, and (2) at least 12 credits of coursework in the subject area of licensure that has been transferred in or taken at Metro State that matches content courses required in the English for Teaching BS.

- EDU 600 Principles of Urban Education (4 credits)

##### **Required for licensure (22 graduate, 8+ undergraduate credits)**

Any subject area courses needed to meet state licensure standards for this content area that haven't been met as determined by a School of Urban Education transcript review based on the courses needed for the BS English for Teaching major that meet licensure content standards must also be completed.

- EDU 606 Urban Middle School and High School Methods -Advanced Theory and Practice (4 credits)
- EDU 311 Urban Teaching Practicum and Seminar ()
- EDU 610 Teaching & Assessing Exceptional Urban Learners-Advanced Theory & Practice (3 credits)
- EDU 614 Literacy Education in Urban Schools - Advanced Theory and Practice (3 credits)
- EDU 615 Managing Learning in Urban 5-12 Classrooms-Advanced Theory and Practice (3 credits)
- EDU 630 Historical, Cultural, and Philosophical Foundations of Urban Education (3 credits)
- EDU 632 Assessing Learning in Urban Grades 5-12 - Advanced Theory and Practice (3 credits)
- EDU 635 Teaching Assessing ELL Students in Content-Advanced Theory and Practice (3 credits)
- EDU 450 Advanced Urban Teaching Practicum and Seminar ()
- 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)

### **Student Teaching (6 credits)**

- EDU 650 Student Teaching in the Urban School (2-9 credits)

Includes 12 full-time weeks in a middle or high school classroom in your licensure subject area. This experience is required for licensure not the 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 1st for spring placements and February 1st for fall placements. MTLE Content and Pedagogy exams must be taken before student teaching.

### **Final core sequence for master's degree completion (12-15 credits)**

These courses are to be taken at the end of the licensure program after student teaching. EDU 670 and EDU 688 are co-requisites typically offered in the summer, and EDU 698 is typically offered in the fall. Many students find it better to teach for a year before completing these courses and their thesis or capstone project for the master's degree. If students chose not to write a formal thesis, they may make a 30-minute capstone presentation instead but must complete another 3 credits of electives.

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

### **Life/General Science Teacher Preparation for Grades 5-12 licensure: Urban Education MS**

Share your passion for learning biology and other sciences with urban youth and make a difference. Gain a Minnesota teaching license for grades 9-12 Life Science with grades 5-8 General Science and your master's degree. Build upon your content knowledge and empower yourself with the multicultural teaching skills and urban field experiences you need to give urban secondary students a high-quality, equitable education.

### **[Sign up and learn more about the Urban Education MS at one of our Zoom information sessions.](#)**

The Urban Secondary Education graduate-level licensure program within the School of Urban Education (UED) is designed to meet the needs of urban middle and high schools for teachers who can improve students' educational achievement. The UED prepares prospective secondary teachers who can use their understanding of diverse urban learners and communities along with content knowledge and build on the talents and resiliency of their students for success in school and life.

Our approach to teacher education focuses on preparing diverse, reflective and resilient teachers who are outstanding in their commitment to teaching urban youth and creating equitable educational opportunities. More than any other program in Minnesota, we attract more teacher candidates who are of color, multilingual, low-income or "first generation" into teaching careers who can relate to the experiences of culturally and linguistically diverse urban youth and their communities.

### **Program accreditation**

This program is accredited by the Minnesota Professional Education and Licensing Standards Board (PELSB) to meet the Standards of Effective Practice for Beginning Teachers as part of the requirements for being licensed to teach in a specific subject area. The School of Urban Education has not made a determination that this program meets the education requirements for licensure for any other states or US protectorate.

### **Enrolling in this program**

#### **Program eligibility requirements**

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

NOTE: Students first gain admission to the University and conditional admission to start the Urban Teacher Program (UTP), and then seek full admission to the School of Urban Education by meeting the following additional requirements for secondary education licensure programs:

- Meet with an advisor or Graduate Program Coordinator to develop a contract for study to complete the licensure program
- Complete EDU 600 with a grade of B or higher
- Complete at least 12 credits at undergraduate or graduate level in the subject area of license (with grades of C or higher) if not already completed in previous studies
- Complete at least 3 credits in Ethnic Studies or demonstrate ethnic studies competencies
- Complete at least 40 hours of field experience with urban youth
- Activate a subscription to the program's assessment system (see advisor for info)

### **Program requirements**

If content coursework that is aligned with the requirements for the [BS Life Sciences Teaching](#) major has not already been completed, content courses needed to meet licensure requirements will need to be completed. In addition to completing required content and urban education coursework, the following are

among the requirements for licensure program completion to earn a Minnesota grades 5-12 Tier 3 licensure:

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

Following student teaching and licensure program completion, students then complete the remaining master's degree courses along with a thesis or capstone project presentation. Many students find it better to teach for a year before completing these courses and their thesis or capstone project for the master's degree. If students chose not to write a formal thesis, they may make a 30-minute capstone presentation instead but must complete another 3 credits of electives.

- [Written theses](#) of M.S. Urban Education degree earners
- [Capstone project presentations](#) of M.S. Urban Education degree earners

### **Course requirements**

#### **Courses Needed for Licensure then Master's Degree**

##### **Required introductory courses for admission (4+ credits)**

In addition to the course shown, requirements include: (1) one Ethnic Studies course (at least 3 credits) or prior ethnic studies competency, and (2) at least 12 credits of coursework in the subject area of licensure that has been transferred in or taken at Metro State that matches content courses required in the Life Sciences Teaching BS

- EDU 600 Principles of Urban Education (4 credits)

##### **Required for licensure (22 graduate, 4+ undergraduate credits)**

Any subject area courses needed to meet state licensure standards for this content area that haven't been met as determined by a School of Urban Ed transcript review based on the courses needed for the BS Life Science Teaching major that met licensure content standards must also be completed.

- EDU 606 Urban Middle School and High School Methods -Advanced Theory and Practice (4 credits)
- EDU 311 Urban Teaching Practicum and Seminar ()
- EDU 610 Teaching & Assessing Exceptional Urban Learners-Advanced Theory & Practice (3 credits)
- EDU 614 Literacy Education in Urban Schools - Advanced Theory and Practice (3 credits)
- EDU 615 Managing Learning in Urban 5-12 Classrooms-Advanced Theory and Practice (3 credits)

- EDU 630 Historical, Cultural, and Philosophical Foundations of Urban Education (3 credits)
- EDU 632 Assessing Learning in Urban Grades 5-12 - Advanced Theory and Practice (3 credits)
- EDU 635 Teaching Assessing ELL Students in Content-Advanced Theory and Practice (3 credits)
- SCED 450 Science Methods for Urban Grades 5-12 Classrooms and Lab (4 credits)
- EDU 450 Advanced Urban Teaching Practicum and Seminar ( )

### **Student Teaching (6 credits)**

Includes 12 full-time weeks in a middle or high school classroom in your licensure subject area. This experience is required for licensure not the 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 1st for spring placements and February 1st for fall placements. MTLE Content and Pedagogy exams must be taken before student teaching.

- EDU 650 Student Teaching in the Urban School (2-9 credits)

### **Final core sequence for master's degree completion (12-15 credits)**

These courses are to be taken at the end of the licensure program after student teaching. EDU 670 and EDU 688 are co-requisites typically offered in the summer, and EDU 698 is typically offered in the fall. Many students find it better to teach for a year before completing these courses and their thesis or capstone project for the master's degree. If students chose not to write a formal thesis, they may make a 30-minute capstone presentation instead but must complete another 3 credits of electives.

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

## **Mathematics Teacher Preparation for Grades 5-12 licensure: Urban Education MS**

**[Sign up and learn more about the Urban Education MS at one of our Zoom information sessions.](#)**

Share your passion for learning mathematics with urban youth and make a difference. Gain a Minnesota teaching license for grades 5-12 Mathematics and your master's degree. Build upon your content knowledge and empower yourself with the multicultural teaching skills and urban field experiences you need to give urban secondary students a high-quality, equitable education. The Urban Secondary Education graduate-level licensure program within the School of Urban Education

(UED) is designed to meet the needs of urban middle and high schools for teachers who can improve students' educational achievement. The UED prepares prospective secondary teachers who can use their understanding of diverse urban learners and communities along with content knowledge and build on the talents and resiliency of their students for success in school and life. Our approach to teacher education focuses on preparing diverse, reflective and resilient teachers who are outstanding in their commitment to teaching urban youth and creating equitable educational opportunities. More than any other program in Minnesota, we attract more teacher candidates who are of color, multilingual, low-income or ""first generation"" into teaching careers who can relate to the experiences of culturally and linguistically diverse urban youth and their communities.

### **Program accreditation**

This program is accredited by the Minnesota Professional Education and Licensing Standards Board (PELSB) to meet the Standards of Effective Practice for Beginning Teachers as part of the requirements for being licensed to teach in a specific subject area. The School of Urban Education has not made a determination that this program meets the education requirements for licensure for any other states or US protectorate.

### **Enrolling in this program**

#### **Program eligibility requirements**

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

NOTE: Students first gain admission to the University and conditional admission to start the Urban Teacher Program (UTP), and then seek full admission to the School of Urban Education by meeting the following additional requirements for secondary education licensure programs:

- Meet with an advisor or Graduate Program Coordinator to develop a contract for study to complete the licensure program
- Complete EDU 600 with a grade of B or higher
- Complete at least 12 credits at undergraduate or graduate level in the subject area of license (with grades of C or higher) if not already completed in previous studies
- Complete at least 3 credits in Ethnic Studies or demonstrate ethnic studies competencies
- Complete at least 40 hours of field experience with urban youth
- Activate a subscription to the program's assessment system (see advisor for info)

## **Program requirements**

If content coursework that is aligned with the requirements for the [BS Mathematics Teaching](#) major has not already been completed, content courses needed to meet licensure requirements will need to be completed. In addition to completing required content and urban education coursework, the following are among the requirements for licensure program completion to earn a Minnesota grades 5-12 Tier 3 licensure:

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

Following student teaching and licensure program completion, students then complete the remaining master's degree courses along with a thesis or capstone project presentation. Many students find it better to teach for a year before completing these courses and their thesis or capstone project for the master's degree. If students chose not to write a formal thesis, they may make a 30-minute capstone presentation instead but must complete another 3 credits of electives.

- [Written theses](#) of M.S. Urban Education degree earners
- [Capstone project presentations](#) of M.S. Urban Education degree earners

## **Course requirements**

### **Courses Needed for Licensure then Master's Degree**

#### **Required introductory courses for admission (4+ credits)**

In addition to the course shown, requirements include: (1) one Ethnic Studies course (at least 3 credits) or prior ethnic studies competency, and (2) at least 12 credits of coursework in the subject area of licensure that has been transferred in or taken at Metro State that matches content courses required in the Mathematics Teaching BS.

- EDU 600 Principles of Urban Education (4 credits)

#### **Required for licensure (22 graduate, 4+ undergraduate credits)**

Any subject area courses needed to meet state licensure standards for this content area that haven't been met as determined by a School of Urban Ed transcript review based on the courses needed for the BS Mathematics Teaching major that meet licensure content standards must also be completed.

- EDU 606 Urban Middle School and High School Methods -Advanced Theory and Practice (4 credits)
- EDU 311 Urban Teaching Practicum and Seminar ()



- EDU 610 Teaching & Assessing Exceptional Urban Learners-Advanced Theory & Practice (3 credits)
- EDU 614 Literacy Education in Urban Schools - Advanced Theory and Practice (3 credits)
- EDU 615 Managing Learning in Urban 5-12 Classrooms-Advanced Theory and Practice (3 credits)
- EDU 630 Historical, Cultural, and Philosophical Foundations of Urban Education (3 credits)
- EDU 632 Assessing Learning in Urban Grades 5-12 - Advanced Theory and Practice (3 credits)
- EDU 635 Teaching Assessing ELL Students in Content-Advanced Theory and Practice (3 credits)
- MAED 450 Teaching Mathematics to Urban Learners in Grades 5-12 (4 credits)
- EDU 450 Advanced Urban Teaching Practicum and Seminar ( )

### **Student Teaching (6cr)**

Note: For students seeking initial grades 5-12 licensure, EDU 650 includes 12 full-time weeks in a math middle or high school classroom. This experience is required for licensure not the 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 1st for spring placements and February 1st for fall placements. MTLE Content and Pedagogy exams must be taken before student teaching.

- EDU 650 Student Teaching in the Urban School (2-9 credits)

### **Final core sequence for master's degree completion (12-15 credits)**

These courses are to be taken at the end of the licensure program after student teaching. EDU 670 and EDU 688 are co-requisites typically offered in the summer, and EDU 698 is typically offered in the fall. Many students find it better to teach for a year before completing these courses and their thesis or capstone project for the master's degree. If students chose not to write a formal thesis, they may make a 30-minute capstone presentation instead but must complete another 3 credits of electives.

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

### **Social Studies Teacher Preparation for Grades 5-12 licensure: Urban Education MS**

Share your passion for learning social studies (i.e., history, political science, economics, geography, anthropology, ethnic studies, sociology) with urban youth

and make a difference. Gain a Minnesota teaching license for grades 5-12 Social Studies and your master's degree. Build upon your content knowledge and empower yourself with the multicultural teaching skills and urban field experiences you need to give urban secondary students a high-quality, equitable education.

**[Sign up and learn more about the Urban Education MS at one of our Zoom information sessions.](#)**

The Urban Secondary Education graduate-level licensure program within the School of Urban Education (UED) is designed to meet the needs of urban middle and high schools for teachers who can improve students' educational achievement. The UED prepares prospective secondary teachers who can use their understanding of diverse urban learners and communities along with content knowledge and build on the talents and resiliency of their students for success in school and life.

Our approach to teacher education focuses on preparing diverse, reflective and resilient teachers who are outstanding in their commitment to teaching urban youth and creating equitable educational opportunities. More than any other program in Minnesota, we attract more teacher candidates who are of color, multilingual, low-income or "first generation" into teaching careers who can relate to the experiences of culturally and linguistically diverse urban youth and their communities.

**Program accreditation**

This program is accredited by the Minnesota Professional Education and Licensing Standards Board (PELSB) to meet the Standards of Effective Practice for Beginning Teachers as part of the requirements for being licensed to teach in a specific subject area. The School of Urban Education has not made a determination that this program meets the education requirements for licensure for any other states or US protectorate.

**Enrolling in this program**

**Program eligibility requirements**

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

NOTE: Students first gain admission to the University and conditional admission to start the Urban Teacher Program (UTP), and then seek full admission to the School of Urban Education by meeting the following additional requirements for secondary education licensure programs:

- Meet with an advisor or Graduate Program Coordinator to develop a contract for study to complete the licensure program
- Complete EDU 600 with a grade of B or higher

- Complete at least 12 credits at undergraduate or graduate level in the subject area of license (with grades of C or higher) if not already completed in previous studies
- Complete at least 3 credits in Ethnic Studies or demonstrate ethnic studies competencies
- Complete at least 40 hours of field experience with urban youth
- Activate a subscription to the program's assessment system (see advisor for info)

### **Program requirements**

If content coursework that is aligned with the requirements for the [BS Social Studies for Teaching](#) major has not already been completed, content courses needed to meet licensure requirements will need to be completed. In addition to completing required content and urban education coursework, the following are among the requirements for licensure program completion to earn a Minnesota grades 5-12 Tier 3 licensure:

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

Following student teaching and licensure program completion, students then complete the remaining master's degree courses along with a thesis or capstone project presentation. Many students find it better to teach for a year before completing these courses and their thesis or capstone project for the master's degree. If students chose not to write a formal thesis, they may make a 30-minute capstone presentation instead but must complete another 3 credits of electives.

- [Written theses](#) of M.S. Urban Education degree earners
- [Capstone project presentations](#) of M.S. Urban Education degree earners

### **Course requirements**

#### **Courses Needed for Licensure then Master's Degree**

##### **Required introductory courses for admission (4+ credits)**

In addition to the course shown, requirements include: (1) one Ethnic Studies course (at least 3 credits) or prior ethnic studies competency, and (2) at least 12 credits of coursework in the subject area of licensure that has been transferred in or taken at Metro State that matches content courses required in the Social Studies for Teaching BS.

- EDU 600 Principles of Urban Education (4 credits)

### **Required for licensure (22 graduate, 4+ undergraduate credits)**

Any subject area courses needed to meet state licensure standards for this content area that haven't been met as determined by a School of Urban Education transcript review based on the courses needed for the BS Social Studies for Teaching major that meet licensure content standards must also be completed.

- EDU 606 Urban Middle School and High School Methods -Advanced Theory and Practice (4 credits)
- EDU 311 Urban Teaching Practicum and Seminar ()
- EDU 610 Teaching & Assessing Exceptional Urban Learners-Advanced Theory & Practice (3 credits)
- EDU 614 Literacy Education in Urban Schools - Advanced Theory and Practice (3 credits)
- EDU 615 Managing Learning in Urban 5-12 Classrooms-Advanced Theory and Practice (3 credits)
- EDU 630 Historical, Cultural, and Philosophical Foundations of Urban Education (3 credits)
- EDU 632 Assessing Learning in Urban Grades 5-12 - Advanced Theory and Practice (3 credits)
- EDU 635 Teaching Assessing ELL Students in Content-Advanced Theory and Practice (3 credits)
- SSED 450 Teaching Social Studies in Urban Grades 5-12 (4 credits)
- EDU 450 Advanced Urban Teaching Practicum and Seminar ()

### **Student Teaching (6 credits)**

- EDU 650 Student Teaching in the Urban School (2-9 credits)

Includes 12 full-time weeks in a middle or high school classroom in your licensure subject area. This experience is required for licensure not the 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 1st for spring placements and February 1st for fall placements. MTLE Content and Pedagogy exams must be taken before student teaching.

### **Final core sequence for master's degree completion (12-15 credits)**

These courses are to be taken at the end of the licensure program after student teaching. EDU 670 and EDU 688 are co-requisites typically offered in the summer, and EDU 698 is typically offered in the fall. Many students find it better to teach for a year before completing these courses and their thesis or capstone project for the master's degree. If students chose not to write a formal thesis, they may make a 30-minute capstone presentation instead but must complete another 3 credits of electives.

- EDU 670 Advanced Reflective Practice for Urban Educators (4 credits)

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

### **Special Education with K-12 Licensure: Urban Education MS**

Expand your credentials to serve the needs of students with exceptionalities for success in school and life. Gain an additional Minnesota teaching license for grades K-12 Special Education-Academic Behavioral Strategist (ABS) and your Masters degree. Our flexible program also allows you to complete only the additional K12 Special Education-ABS licensure program if you are not interested in the Masters, or only the Masters degree without licensure if you just want more understanding and skill in working with students who have mild-moderate special needs.

[Sign up and learn more about the Urban Education MS at one of our Zoom information sessions.](#)

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

#### **Program accreditation**

This program is accredited by the Minnesota Professional Education and Licensing Standards Board (PELSB) to meet the Standards of Effective Practice for Beginning Teachers as part of the requirements for being licensed to teach in a specific subject area. The School of Urban Education has not made a determination that this program meets the education requirements for licensure for any other states or US protectorate.

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

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

Earned Bachelor's degree or higher from an accredited institution with a GPA of 2.75 or higher. Students seeking additional K12 licensure must already possess a current Minnesota teaching license in another field or be pursuing another license and finish before or with the SPED-ABS licensure program.

## **Program requirements**

### For Additional K12 SPED-ABS Licensure

Most practicum experiences may be completed where a student works as a teacher. However, practicum experiences working with students who have mild to moderate disabilities are required at the elementary, middle and high school level.

In addition to completing required coursework with a cumulative GPA of 2.75 or higher and practicums, the following are among the requirements for completing the additional SPED-ABS licensure program:

- Passing all required licensure exams.
- Licensure application with fee.

### For Initial K12 SPED-ABS Licensure

Practicum experiences working with students who have mild to moderate disabilities are required at the elementary, middle and high school level (at least 120 hours total). Student Teaching (SPED 490) includes 15 weeks, full-time and two placements at different school levels (i.e. elementary, middle or high school).

In addition to completing required coursework with a cumulative GPA of 2.75 or higher and practicums/student teaching, the following are among the requirements for program completion and K12 SPED-ABS licensure:

- Passing all required licensure exams and performance assessments.
- Background check and licensure application with fee.

### For the Master's Degree (minimum of 34 credits earned at the graduate level)

In addition to the course requirements and earning at least 34 graduate credits and a cumulative GPA of 3.0 or higher, to earn this master's degree students are required to complete a capstone project demonstrating significant mastery in understanding related to a central question on a particular topic of the student's choice related to urban education. The capstone project may be a traditional, formal written thesis, or a 30-minute presentation. However, if a student decides to do a presentation option for their capstone project, then an additional 3 credit elective must be completed.

Research options for a traditional, formal written thesis include: An extensive literature review, action research or empirical research (qualitative, quantitative or mixed methods). Non-thesis, presentation options for the capstone include: an extensive literature review, an action research project, or an equity proposal/plan.

Questions about these options should be directed to the M.S. Urban Education program director.

- [Formal written theses](#) completed by M.S. Urban Education degree earners
- [Presentations](#) completed by M.S. Urban Education degree earners

### **Course requirements**

#### **Courses Needed for Degree Only, Licensure Only and for Both Degree and Licensure**

##### **Foundations Courses for Master's Degree Only (6 credits)**

- SPED 600 Foundations of Teaching Urban Learners with Exceptionalities (3 credits)
- EDU 614 Literacy Education in Urban Schools - Advanced Theory and Practice (3 credits)

##### **Foundations Courses for Students Seeking Additional K12 SPED-ABS Licensure (9 credits)**

These foundations courses are for students seeking an additional license for K12 Special Education-Academic Behavior Strategist, and must have or will have a Tier 3 or 4 license in another field. Most likely an equivalent to at least one of the following will have already been completed as part of the student's first license. These courses may be completed with required Core courses.

- SPED 600 Foundations of Teaching Urban Learners with Exceptionalities (3 credits)
- EDU 483 Foundations of Teaching Reading in Urban Grades K-6 (3 credits)
- EDU 487 Methods of Teaching Reading in Urban Grades K-6 (3 credits)

##### **Foundations Courses for Initial Licensure K12 SPED-ABS (up to 32 credits)**

These foundations courses are for students seeking an initial license for K12 Special Education-Academic Behavior Strategist. In addition to the courses listed below, students will need to demonstrate prior ethnic studies learning/competency or complete at least one Ethnic Studies (ETHS) course (at least 3cr). Consult with your SPED faculty advisor about the best sequence of courses and whether or not any prior coursework can apply to these requirements.

- SPED 600 Foundations of Teaching Urban Learners with Exceptionalities (3 credits)
- PSYC 385 Educational Psychology (4 credits)
- EDU 325 Emergent Literacy in Urban Early Childhood Education (2 credits)
- EDU 483 Foundations of Teaching Reading in Urban Grades K-6 (3 credits)
- EDU 487 Methods of Teaching Reading in Urban Grades K-6 (3 credits)
- MAED 106 Math for Elementary Teachers (4 credits)
- MAED 440 Teaching Mathematics to Urban Learners in Grades K-8 (4 credits)

- EDU 630 Historical, Cultural, and Philosophical Foundations of Urban Education (3 credits)
- EDU 635 Teaching Assessing ELL Students in Content-Advanced Theory and Practice (3 credits)

### **Special Education Core (16 credits)**

These courses are required for all students in the program, whether interested in earning master's degree only, additional licensure, initial licensure, or both degree and license. (Note: SPED 611 Urban Special Education Practicum and Seminar may be required instead of EDU 311 for students transferring coursework from another institution which does not have an urban focus.)

- SPED 601 Applying Behavioral and Learning Principles in Urban Settings (3 credits)
- EDU 311 Urban Teaching Practicum and Seminar ()
- SPED 602 Legal, Political, and Ethical Issues in Urban Special Education (3 credits)
- SPED 603 Assessment in Urban Special Education (4 credits)
- SPED 605 Collaboration and Transition Practices in Special Education (3 credits)
- SPED 606 Characteristics of Diverse Urban Learners with Mild/Moderate Disabilities (3 credits)
- EDU 450 Advanced Urban Teaching Practicum and Seminar ()

### **Additional Courses, Practicum & Student Teaching for Licensure (10-16 credits)**

These courses are only required for students seeking additional or initial K12 Special Education (ABS) licensure. (Students interested in Master's degree only are not required to take these courses.)

- SPED 604 Supporting Inclusive Education through Differentiation and Technology (3 credits)
- SPED 609 Interventions: Mild Disabilities (4 credits)
- SPED 650 Advanced Urban Special Education Teaching Practicum (0-2 credits)

### **Final Practicum or Student Teaching (3-9 credits)**

Choose one of the following. Students earning additional licensure complete SPED 690 which includes at least 80 hours with a continuous group of students that fills in any gaps in prior experience. Students earning initial licensure complete SPED 490 which is 15-weeks, full-time in two placements. Teacher Candidates must notify the Field Experience Director two semesters prior to doing their student teaching SPED 490. They must also submit a student teaching application by September 1st for spring placements and February 1st for fall placements. MTLE Content and Pedagogy exams must be taken before student teaching.



- SPED 490 Student Teaching in Urban Special Education (9 credits)
- SPED 690 Graduate Practicum: Mild Disabilities (3 credits)

### **Final core sequence for master's degree completion (12 credits)**

These courses are only required for students pursuing the master's degree. (Students interested only in licensure are not required to take these courses.) EDU 670 and EDU 688 (co-requisites typically offered in the summer), and EDU 698 (typically offered in fall) are taken at the end of the program. If a student chooses to make a 30-minute capstone research presentation instead of writing a formal thesis, then an additional 3 graduate elective credits must also be completed.

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

## **Graduate Courses (Alphabetically by Subject)**

### **ACCT**

#### **Courses**

#### **ACCT 510G - Advanced Financial Reporting (4 credits)**

The second course in the two-course financial reporting sequence, this course emphasizes accounting theory and practice including noncurrent liabilities and owners' equity; special disclosure and reporting problems; international accounting and foreign currency translation; business combinations; and consolidated financial statement preparation and analysis. **Prerequisites:** ACCT 310

#### **ACCT 512G - Auditing (4 credits)**

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

#### **ACCT 515G - Financial Statement Analysis (4 credits)**

This course provides an in-depth study of the concepts and applications of financial statement analysis including the supply of and demand for accounting information in financial markets and the uses of accounting information in performance evaluation, investment and credit decisions. **Prerequisites:** ACCT 310 and ECON 202

#### **ACCT 520G - Advanced Strategic Management (4 credits)**

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

environmental accounting, cost accumulation systems and comprehensive performance indicators is included. **Prerequisites:** ACCT 320

**ACCT 530G - Business Taxation (4 credits)**

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

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

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

**ACCT 560G - International Accounting (4 credits)**

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

**Prerequisites:**

**ACCT 610 - Financial Accounting for Managers (4 credits)**

This course meets the prerequisite requirements for undergraduate courses in financial accounting. It does not count toward your master's degree. This course covers the main issues central to financial accounting including nature measurement, valuation, and reporting concepts and issues, emphasizing management and stakeholder analysis and use of data for decision making.

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

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

**ACCT 620 - Management Accounting (4 credits)**

This course focuses on accounting for managerial planning and control. The role of financial and nonfinancial information in a strategically focused decision environment is discussed. Emphasis is on strategic cost management and cost analysis. **Prerequisites:** ACCT 210

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

Students obtain internships in selected areas of study to gain deeper understand of knowledge, skills and the context of a given field. Site supervisors give guidance and direction to customized internship projects. Faculty members serve as liaisons between the internship sites and the university, providing information to students

and potential supervisors and supervising the learning experience. Students should contact the Institute for Community Engagement and Scholarship (ICES) at Metropolitan State University for more information.

**ACCT 660I - Accounting Student-Designed Independent Study (SDIS) (1-8 credits)**

Student-designed independent studies give Metropolitan State students the opportunity to plan their own study. This type of independent learning strategy can be useful for because it allows students: to study a subject in more depth, at a more advanced level; to pursue a unique project that requires specialized study; to draw together several knowledge areas or interests into a specialized study; to test independent learning capabilities and skills; or to use special learning resources in the community, taking advantage of community education opportunities which, in themselves, would not yield a full college competence. Students should contact their appointed advisor for more information.

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

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

## **ACHM**

### **Courses**

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

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

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

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

## **ADED**

### **Courses**

**ADED 620 - Introduction to Adult Education with Emphasis on Adult Literacy (4 credits)**

This course will cover various theories and approaches to adult education. Identify and assess the literacy skills needed in the workplace community and family. We will review the evolution of adult literacy in the US, and in Minnesota in particular, and will look at state and Federal programs associated with literacy and adult education. The course will also address the need for writing in plain language for low-literacy

employees. Finally, the course will also analyze and assess community literacy programs and the role literacy plays in social and economic empowerment. We will also cover ways of reaching underrepresented groups. We will critically examine new social action approaches to literacy education; and related issues such as poverty and welfare, ethnicity, cultural barriers to literacy and achievement related to social class.

#### **ADED 640 - Techniques and Approaches to Teaching Adults (4 credits)**

This course deals with various advanced theories and approaches to teaching adults, paying special attention to the role of English communication for the workplace. As part of our framework, we will use major adult learning theories such as transformative, self-directed, experiential, and cooperative, in order to explore various aspects of adult development as they relate to life-long learning. The course uses extensive readings, class discussions, and site observations of adult education centers, community education, and workplace education settings to address adult teaching strategies in various environments. The course in particular will address the following topics: learning and improving English literacy as an adult; advanced approaches to teaching reading, writing and communications skills; technology as a teaching tool; teaching students with disabilities; and cultural and gender discrimination. **Prerequisites:** ADED 620

#### **ADED 660 - Assessment in Adult Education with Emphasis on Adult Literacy (4 credits)**

This course will focus on ways of formally and informally assessing the literacy of adult learners. Once learner needs have been identified, specific content materials, tools, and instructional approaches can be used to assist adult learning in various settings. We will also look at appropriate assessments for English as a foreign language; adult English literacy skills needed for work, family, community and continuing education; the uses and issues of standardized tests; assumptions about testing, cultural bias and interpretation of formal tests; test preparation programs; and hiring discrimination caused by misuse of hiring tests. Finally, the course will also cover assessment of adult literacy using approaches such as applications and case studies; planning for work, family and community, including transition to post-secondary education career and vocational preparation; and use of formal testing for college admission, and other educational and vocational programs. **Prerequisites:** ADED 640

#### **ADED 690 - Field Experience (2 credits)**

This fieldwork course is designed to give learners the opportunity to connect theory with practice and develop real-world teaching experience in adult basic education settings or training. Through this hands-on experience in authentic learning situations, students deepen their commitment to life-long learning and professional development. This two (2) credit fieldwork should be tailored to your experiences and your desired professional journey. **Prerequisites:** ADED 660

### **ANES**

#### **Courses**

#### **ANES 623P - DNP Anesthesia Practicum I (1 credit)**

Scientific and anesthetic principles, evidence-based practice and safety & quality guidelines provide the frameworks for development of psychomotor skills, critical

thinking and decision-making for the “novice” nurse anesthesia student in simulated and structured perioperative learning experiences. Learning experiences will begin with simulated encounters and will evolve to structured immersion in a clinical setting. Competence Statement: Knows the principles and practice of nurse anesthesia care well enough to assess, plan, and implement a basic anesthetic care plan, at a novice level, under total supervision of a licensed/certified anesthesia provider.

**ANES 629 - Advanced Pharmacology for DNP Anesthesia I (4 credits)**

The course focus is a comprehensive study of pharmacologic principles of non-anesthesia prescription and non-prescription medications encountered by the nurse anesthetist during provision of care. Emphasis is placed on physiologic actions, therapeutic decision making, and medication management for application in clinical practice. Biotransformation, elimination and molecular mechanisms knowledge will be used to build a scientific foundation for clinical decision-making across the lifespan. Competence Statement: Knows the pharmacologic principles of non-anesthesia medications well enough to apply to nurse anesthesia practice.

**ANES 634 - Advanced Lifespan Physiology and Pathophysiology for Anesthesia I (3 credits)**

The course focus is an in-depth exploration of specific human normal and abnormal physiology for application in nurse anesthesia practice across the lifespan. Students examine advanced physiologic concepts and the complex relationships with clinical correlation across the lifespan. Competence Statement: Knows the fundamental physiology and pathophysiology of cell physiology, the nervous system, pulmonary, and the cardiovascular system well enough to apply these principles to nurse anesthesia practice

**ANES 635 - Advanced Lifespan Physiology and Pathophysiology for Anesthesia II (3 credits)**

The course focus is an in-depth exploration of specific human normal and abnormal physiology for health promotion and clinical correlation across the lifespan. Competence Statement: Knows the fundamental physiology and pathophysiology of cell physiology, the nervous system, and the cardiovascular system.

**ANES 638 - Anatomy for Nurse Anesthesia (3 credits)**

The course reviews human gross anatomy in relationship to biological function and clinical correlation. Students utilize anatomy simulation to explore anatomical structure and function. Pro-section and learning activities aid the holistic knowledge of the human body's structure for future clinical correlation in practice. Competence Statement: Knows the fundamental human anatomy and its arrangement for normal and abnormal presentation.

**ANES 644 - Principles of DNP Nurse Anesthesia Practice I (2 credits)**

The course focuses on the study of applied science, biomedical equipment, and foundational principles for safe, evidence-based quality perioperative care. Focus areas will include decision-making and problem solving in perioperative preparation, management and evaluation of anesthesia delivery equipment, monitoring, basic airway management, pharmacological selection, patient risk stratification, and patient care transitions. Competence Statement: Knows and applies the science

related to biomedical equipment, anesthesia delivery systems and foundational principles well enough to apply these principles to nurse anesthesia practice.

### **ANES 649 - Science Principles of Anesthesia (3 credits)**

The course focus is on scientific principles found in chemistry and physics upon which mechanical, pharmacological and physiologic systems are explained. Students examine physics and general, organic and biochemistry concepts for clinical correlation in nurse anesthesia practice. Specific content areas include measurement, chemical and physical properties of matter, atomic and molecular structures, chemical equations and stoichiometry, reactions, energy relationships, periodicity, bonding, gas laws and solutions. Competence Statement Knows the scientific principles found in chemistry and physics as they apply to mechanical, pharmacological and physiologic systems in nurse anesthesia well enough to apply these principles in nurse anesthesia practice.

### **ANES 713 - Advanced Pharmacology for DNP Anesthesia II (3 credits)**

The course focus is a comprehensive study of pharmacologic principles of anesthetic medications used by the nurse anesthetist during provision of care. Emphasis is placed on physiologic actions, therapeutic decision making, and medication management for application in clinical practice. Biotransformation, elimination and molecular mechanisms knowledge will be used to build a scientific foundation for clinical decision-making across the lifespan. Competence Statement: Knows the pharmacologic principles of anesthetic medications well enough to apply to nurse anesthesia practice.

### **ANES 734P - Anesthesia Practicum II (1 credit)**

Students build on skills developed in practicum I to further develop integration of scientific and anesthetic principles. “Novice” nurse anesthesia students apply evidence-based practice and safety and quality guidelines for American Society of Anesthesiologists (ASA) or Physical Status (PS) I and II. Students apply evidence-based practice, safety and quality guidelines in psychomotor skills, critical thinking and decision-making as “novice” nurse anesthesia students. Students gain clinical experience caring for the patient with minimal to mild physiological derangements. Competence Statement: Knows the principles and practice of nurse anesthesia care well enough to assess, plan, and implement an anesthetic care plan for patients with advancing complex physical status, at a novice level, under total supervision of a licensed/certified anesthesia provider. **Prerequisites:** ANES 623P

### **ANES 735P - DNP Anesthesia Practicum III (1 credit)**

Students build on skills developed in practicum II to further develop integration of scientific and anesthetic principles. “Advanced beginner” nurse anesthesia students apply evidence-based practice and safety & quality guidelines for PS I & II patients. Students gain clinical experience in caring for the patient with minimal to mild physiological derangement’s who presents for emergency surgical or medical care (PS IE and IIE). Competence Statement: Applies the principles and practice of nurse anesthesia care well enough to assess, plan, and implement an anesthetic care plan, at an advanced beginner level, under moderate supervision of a licensed/certified anesthesia provider. **Prerequisites:** ANES 734P

### **ANES 736P - DNP Anesthesia Practicum IV (1 credit)**

Students build on skills developed in practicum III to further develop integration of scientific and anesthetic principles. “Competent” nurse anesthesia students apply scientific and anesthetic principles, evidence-based practice and safety & quality guidelines to psychomotor skills, critical thinking and decision-making. Students gain clinical experience in caring for the more complex patient who may present emergently (PS III & IIIE). Competence Statement: Applies the principles and practice of nurse anesthesia care well enough to assess, plan, and implement an anesthetic care plan, at a “competent” level, under moderate supervision of a licensed/certified anesthesia provider. **Prerequisites:** ANES 735P

### **ANES 737P - DNP Anesthesia Practicum V (1 credit)**

Students build on skills developed in practicum IV to further develop integration of scientific and anesthetic principles. Competent nurse anesthesia students apply scientific and anesthetic principles, evidence-based practice and safety & quality guidelines to psychomotor skills, critical thinking and decision-making. Students gain clinical experience in caring for the functionally incapacitated patient who may present emergently (PS IV & IVE). Competence Statement: Applies the principles and practice of nurse anesthesia care well enough to assess, plan, and implement an anesthetic care plan, at a competent level, under minimal supervision of a licensed/certified anesthesia provider for the PS IV & IVE patient. **Prerequisites:** ANES 736P

### **ANES 738P - DNP Anesthesia Practicum VI (2 credits)**

Students build on skills developed in practicum V to further develop integration of scientific and anesthetic principles. Proficient nurse anesthesia students apply scientific and anesthetic principles, evidence-based practice and safety & quality guidelines to psychomotor skills, critical thinking and decision-making. Students gain clinical experience in caring for the patient who is moribund and may present emergently, as well as the organ donor patient. (PS V, VE and VI). Competency Statement: Applies the principles and practice of nurse anesthesia care well enough to assess, plan, and implement an anesthetic care plan, at a proficient level, under some supervision of a licensed/certified anesthesia provider of the PS V, VE and VI patient. **Prerequisites:** ANES 737P

### **ANES 739P - DNP Anesthesia Practicum VII (2 credits)**

Students build on skills developed in practicum IV to further develop integration of scientific and anesthetic principles. Expert nurse anesthesia students apply scientific and anesthetic principles, evidence-based practice and safety & quality guidelines to psychomotor skills, critical thinking and decision-making. Students gain clinical experience in caring for patients across the lifespan, special populations, and procedures. Competency Statement Applies the principles and practice of nurse anesthesia care well enough to assess, plan, and implement an anesthetic care plan, at an expert level, under minimal supervision of a licensed/certified anesthesia provider for patients across the lifespan and for special populations and procedures. **Prerequisites:** ANES 738P

### **ANES 745 - Principles of DNP Nurse Anesthesia Practice II (2 credits)**

The course focuses on the study of safe, evidence-based nurse anesthesia care management in normal human physiologic and pathophysiologic states including

hematologic, immune, and psychiatric disorders and associated medical and surgical procedures for selected human anatomical systems. The course also focuses on pre-operative evaluation, deep sedation and post-anesthesia care, as well as basic regional techniques, ambulatory, office-based, non-operating room anesthesia care and anesthetic complications. Students will formulate care management strategies based on ethical, scientific and pharmacologic principles, safety, quality and evidence-based guidelines and cost effectiveness. Competence Statement: Knows safe, evidence-based nurse anesthesia care management well enough to apply to nurse anesthesia practice for patients with various pathophysiologic disorders.

**Prerequisites:** ANES 644

**ANES 746 - Principles of DNP Nurse Anesthesia Practice III (3 credits)**

The course focuses on the study of safe, evidence-based nurse anesthesia care management in normal human physiologic and pathophysiologic states, including cardiac, respiratory, endocrine, renal, genitourinary, hepatobiliary and gastrointestinal, and associated medical and surgical procedures for selected human anatomical systems. Students will formulate care management strategies based on ethical, scientific and pharmacologic principles, safety, quality and evidence-based guidelines and cost effectiveness. Competence Statement: Knows safe, evidence-based nurse anesthesia care management well enough to apply to nurse anesthesia practice for patients with various pathophysiologic disease states.

**Prerequisites:** ANES 745

**ANES 747 - Principles of DNP Nurse Anesthesia Practice IV (3 credits)**

The course focuses on the study of safe, evidence-based nurse anesthesia care management in normal human physiologic and pathophysiologic states including skin, musculoskeletal, metabolic, neurologic, cardiovascular, peripheral vascular, as well as difficult airway and otolaryngology diseases, and associated medical and surgical procedures for selected human anatomical systems. Students will formulate care management strategies based on ethical, scientific and pharmacologic principles, safety, quality and evidence-based guidelines and cost effectiveness. Competence Statement: Knows safe, evidence-based nurse anesthesia care management well enough to apply to nurse anesthesia practice for patients with various pathophysiologic disease states. **Prerequisites:** ANES 746

**ANES 748 - Principles of DNP Nurse Anesthesia Practice V (4 credits)**

The course focuses on the study of safe, evidence-based nurse anesthesia care management in special populations. The course concentrate on normal human physiologic and pathophysiologic states. Age-related populations included are gerontology, obstetrics, neonatal and pediatric patients. Anesthesia care covering traumatic injuries and other specific conditions is included. Students formulate care management strategies based on ethical, scientific and pharmacologic principles, safety, quality and evidence-based guidelines and cost effectiveness. Competence Statement: Knows safe, evidence-based nurse anesthesia care management well enough to apply to nurse anesthesia practice for patients across the lifespan with and without various pathophysiologic disease states. **Prerequisites:** ANES 747

**ANES 752 - Principles of DNP Nurse Anesthesia Practice VI (3 credits)**

The course focuses on the study of safe, evidence-based nurse anesthesia care management in acute and chronic pain, radiological principles, and safe practices in non-operating room anesthesia experiences. Competence Statement: Knows safe,



evidence-based nurse anesthesia care management well enough to apply to nurse anesthesia practice for patients with various pathophysiologic disease states and pain clinic management. **Prerequisites:** ANES 748

### **ANES 791 - Synthesis of Essential Anesthesia Concepts I (2 credits)**

This course is the first in a series of two synthesis courses aimed to prepare the nurse anesthesia student for the National Certification Exam (NCE). It is based on directed self-study of textbook materials. This course focuses on the synthesis and integration of critical nurse anesthesia concepts into knowledge necessary for transition into nurse anesthesia practice. Competence Statement: Knows critical nurse anesthesia concepts well enough to complete the concept information sheets and SEE exam at a satisfactory level.

### **ANES 792 - Synthesis of Essential Anesthesia Concepts II (2 credits)**

This course is the second in a series of two synthesis courses aimed to prepare the nurse anesthesia student for the National Certification Exam (NCE). It is based on directed self-study review of Anesthesia Practice Exam (APEX) Anesthesia Modules. The focus of this course is application of critical nurse anesthesia concepts necessary for transition into nurse anesthesia independent practice. Competence Statement: Knows critical nurse anesthesia concepts well enough to successfully complete the APEX anesthesia review modules at 75%.

## **ARTS**

### **Courses**

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

Student-designed independent studies give Metropolitan State students the opportunity to plan their own study. This type of independent learning strategy can be useful for because it allows students: to study a subject in more depth, at a more advanced level; to pursue a unique project that requires specialized study; to draw together several knowledge areas or interests into a specialized study; to test independent learning capabilities and skills; or to use special learning resources in the community, taking advantage of community education opportunities which, in themselves, would not yield a full college competence. Students should contact their appointed advisor for more information.

## **BIOL**

### **Courses**

#### **BIOL 511G - Freshwater Ecology and Quality (3 credits)**

This course examines theory and methods central to the assessment, monitoring and maintenance of freshwater ecosystem health. Students learn and apply techniques in water quality monitoring and taxonomic methods used in the science of phycology.

#### **BIOL 512G - Insect Ecology and Management (3 credits)**

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

taxonomy. Students will read and discuss primary literature articles in entomology, and will engage in active field/laboratory exercises in insect ecology and taxonomy.

**BIOL 513G - Wetland Ecology (3 credits)**

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

**BIOL 514G - Forest Ecology (3 credits)**

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

**BIOL 601 - Evolutionary Ecological Applications (3 credits)**

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

**BIOL 602 - Integrative Physiological Science (3 credits)**

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

**BIOL 621 - Graduate Internship (4 credits)**

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

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

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

**BIOL 660I - Biology Student-Designed Independent Study (1-6 credits)**

Student-designed independent studies give Metropolitan State students the opportunity to plan their own study. This type of independent learning strategy can be useful because it allows students: to study a subject in more depth, at a more advanced level; to pursue a unique project that requires specialized study; to draw together several knowledge areas or interests into a specialized study; to test independent learning capabilities and skills; or to use special learning resources in the community, taking advantage of community education opportunities which, in themselves, would not yield a full college competence. Students should contact their academic advisor for more information.

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

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

## **BLAW**

### **Courses**

#### **BLAW 660I - Business Law Student-Designed Independent Study (SDIS) (1-8 credits)**

Student-designed independent studies give Metropolitan State students the opportunity to plan their own study. This type of independent learning strategy can be useful for because it allows students: to study a subject in more depth, at a more advanced level; to pursue a unique project that requires specialized study; to draw together several knowledge areas or interests into a specialized study; to test independent learning capabilities and skills; or to use special learning resources in the community, taking advantage of community education opportunities which, in themselves, would not yield a full college competence. Students should contact their appointed advisor for more information.

## **CAS**

### **Courses**

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

## **CC**

### **Courses**

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

Consortium Course:

## **CHEM**

### **Courses**

#### **CHEM 660I - Chemistry Student-Designed Independent Study (1-6 credits)**

Student-designed independent studies give Metropolitan State students the opportunity to plan their own study. This type of independent learning strategy can be useful because it allows students: to study a subject in more depth, at a more advanced level; to pursue a unique project that requires specialized study; to draw together several knowledge areas or interests into a specialized study; to test independent learning capabilities and skills; or to use special learning resources in the community, taking advantage of community education opportunities which, in themselves, would not yield a full college competence. Students should contact their academic advisor for more information.

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

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

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

## **CJS**

### **Courses**

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

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

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

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

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

#### **CJS 620 - Reducing Crime: What Works, What Doesn't, What's Promising? (2 credits)**

This course examines different strategies to reduce crime used in communities, families, schools, labor markets, places, law enforcement, and the criminal justice system. These strategies are critically examined in relation to social science theory and what the scientific evidence suggests about the effectiveness of crime prevention and intervention efforts. A key focus is whether communities can reduce violence and ensure the health and security of their residents without depending on police.

#### **CJS 625 - Justice Transformation and Community Healing (4 credits)**

This course takes a systemic, collaborative, and people-centered approach to justice, combining evidence-based and community stakeholder-driven practices that foster inclusion and authentic community building. This course raises awareness around mass incarceration, unfair sentencing practices, police violence, and the disparate impact of current justice practices across different communities. With an emphasis on community action, healing, and accountability, this course empowers students to think differently about public safety and create system change.

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

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

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

This course focuses on the problems criminal justice professionals encounter in their duties as managers/supervisors regarding managing of human resources with a focus on: policy development; labor/management issues; labor laws; budgeting

issues and concerns; supervising the difficult employee; internal discipline, recruitment, training, and retention issues; and working with minority issues and cultural differences.

#### **CJS 645 - Leadership and Innovation in Criminal Justice (4 credits)**

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

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

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

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

#### **CJS 680 - Praxis Seminar I (4 credits)**

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

#### **CJS 690 - Praxis Seminar II (2 credits)**

The course is the continuation of CJS 680 and the culmination of the Master of Science degree in Criminal Justice. Students work independently with faculty to complete their individualized teaching, applied, or thesis project. Competence Statement Students will understand the interaction between theory and practice in the criminal justice system to the extent that they will be able to identify problems in need of solutions and propose research projects that address these problems. Students will determine and make progress towards their final project for their masters degree. Students can chose from 3 options: 1. Thesis 2. Applied Project 3. Teaching Preparation **Prerequisites:** CJS 680

## COMM

### Courses

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

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

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

Students obtain internships in selected areas of study to gain deeper 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.

#### **COMM 660I - Communication Graduate Student Designed Independent Studies (1-8 credits)**

Student-designed independent studies give Metropolitan State students the opportunity to plan their own study. This type of independent learning strategy can be useful because it allows students: to study a subject in more depth, at a more advanced level; to pursue a unique project that requires specialized study; to draw together several knowledge areas or interests into a specialized study; to test independent learning capabilities and skills; or to use special learning resources in the community, taking advantage of community education opportunities which, in themselves, would not yield a full college competence. Students should contact their academic advisor for more information.

## CYBR

### Courses

#### **CYBR 521 - Programming and Scripting (2 credits)**

This remediation course provides students with an overview of higher-level and low-level programming concepts. Specifically, C, assembly programming languages and scripting using python are discussed. Python scripting topics cover Boolean logic and Numeric Data Types, Strings, Text Files, Lists, and Dictionaries. programming structures, pointers, arrays, structure types. The students will learn how to writing and compiling c programs. The course covers how to write and debug assembly programs and utilize assembly instructions. The classes incorporate lecture with hands-on programming exercises, tests for student self-evaluation. This preparation course does not count towards credits in the graduate or undergraduate levels.

**Prerequisites:** MATH 115 or MATH 120 or STAT 201 or ICS 140

#### **CYBR 611 - Vulnerability Discovery and Exploitation (3 credits)**

Vulnerability analysis and its connection to exploit development are core skills for one involved in cyber operations. This course covers vulnerability discovery and

exploitation. The focus is to understand the pattern of vulnerabilities and attacks to allow students to experience protection, risk mitigation, and identify vulnerabilities in new contexts. Topics will include buffer overflows, privilege escalation attacks, input validation issues, vulnerability discovery (fuzzing and crash dump analysis), exploit development, and mitigations (e.g., DEP, ASLR, ').

### **CYBR 621 - Secure System Programming and OS Theory (4 credits)**

Understanding the Operating Systems (OS) theory and the OS security concepts is required to perform critical roles in the cybersecurity and cyber operations fields. This course exposes the students to topics of the OS theory with an emphasis on security applications. The course begins with an introduction of low-level programming, including Assembly and C. It continues with the basic Unix-like operating system Application Programming Interfaces (APIs) along with the fundamentals of OS concepts.

### **CYBR 635 - Applied Cryptography (2 credits)**

This course covers cryptography from both theoretical and practical perspective. The course provides details about advanced cryptography and its applications in the cybersecurity world. Students will learn various cryptographic algorithms and protocols and their relationships from both attack and defense perspectives. Various cryptographic tools to secure contemporary networks will be discussed as well. Students should be able to use advanced cryptographic algorithms based on elliptic curve cryptography. **Prerequisites:** CYBR 641

### **CYBR 641 - Cyber Operations Fundamentals (4 credits)**

Cyber Operations, a more specific area of cybersecurity, is a highly technical field with a hardcore focus on both cyber offense and defense strategies. This course will provide an introduction to cyber operations fundamentals. Topics include Security fundamental principles, network architecture and security technologies, network traffic and protocol analysis, and offensive and defensive cyber operations and user experience.

### **CYBR 645 - Cyber Threat Hunting and Intelligence (2 credits)**

The course will provide students with knowledge and practical skills in the field of cyber threat hunting and intelligence that can be leveraged to defend against sophisticated network intrusions and loss of proprietary information. The course will discuss various phases of the intelligence lifecycle including developing intelligence requirements, collecting, analyzing, and disseminating information; and using cyber threat intelligence to improve security at the tactical, operational, and strategic levels. **Prerequisites:** CYBR 641

### **CYBR 650I - Cybersecurity Individual Internship (1-5 credits)**

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

### **CYBR 660I - Cybersecurity Student Designed Independent Study (1-5 credits)**

Student-designed independent studies give Metropolitan State students the opportunity to plan their own study. This type of independent learning strategy can be useful because it allows students: to study a subject in more depth, at a more advanced level; to pursue a unique project that requires specialized study; to draw together several knowledge areas or interests into a specialized study; to test independent learning capabilities and skills; or to use special learning resources in the community, taking advantage of community education opportunities which, in themselves, would not yield a full college competence. Students should contact their academic advisor for more information.

### **CYBR 665 - Securing Wireless and Mobile Technologies (2 credits)**

Wireless Communication and Mobile technologies have become an essential part of our daily lives. Modern cellular technologies have enabled smartphones to access fast Internet and app based services besides traditional voice communication and sending text messages. Additionally, today's network typically include a wide range of wireless devices, from computers and phones, to IP Cameras, smart TVs and connected appliances. As more and more communications are conducted via cellular and mobile technologies, these technologies have become critical (and continue to become more critical) to cyber operations. This course provides and in depth introduction to various wireless technologies (with a focus on cellular technology) and how data is processed and securely transmitted using these technologies and ubiquitous devices. An overview of smart phone technologies, their embedded operating systems, and mobile protocols will also be provided.

**Prerequisites:** CYBR 641

### **CYBR 671 - Digital Forensics I (2 credits)**

This course covers advanced topics of digital forensics procedures, legal issues, and scientific principles. The course addresses the current and new issues in digital forensics by offering various topics such as windows, smart phones, memory, network forensics, Macintosh forensics, and updated and expanded coverage on legal issues. Moreover, the students will learn how to report their findings to present them to the court using the state-of-the-art tools in digital forensics. **Prerequisites:** CYBR 641

### **CYBR 672 - Digital Forensics II (2 credits)**

This course covers how to conduct successful digital forensic examinations in Windows, Linux, and Mac OS, the methodologies used, key technical concepts, and the tools needed to perform examinations. The required technical details of how each operating system works and how to find artifacts is also covered. Topics like File systems, data recovery, memory forensics, executable layouts are discussed in details. Moreover, Hands-On Network Forensics that starts with the core concepts within network forensics, including coding, networking, forensics tools, and methodologies for forensic investigations are covered. **Prerequisites:** CYBR 671

### **CYBR 675 - Virtualization and Cloud Security (2 credits)**

Virtualization technology has rapidly expanded to become a core feature of various components of enterprise environments. It allows efficient use of physical IT infrastructure by sharing its capabilities among many users or environments. Virtualization is also an integral element to cloud computing and key technology in



cybersecurity. Cloud computing provides organizations the ability to create and use IT services efficiently and rapidly without spending capital resources upfront. This course will discuss the capabilities and limitations of modern approaches to virtualization and the variety, complexity, and capabilities of modern cloud platforms and cloud security. The course will include hands-on lab exercises using leading Cloud infrastructure providers (ex. Amazon Web Services and Microsoft Azure). The course will review the applied concepts and techniques with end-to-end Cloud security architecture with real-world case studies using Web/Mobile based applications, and Internet of Things (IoT) application deployments on Cloud.

**Prerequisites:** CYBR 621

### **CYBR 681 - Malware Analysis and Reverse Engineering (4 credits)**

The ubiquitous nature of Internet of Everything (IoE) and the prevalence of computing technologies in critical infrastructure sectors have brought an unprecedented digital transformation to individuals, businesses, and industries. On the other hand, the IoE has also enabled the increased spread of malicious software (malware). Malware attacks are increasing exponentially over time with total number of known malware surpassed one billion. As a result, the ability to detect, analyze, understand, control, and eradicate malware derive threat intelligence, helps provide timely response to security incidents, fortify defenses, and is essential to nation's economic vitality and security. This course introduces malware analysis and reverse engineering techniques which will allow students to recognize, analyze and remediate infections. Using modern tools and procedures the student will understand how to dissect and reverse engineered a malware to understand its behavior, propagation, persistency, and other associated characteristics. Upon completion of the course, the students will have the reverse engineering skills necessary to understand, dissect and analyze malware. **Prerequisites:** CYBR 621

### **CYBR 690 - Special Topics in Cyber Operations (1-4 credits)**

Cyber Operations, a more specific area of cybersecurity, is a highly technical field with a hardcore focus on both cyber offense and defense strategies. This course will cover special cyber operations topics that are not covered elsewhere in the MS Cyber Operations program. This course will provide the opportunity to keep the program current by introducing new and in-demand topics in cyber operations including but not limited to SCADA, IoT/IIoT, embedded systems, hardware reverse engineering, secure software development, programmable logic and microcontroller design, RF Analysis, Software defined Networking, etc. **Prerequisites:** CYBR 641

### **CYBR 698 - Cyber Operations Capstone Project (1-4 credits)**

The cyber operation capstone project is aimed at building a connection between cyber concepts and the application of these concepts into a real-world context. Students identify and develop their capstone projects throughout the graduate program and produce a serious, in-depth, scholarly and professional level written component that is reflective of their knowledge and skills that they have gained during the program. This capstone project uses a phased approach where students solidify their project ideas by the end of the first semester and complete the project with an oral defense by the end of the MS program. The final project will demonstrate students' summative expression of what they have learned in the graduate program and hence the project should be a culmination of theory,

principles, best industry practices, methodologies, tools, and technologies associated with cyber operations.

## **DBA**

### **Courses**

#### **DBA 700 - Doctoral Seminar in the Development of Management Thought (4 credits)**

This course examines the history of the development of management theory and practice and its relationship to significant issues and challenges of today's managers. The works of both classical and contemporary management theorists will be analyzed, with students developing and defending models of management practice for their use in business organizations.

#### **DBA 705 - Foundations of Research Inquiry (4 credits)**

This course introduces students to the assumptions, theories, and processes of qualitative and quantitative business research methods. It requires students to develop a preliminary prospectus for their doctoral research project, identifying a practice-anchored research problem, a brief literature review, and an appropriate research methodology.

#### **DBA 710 - Applied Business Statistics and Analytics (4 credits)**

In this course, students apply statistical and analytical techniques used in conducting doctoral-level applied research, with emphasis on graphical, bivariate, and multivariate data analysis techniques as well research and reporting practices.

#### **DBA 711 - Advanced Methodology (4 credits)**

DBA 711 Advanced Methodologies is an extension of DBA 705 Introduction to Research Inquiry, and covers research methodology at a deeper level. In this course students will gain practical experience by applying the procedures and techniques of various research methodologies, using both instructor-provided and student-generated data. Students will learn methodological techniques that require the collection, and analysis of data and reporting of results via such methods as bivariate, and multivariate data analysis, as well qualitative research methods to a lesser degree. **Prerequisites:** DBA 705

#### **DBA 712 - Applied Research Projects Design (4 credits)**

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

**Prerequisites:** DBA 705

#### **DBA 720 - Accounting and Financial Policy (4 credits)**

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

#### **DBA 730 - Information Technology: Issues and Strategy (4 credits)**

This course offers an in-depth understanding of the values, roles, and alignment of information technology in support of the mission of business organizations, with

attention given to the relationship between strategic technology management and managerial decision making at senior levels.

**DBA 740 - Global Issues in Business: A Multi-Disciplinary Approach (4 credits)**

This course provides students with an in-depth understanding of international factors directly or indirectly affecting day-to-day operations and management decision making of small, mid size, and large organizations that pursue business opportunities internationally. Emphasis is placed on research, analysis, and decision making skills essential to success in an increasingly international business environment.

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

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

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

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

**DBA 755 - Current Topics in Business Leadership (4 credits)**

This course is an integrated multi-disciplinary inquiry seminar of the critical problems facing the pragmatic and academic nature of leadership theory and practice. The broad scope of this course explores the impact of leadership theory, research and practice on individual, group, and organization outcomes. This course focuses on emerging and applied research and theory in leadership.

**DBA 760 - Advanced Strategic Management Seminar (4 credits)**

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

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

Development of DBA dissertation with faculty adviser.

## DENH

### Courses

**DENH 610 - Assessment and Treatment Planning (3 credits)**

This course focuses on the effect of systemic and oral diseases related to ADT care. Students learn to prioritize and modify treatment plans to meet patient needs. Students implement a comprehensive, patient-centered, problem-solving approach to clinical assessment and treatment planning. Students develop critical thinking and clinical judgment in consideration of socio-cultural, familial, environmental, and developmental influences across the lifespan. Topics include epidemiology, health-promotion, disease-prevention, and the management of common oral health

problems. Case-based studies and initial exposure to clinical patient care are incorporated

**DENH 620 - Principles of Pharmacology and Medical Emergencies (3 credits)**

This blended/hybrid course is designed to prepare the Masters of Science Advanced Dental Therapy (MSADT) student with the pharmacology knowledge and skill necessary to think critically when providing patient-centered care. Effective care begins with sorting through the patient's medical/dental health status and pharmacological report. Based on a comprehensive analysis, the student will discern appropriate treatment modifications and necessary drug prescriptions/interventions to ensure optimal and safe patient care. Drug classes, pharmacologic effects, adverse reactions, drug contraindications and interactions will be addressed practically and reinforced through case-based learning.

**DENH 630 - Management of Medical Emergencies (1 credit)**

This didactic and simulation laboratory based course reviews common medical and dental emergencies that may be seen in the dental setting, as well as, management protocols and prevention strategies for emergencies. This course illustrates the relationship between accurate data collection and achieving successful outcomes in the management of dental and medical emergencies. Emphasis is placed on gathering, analyzing and processing information to develop appropriate action plans. Simulation laboratory experiences of medical emergencies take place in a dental operator. **Prerequisites:**

**DENH 640 - Restorative Dentistry I (5 credits)**

This course focuses on theoretical and laboratory principles of operative dentistry utilizing direct placement restorative materials in the permanent dentition for adults. In a simulation laboratory setting students practice operative dentistry techniques that restore form, function, and esthetics to teeth with the purpose of contributing to both oral and general health. Emphasis is placed on the basic principles of cavity preparation and restoration design, as well as the appropriate selection and application of direct restorative materials. Students complete at least 150 hours in simulated restorative practice.

**DENH 650 - Pediatric Dentistry (5 credits)**

This course builds upon the concepts and skills learned in Restorative Dentistry I. Emphasis is placed on restorative procedures for the pediatric and adolescent patient carried out in a simulation laboratory setting. Course concepts and strategies include comprehensive pediatric ADT dental care within the context of the collaborative agreement. Focus is also placed on the recognition and indications for professional referral/consultation to provide comprehensive patient care.

**Prerequisites:**

**DENH 660 - Community-Based Primary Oral Healthcare III (4-5 credits)**

This course is a variable credit option offering either 4 or 5 credits. Credits are viewable in eServices. This course consists of lecture, laboratory, and clinical components. The course addresses the basic principles of uncomplicated primary and permanent tooth exodontia, in accordance with MN Statute 150A.106, as well as dressing changes, and suture removal techniques. Indications and fabrication of soft occlusal guards, repair of defective removable prosthetics, tissue conditioning, and soft relines of removable prosthetics are also addressed. The clinical component of

this course provides the oral health care practitioner student their initial advanced dental therapy clinical experiences under professional supervision by dentists. Introduction to the clinical employment of teledentistry, professional referrals/consultations, and collaborative management agreements to ensure comprehensive patient care is also emphasized. **Prerequisites:**

**DENH 665 - Restorative Dentistry II (6 credits)**

This course focuses on the provision of primary preventive and restorative Advanced Dental Therapist services in a laboratory and clinical setting. Concentration is on development of assessment and patient-centered treatment planning and care to an advanced beginner level. Students implement the full advanced dental therapy scope of practice under the supervision of faculty providers. Students complete approximately 180 hours in clinical restorative practice. **Prerequisites:** DENH 610 and DENH 650 and DENH 620

**DENH 670 - Community-Based Primary Oral Healthcare IV (4 credits)**

This seminar and clinically based course provides the oral health care practitioner student with the opportunity to develop and refine their skills in providing primary and preventive oral health care to underserved patients across the lifespan within the context of advanced dental therapy scope of practice. Some of the skills this course focuses upon are the clinical development of assessment and patient-centered treatment planning skills, appropriate prescribing practices, pain management skills, restorative and preventive procedures, and non-surgical extractions as outlined in MN Statute 150A.106. The continuation of the development of teledentistry skills, professional referrals and consultations, and practicing within collaborative management agreements are also emphasized to manage comprehensive patient care. **Prerequisites:** DENH 660

**DENH 680 - Restorative Dentistry III (3 credits)**

This course focuses on further refining skills in providing primary preventive and restorative services to patients across the lifespan in a clinical setting. Concentration is on competency in assessment and patient-centered treatment planning and care. Students implement the full advanced dental therapy scope of practice in consultation with faculty providers. Students complete approximately 190 hours in clinical restorative practice. **Prerequisites:** DENH 665

**DENH 685 - Oral Health Literacy and Communication (2 credits)**

This course will address health literacy and cultural competency within the context of providing oral health care for individuals, families and communities representing diverse backgrounds. The dental therapy student will be able to recognize barriers and implement appropriate strategies to provide equitable care for populations that may have experienced barriers to receiving care.

**DENH 690 - Community-Based Externship I (3 credits)**

This course provides the Advanced Dental Therapy student with their first offsite clinical experiences in delivering restorative and preventive oral healthcare services to underserved and under-represented patients across the life span. The student will provide primary preventive and restorative Advanced Dental Therapy services in various specialty dental settings in collaboration with dental preceptors. Students will complete approximately 100 hours in clinical restorative practice

### **DENH 693 - Advanced Dental Therapy Clinic (2 credits)**

This course is the culmination and synthesis of the educational and clinical experiences for the Advanced Dental Therapy student. Students provide primary preventive and restorative dental care in order to demonstrate integration and application of independent critical thinking, problem solving skills, professional attitudes, and sound clinical judgment. This course includes planning and preparation for dental therapy board licensure exams. Competence Statement: The student will demonstrate the integration and application of independent critical thinking, problem solving skills, professional and sound clinical judgment in the provision of primary preventive and restorative advanced dental therapy skills in collaboration with supervising faculty. **Prerequisites:** DENH 690

### **DENH 695 - Community-Based Externship II (3 credits)**

In this course students will demonstrate sound clinical judgement while providing oral health care services to underserved patient populations across the life span at partner clinics. The focus of this course is competent, professional dental treatment requiring in-depth understanding of comprehensive patient-centered management of oral health problems within the scope of advanced dental therapy practice in collaboration with preceptor providers. **Prerequisites:** DENH 690

### **DENH 698 - Scholarly Seminar (1 credit)**

This course focuses on the integration and application of independent critical thinking and problem solving in oral health care. The student will develop a research topic on a subject relevant to advanced dental therapy practice which will culminate in one of the following: a scholarly research review paper, an original demonstration project or original research project. A public presentation of the research topic will demonstrate the student's knowledge of their subject, provide an opportunity to define their scholarly process and offer peer and professional project evaluation.

**Prerequisites:** DENH 690

### **DENH 699 - Special Topics in Dental Hygiene (0-8 credit)**

This independent study course is designed for oral health practitioner students and focuses on continuing development of laboratory and/or clinical skills. The student and faculty member negotiate the number of credits to be completed and the specific course outcomes and requirements to be satisfied. Through guided study the student completes these requirements. This course may be repeated. Credits do not substitute for required course work. Register by permission only.

## **DSCI**

### **Courses**

#### **DSCI 620 - Project Management (4 credits)**

This course provides a systematic and comprehensive overview of project leadership and management. Topics covered include all aspects of project management from project initiation issues, RFP formulation, proposal decisions, preparation, and evaluation, project planning and implementation to organization, risk assessment, negotiation, and conflict resolution. Also included are project planning techniques such as PERT, CPM, Earned Value Analysis, and project monitoring and simulation using Microsoft Project software.

### **DSCI 630 - Project Risk Management (4 credits)**

This course provides a comprehensive study of project risk management, including concepts, methodologies, and applications. It includes systematic approaches to risk identification, risk modeling, risk impact assessment, respond planning, and documentation. Decision science methods such as System Dynamics, Monte Carlo Simulation, Decision Analysis, Probability Analysis, Analytic Hierarchy Process, and Scenario Analysis will be utilized in risk assessment. Use of computer software in risk analysis will also be emphasized. **Prerequisites:** DSCI 620

### **DSCI 640 - Supply Chain Management: Concepts and Techniques (4 credits)**

This course will cover the fundamental concepts in supply chain management, including the forward and backward flows of materials, information, and money. Different configurations of supply chains will be examined, along with the fit of different supply chains to different organizational environments. Techniques for analyzing supply chains and their effectiveness will be examined, including qualitative and quantitative models. Specific topics include concepts and methods in supply chain strategies, planning and operations, inventory and information management, warehousing and materials handling systems, logistics, distribution and transportation systems, distribution strategies, supply chain design, and information technology. Integration of functional areas such as purchasing, materials management, and distribution is addressed.

### **DSCI 651 - Managerial Statistics (4 credits)**

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

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

Student-designed independent studies give Metropolitan State students the opportunity to plan their own study. This type of independent learning strategy can be useful for because it allows students: to study a subject in more depth, at a more advanced level; to pursue a unique project that requires specialized study; to draw together several knowledge areas or interests into a specialized study; to test independent learning capabilities and skills; or to use special learning resources in the community, taking advantage of community education opportunities which, in themselves, would not yield a full college competence. Students should contact their appointed advisor for more information.

### **DSCI 665I - Decision Sciences Prior Learning (1-6 credits)**

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

### **DSCI 681 - Operations Management (4 credits)**

The growing interdependence of business functions such as marketing, accounting, finance, information systems, and engineering requires effective and efficient operations management strategies and practices. The main objective of this course is to develop basic skills and knowledge necessary for managing the operations function in both manufacturing and service delivery firms. Special emphasis will be placed on contemporary issues facing operations managers such as supply chain structure and strategy, enterprise resource planning issues, product and process design, process management, value chain, and lean systems. Another objective of this course is to develop analytical skills necessary to identify and solve problems in the operations management arena.

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

The primary purpose of this course is to introduce students to overall leadership and methods and procedures for solving managerial problems in multiple knowledge management areas of project management. Students will learn the art and science of problem solving by actively participating in solving real-life problems and cases and in the execution and control of projects through simulations. Emphasis is placed on developing the appropriate knowledge and skills for dealing with complexity and uncertainty. Topics covered include decision making, prediction and forecasting, conflict resolution, scenario planning and strategic problem solving. Applications of appropriate computer software programs will also be emphasized. This course covers many important topics that are included in the Project Management Institute's examinations for certifications like PMP and CAPM. Students who wish to achieve these type of certifications will be facilitated by this course.

## **ECON**

### **Courses**

#### **ECON 601 - Economic Research and Forecasting (4 credits)**

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

#### **ECON 611 - Foundations of Economic Analysis (2 credits)**

This course meets the prerequisite requirements for undergraduate courses in microeconomics and macroeconomics. It does not count toward your master's degree, but permits you to take one course instead of two undergraduate courses. The course covers the major concepts in basic economics including demand analysis, determinants of supply, price system operations and government's roles. Attention is also directed to business cycles, national income accounting, employment and fiscal policy. The course enhances your understanding of economic conditions, economic changes, and organizations' roles in the private, nonprofit and government sectors in the allocation and use of economic resources.

#### **ECON 635 - Economics of Social Issues (4 credits)**

This course focuses on the application of fundamental concepts in macroeconomics and microeconomics to facilitate and inform managerial decision making in government and nonprofit fields. Students use microeconomic tools to understand



and analyze the outcomes of the macroeconomic system. Topics include the role of government regulations and policies in decision making, policy analysis, cost-benefit analysis and project evaluation.

**ECON 650I - Economics Individual Internship (1-8 credits)**

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

**ECON 660I - Economics Student-Designed Independent Study (SDIS) (1-8 credits)**

Student-designed independent studies give Metropolitan State students the opportunity to plan their own study. This type of independent learning strategy can be useful for because it allows students: to study a subject in more depth, at a more advanced level; to pursue a unique project that requires specialized study; to draw together several knowledge areas or interests into a specialized study; to test independent learning capabilities and skills; or to use special learning resources in the community, taking advantage of community education opportunities which, in themselves, would not yield a full college competence. Students should contact their appointed advisor for more information.

**ECON 665I - Economics Prior Learning (1-8 credits)**

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

**ECON 696 - Managerial Economics and Strategy (2 credits)**

This course focuses on the application of economic analysis to enterprise decision making. The basic topics include analysis of demand, costs, capitalization and strategy. The purpose is to apply economics to achieve long-run profit maximization. Students apply principles of modern strategy to real case studies.

## **EDU**

### **Courses**

**EDU 001 - UTP Information ( credit)**

Access on-line via D2L important information about the Urban Teacher Program (UTP) needed from program admission through program completion and licensure. Information includes a link to the UTP Student Handbook; news, events, and opportunities for UTP students; opportunities to ask questions, participate in on-line discussions, and provide feedback about the UTP; and dropboxes to submit required forms.

**EDU 600 - Principles of Urban Education (4 credits)**

This course is designed for graduate level study and conducted in seminar format. The purpose is to explore the impact of successful teaching of diverse students in

urban classrooms. Students in the seminar will examine issues related to urban education mirrored in research, theory, and practice while looking at instructional approaches as reflected in the Standards of Effective Practice. Topics will include but not exclusive to multicultural competencies, curriculum transformation, and teacher dispositions. In addition, students will come to understand the role of the students' family, culture, social class, and ethnicity. The seminar is designed to meet several Standards of Effective Practice for the State of Minnesota Board of Teaching (BOT) (State Statute 8700.2000) for all teacher licensing programs.

**EDU 602 - Assessing Learning in Urban Grades 5-12 - Advanced Theory and Practice (3 credits)**

This course explores advanced theory and practice to support the use of assessment as a tool to guide the planning, development and implementation of curriculum and instruction. Participants will examine theories and research related to principles of learning, motivation, and multiple knowledge and skill sets. Participants will gain practical experience designing short and long term learner outcomes and the use of various assessment tools and approaches. Teacher candidates will gain skills at identifying areas of student mastery and indicating areas of future learning. Topics include standards-based instruction, formative and summative assessment, standardized testing, validity, reliability, bias, rubrics, portfolio-based assessment, performance-based assessment and communicating with families. State and national standards and performance criteria for the evaluation of teaching will also be reviewed. Clinical field experience hours are part of the course requirements.

**EDU 606 - Urban Middle School and High School Methods -Advanced Theory and Practice (4 credits)**

This course provides advanced theory and practice regarding common methods of differentiating instruction for urban middle school and high school classrooms. Post-baccalaureate urban teacher candidates learn how to create developmentally appropriate and culturally relevant unit and lesson plans that attend to the various abilities, needs, cultures, experiences, and interests of urban 5-12 students while also meeting district and state standards for learning and making interdisciplinary connections. Foundational understanding of the diverse learning styles and developmental characteristics of young adolescent and adolescent learners forms the basis upon which appropriate plans are developed and methods are employed. The inter-relationships between standards, assessment, curriculum and instruction are examined in promoting high achievement for each urban learner. Teacher candidates examine current trends and research in urban middle school and high school education along with the knowledge and skills these trends demand of effective urban educators, including teacher collaboration and teaming. Clinical field experience hours participating in an urban middle school and/or high school classroom are part of the requirements for the course.

**EDU 610 - Teaching & Assessing Exceptional Urban Learners-Advanced Theory & Practice (3 credits)**

This course reviews advanced theory and practice to support the education of exceptional urban and diverse learners in grades 5-12. The course will address what teachers should know about exceptional learners, including students with disabilities and students with special gifts and talents. The responsibilities of general education teachers in service to students with special needs who are included in the

mainstreamed classroom will also be examined, and practice will be provided for developing lesson plans and assessments that meet the needs of students with exceptionalities. Special education law and collaboration with special education staff will be discussed in the context of reviewing current research, issues and best practices for pre- and post-special education service needs of exceptional learners in urban public schools. Clinical field experience hours are part of the course requirements.

### **EDU 612 - Early Career Teacher Seminar (3 credits)**

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

### **EDU 614 - Literacy Education in Urban Schools - Advanced Theory and Practice (3 credits)**

This course explores advanced theory and practice to support academic literacy among urban learners in secondary classrooms. First, through readings, discursive presentations, and applied exercises, participants in this course will acquire techniques to assist struggling readers and writers. Alongside these skills, course participants will learn how to engage secondary urban learners in assuming responsibility for literacy self-development. Third, the course will include review and development of a variety of materials to teach diverse middle and high school students whose reading and developmental levels vary widely.

### **EDU 615 - Managing Learning in Urban 5-12 Classrooms-Advanced Theory and Practice (3 credits)**

This course examines current theory and research on the relationship between classroom management and academic achievement to prepare prospective urban teachers for facilitating student learning in a positive classroom environment. Participants in this course will examine teacher and student classroom behaviors from a cross-cultural perspective to recognize the effects of cultural/linguistic differences in the assessment, interpretation, and planning of the instructional and social environment in a class. Students will gain understanding of individual and group motivation and behavior to create learning environments that encourage positive social interaction, active engagement in learning, and self motivation. Students will also gain understanding of how factors in students' environment outside of school may influence the classroom learning environment. A portion of this course will explore the influence of the use and misuse of drugs, and management strategies for atypical behaviors stemming from the effects of chemical dependency in adolescents. Teacher candidates will explore multiple theories, methods and strategies for integrating effective classroom management approaches into urban middle school and high school classrooms, including collaborating with other professionals and families to ensure a positive learning

environment for all. Clinical field experience hours are part of the course requirements.

**EDU 630 - Historical, Cultural, and Philosophical Foundations of Urban Education (3 credits)**

This course explores historical, cultural, sociological, and philosophical foundations of education in the United States with an express focus on urban education principles and practices. The metropolitan community is used as a resource for learning about the educational strengths and challenges faced by diverse groups. Students will gain understanding of the contributions and lifestyles of various racial, cultural, and economic groups in our society, including an emphasis on Minnesota-based American Indian culture, history, and tribal government. Core concepts include democracy and education, educational equity for all students, and historical as well as contemporary relationships between school and society. Emphasis is on issues of power and the educational segregation and attempted deculteralization of historically marginalized groups. Resilience and persistent struggles for equal educational opportunity in the face of oppression are also emphasized from diverse cultural perspectives. Philosophical, legal, cultural, and ethical perspectives about education will be explored as teacher candidates develop critical awareness of issues and develop their own philosophies of education.

**EDU 632 - Assessing Learning in Urban Grades 5-12 - Advanced Theory and Practice (3 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)

**EDU 633 - Strategies for Transforming Education Through Absent Narratives (1-2 credits)**

This graduate-level independent study is offered to participants in the MN Humanities Center's week-long educator institute to increase student engagement through absent narratives. This course will provide participants an opportunity to reflect upon and develop authentic practices with tools that guide and increase instruction in four key learning areas. The four areas of focus will be on (1) building and strengthening relationships, (2) identifying strategies that support the power of student story, (3) creating engagements that help teacher and students learn from and with those representing diverse experiences/voices, and (4) how to connect with diverse communities in ways that amplify solutions that improve educational outcomes for students. The four key areas used to guide outcomes in this course are foundational and based on extensive research focusing on epistemology. Participants will learn to use the four key areas as essential strategies that allow for the assessment of a teacher's practice on the impact on student engagement. Participants will engage in self-reflection to identify personal areas of growth

needed to fully engagement in the learning and move it past the research/discussion format to active and increased engagements.

**EDU 635 - Teaching Assessing ELL Students in Content-Advanced Theory and Practice (3 credits)**

This course includes an examination of theory, research, and practice regarding the process of second language acquisition and various strategies for teaching English Language Learners (ELL) subject matter content in urban K-12 classrooms. Prospective and current urban teachers will learn how to modify mainstream course materials and instructional strategies so that ELL students can engage in course content while simultaneously developing their English language skills. Course activities and expectations include demonstrating teaching strategies; developing lesson modifications; evaluating textbooks and other materials and resources available in the field; and examining issues in testing students of limited English proficiency for placement, diagnosis, exit, and evaluation. There is a requirement of a 10-hour field experience in urban setting involving classroom participant-observations and working with an ELL student.

**EDU 646 - Restorative Practices in Urban Schools and Classrooms (4 credits)**

This course will cover the use of restorative practices in urban classrooms and schools at large. Restorative practices are often seen as alternative ways of engaging youth who are faced with personal and environmental challenges that impact their participation in the classroom and school. Research will be reviewed including that which shows the effectiveness of restorative practices in reducing suspensions and expulsions while increasing student engagement. The historical and cultural roots of restorative practices will be examined and applied to current educational environments.

**EDU 650 - Student Teaching in the Urban School (2-9 credits)**

Supervised student teaching with students in an urban school required for the candidate's licensure area. This course for graduate students seeking initial licensure includes 12 full-time weeks or equivalent required for Minnesota teacher licensure, and required periodic seminars with other student teachers. \*\* Note: this is a variable credit course with credit range of 2 - 8, but all initial licensure candidates register for 8 credits. Individualized student teaching placements for reduced credit are arranged for currently licensed teachers seeking to expand or add licensure through the post-baccalaureate process. **Prerequisites:**

**EDU 651 - Immigrants and Refugees in Urban Schools (3 credits)**

This course examines the experience of students in grades K-12 who are immigrants or refugees (or their relatives) living in urban communities, particularly within the Twin Cities. The historical and contemporary push and/or pull factors that contributed to families from various countries and cultures recently coming to the United States will be examined. Important similarities and differences between the experiences and status of immigrants and refugees will also be studied. Particular challenges encountered within the U.S. will be explored, as well as examples of resiliency, achievement, and community resources. Students will gain the understanding of different cultural practices; benefits of bilingual education; how the larger community and the socio-cultural framework shape communication with parents; and how the urban environment conditions may influence learning. Critical issues in urban multilingual immigrant and refugee communities will be discussed.

Graduate-level research and theoretical perspectives are part of the expectations.

**Prerequisites:** LING 316 and EDU 203 and EDU 200

**EDU 652 - Theories and Methods of Language Learning (3 credits)**

This course starts with the fundamentals of the first and second language acquisition, and differences between child, adolescent, and adult language acquisition. Students will learn and demonstrate strategies to develop skills in listening, speaking, reading, and writing across the K-12 curriculum. Other topics are: differences between literacy development in the first language and the second language and implications for teaching English learners; and communication techniques that enhance student learning. Students will become familiar with a variety of methods, approaches, techniques, and programs; and will investigate issues related to the full inclusion of English learners in the school setting; and that both language learning and subject matter learning are essential to student success. The teaching of reading and writing across the curriculum will be emphasized, as well as the use of technology. Urban field experience in grades K-12 is part of the course requirements. **Prerequisites:** EDU 200 and EDU 203 or LING 316

**EDU 653 - Assessment and Curriculum for English Learners in Urban Schools (4 credits)**

This course includes formal and informal second language assessment techniques to determine placement and to evaluate the progress of English learners in grades K-12. It also addresses criteria for determining the readiness to enter and exit English proficiency programs. Students will gain an understanding of the characteristics and limitations of second language assessment, including the ones for placement in gifted and special education programs; they will learn item and test construction methods appropriate for students with limited English proficiency; and how to administer, interpret, and explain test results to parents and colleagues; rubrics and standards alignment with district goals. Other topics are: curriculum development related to the English learners; program planning; connecting schooling experiences with everyday life, the workplace, and further education; involving the community; purpose of co-curricular and extracurricular activities; and best practices. Urban field experience in grades K-12 is part of the requirements. Prerequisites: Admission to the UTP; Ling 316.

**EDU 654 - The Urban ESL Professional (2 credits)**

This course examines the roles and responsibilities of the urban ESL teacher. Students will develop the ability to communicate successfully with English learners in grades K-12, their parents, colleagues, and urban community members. Other topics include bilingualism, multilingualism, resources for continual professional development, classroom management, and working effectively with colleagues and the community to support student learning.

**EDU 656 - Elementary ESL Practicum (1 credit)**

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

### **EDU 657 - Middle School ESL Practicum (1 credit)**

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

### **EDU 658 - High School ESL Practicum (1 credit)**

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

### **EDU 660I - Education Student-Designed Independent Study (SDIS) (1-4 credits)**

Student-designed independent studies give Metropolitan State students the opportunity to plan their own study. This type of independent learning strategy can be useful for because it allows students: to study a subject in more depth, at a more advanced level; to pursue a unique project that requires specialized study; to draw together several knowledge areas or interests into a specialized study; to test independent learning capabilities and skills; or to use special learning resources in the community, taking advantage of community education opportunities which, in themselves, would not yield a full college competence. Students should contact their appointed advisor for more information.

### **EDU 670 - Advanced Reflective Practice for Urban Educators (4 credits)**

This course examines the important role of critical reflection for the professional development and effectiveness of urban teachers in their efforts to provide equitable educational opportunities and increase achievement of their diverse students. Various types of reflection will be practiced in critically thinking about the multiple and complex aspects of the teaching and learning process within a racial, socio-economic, cultural, historical, structural and systemic context. The role of urban educators as agents and leaders of change will be examined, in addition to how reflection can be used as a tool to foster change for educational equity. Reflection during the course will lead to identifying a central focus and question for thesis research.

### **EDU 682 - Culturally Responsive Pedagogy in Urban Schools (4 credits)**

This course expands discussions of culturally responsive pedagogy by focusing specifically on the tasks and challenges on implementation. This course examines practices, strategies, and dispositions that create an inclusive classroom environment relevant to diverse students and ways in which all students learn. Teachers engage in reflection on classroom practice that promote or obstruct equal access to academic success. This means communicating with students in culturally consistent ways, developing a caring classroom environment, and working with families and communities. Classroom reaching will be examined from a culturally responsive perspective. This course aligns with the State of Minnesota policies and approaches that education be culturally responsive.

### **EDU 688 - Research Methods in Urban/Cross-Cultural Education (4 credits)**

The course engages students in the variety of educational research designs, analyses and conceptual frameworks appropriate for research in diverse and urban educational settings. The course examines approaches to research for improving classroom or school practices and/or connections with diverse urban or cross-cultural communities. Research methods learned include responsible conduct of research and human subjects protections, quantitative, qualitative, and mixed methods along with issues of sampling, measurement, and technical adequacy of observed research results in urban educational settings.

### **EDU 698 - Capstone: Conducting Research in Urban Classrooms, Schools and Communities (4 credits)**

This course provides both an introduction to modes of research and scholarship useful in urban education or other diverse cross-cultural educational settings and an opportunity for applying principles learned to classrooms, schools, or communities. Students develop and complete a culminating project of research to improve an aspect of teaching, student learning, a school program/initiative or a community service and share their findings with others. **Prerequisites:** EDU 670 and EDU 688

## **ENTR**

### **Courses**

#### **ENTR 510 - Social Entrepreneurship (4 credits)**

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

**Prerequisites:** MGMT 310 or ENTR 300

#### **ENTR 510G - Social Entrepreneurship (4 credits)**

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

**Prerequisites:**

#### **ENTR 631 - Entrepreneurship (4 credits)**

This course examines the processes for launching a new enterprise, resources needed and financing strategies. Topics discussed include shaping a business concept into a feasible business venture, assessing demand, analyzing the competition, setting objectives, designing strategies, designing the organization and



developing pro forma operating statements. This course helps students recognize the nature of business opportunities and develop realistic strategies for developing them. **Prerequisites:** ACCT 610 and MKTG 600

**ENTR 660I - Entrepreneurship Student-Designed Independent Study (SDIS) (1-4 credits)**

Student-designed independent studies give Metropolitan State students the opportunity to plan their own study. This type of independent learning strategy can be useful for because it allows students: to study a subject in more depth, at a more advanced level; to pursue a unique project that requires specialized study; to draw together several knowledge areas or interests into a specialized study; to test independent learning capabilities and skills; or to use special learning resources in the community, taking advantage of community education opportunities which, in themselves, would not yield a full college competence. Students should contact their appointed advisor for more information.

**ESCI**

**Courses**

**ESCI 660I - Environmental Science Student-Designed Independent Study (1-6 credits)**

Student-designed independent studies give Metropolitan State students the opportunity to plan their own study. This type of independent learning strategy can be useful because it allows students: to study a subject in more depth, at a more advanced level; to pursue a unique project that requires specialized study; to draw together several knowledge areas or interests into a specialized study; to test independent learning capabilities and skills; or to use special learning resources in the community, taking advantage of community education opportunities which, in themselves, would not yield a full college competence. Students should contact their academic advisor for more information.

**ESCI 665I - ESCI Prior Learning (1-9 credits)**

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

**ETHS**

**Courses**

**ETHS 660I - Ethnic Studies Student Designed Independent Studies (1-6 credits)**

Student-designed independent studies give Metropolitan State students the opportunity to plan their own study. This type of independent learning strategy can be useful because it allows students: to study a subject in more depth, at a more advanced level; to pursue a unique project that requires specialized study; to draw together several knowledge areas or interests into a specialized study; to test independent learning capabilities and skills; or to use special learning resources in the community, taking advantage of community education opportunities which, in

themselves, would not yield a full college competence. Students should contact their academic advisor for more information.

## **FIN**

### **Courses**

#### **FIN 511G - Investment and Portfolio Analysis (4 credits)**

This course is to equip students with strong knowledge of the modern theory of portfolio management and its applications. The major topics to be covered are: 1. The institutional environment of investment, the financial products available and how they are traded; 2. Models used in pricing these products: fixed income, equity, and derivative securities; 3. How to design an optimal portfolio of many assets and the trade-off between risk and return. **Prerequisites:** FIN 601

#### **FIN 550G - International Finance (4 credits)**

This graduate course examines the same topics as FIN 550, but with greater breadth, in greater depth, and with additional assignments. It is an introduction to the international dimensions of corporate financing, investment, and risk management decisions. Topics include foreign exchange markets, international financial systems, foreign exchange rate determination, currency risk, spot and forward rates, hedging, international monetary and trade flows, multinational capital budgeting, and cost of capital in emerging economies. **Prerequisites:** ECON 202 and FIN 601 and MATH 115

#### **FIN 560G - Financial Markets and Institutions (4 credits)**

This graduate course meets jointly with FIN 560. The course examines the same topics as FIN 560, but with greater breadth, in greater depth, and with additional assignments. This course provides an overview of financial markets and institutions. Topics include the workings of various financial markets, the functions of different types of financial institutions, and the regulatory framework for the financial sector. The course concludes with an introduction to the types of risks faced by institutions and the basic tools and concepts to manage these risks. Further, the course will include topics of current interest. **Prerequisites:** MATH 115 and FIN 601 and ECON 201 and ECON 202

#### **FIN 595G - Advanced Corporate Finance (4 credits)**

This graduate course examines the same topics as FIN 595, but with greater breadth, in greater depth, and with additional assignments. It reinforces and expands on what is covered in FIN 601. Topics include capital budgeting, business strategy analysis, forecasting and prospective analysis, mergers and acquisitions, credit analysis, corporate financing strategies, and risk management. This course requires extensive use of spreadsheets.

#### **FIN 601 - Financial Management (4 credits)**

This course introduces the applications to financial decision-making of mathematics, statistics, economic theory, and accounting procedures. The two central ideas are time value of money and the relationship between expected return and risk, and how these ideas are used to value bonds, stocks, and other financial securities, and to make capital investment decisions. The course also includes the optimal management of the firm's assets and financing requirements. **Prerequisites:** ACCT 210 and ECON 202 and MATH 115 and STAT 201

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

Students obtain internships in selected areas of study to gain deeper 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 660I - Finance Student-Designed Independent Study (SDIS) (1-8 credits)**

Student-designed independent studies give Metropolitan State students the opportunity to plan their own study. This type of independent learning strategy can be useful for because it allows students: to study a subject in more depth, at a more advanced level; to pursue a unique project that requires specialized study; to draw together several knowledge areas or interests into a specialized study; to test independent learning capabilities and skills; or to use special learning resources in the community, taking advantage of community education opportunities which, in themselves, would not yield a full college competence. Students should contact their appointed advisor for more information.

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

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

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

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

## **GNDR**

### **Courses**

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

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

#### **GNDR 660I - Gender Studies Student Designed Independent Studies (1-5 credits)**

Student-designed independent studies give Metropolitan State students the opportunity to plan their own study. This type of independent learning strategy can be useful because it allows students: to study a subject in more depth, at a more

advanced level; to pursue a unique project that requires specialized study; to draw together several knowledge areas or interests into a specialized study; to test independent learning capabilities and skills; or to use special learning resources in the community, taking advantage of community education opportunities which, in themselves, would not yield a full college competence. Students should contact their academic advisor for more information.

## **HIST**

### **Courses**

#### **HIST 531G - Religion and Politics in America (4 credits)**

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

#### **HIST 660I - History Student Designed Independent Studies (1-8 credits)**

Student-designed independent studies give Metropolitan State students the opportunity to plan their own study. This type of independent learning strategy can be useful because it allows students: to study a subject in more depth, at a more advanced level; to pursue a unique project that requires specialized study; to draw together several knowledge areas or interests into a specialized study; to test independent learning capabilities and skills; or to use special learning resources in the community, taking advantage of community education opportunities which, in themselves, would not yield a full college competence. Students should contact their academic advisor for more information.

## **HRM**

### **Courses**

#### **HRM 530G - 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 employee satisfaction. Topics include the evolution of training and development, needs assessment, testing for developmental purposes, the learning process, selecting proper training methods, and evaluating training and development.

#### **HRM 610 - Managing Human Resources (3-4 credits)**

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

### **HRM 650I - Human Resources Management Individual Internship (1-8 credits)**

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

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

Student-designed independent studies give Metropolitan State students the opportunity to plan their own study. This type of independent learning strategy can be useful for because it allows students: to study a subject in more depth, at a more advanced level; to pursue a unique project that requires specialized study; to draw together several knowledge areas or interests into a specialized study; to test independent learning capabilities and skills; or to use special learning resources in the community, taking advantage of community education opportunities which, in themselves, would not yield a full college competence. Students should contact their appointed advisor for more information.

## **HSA**

### **Courses**

#### **HSA 660I - Human Services Administration Student Designed Independent Studies (1-8 credits)**

Student-designed independent studies give Metropolitan State students the opportunity to plan their own study. This type of independent learning strategy can be useful because it allows students: to study a subject in more depth, at a more advanced level; to pursue a unique project that requires specialized study; to draw together several knowledge areas or interests into a specialized study; to test independent learning capabilities and skills; or to use special learning resources in the community, taking advantage of community education opportunities which, in themselves, would not yield a full college competence. Students should contact their academic advisor for more information.

## **HSCD**

### **Courses**

#### **HSCD 580G - Introduction to Counseling (1 credit)**

Counseling incorporates theory and practice to foster changes in behavior. This course introduces students to counseling theory and practice and professional identity development. The fundamental knowledge and skills gained in this course help prepare students for advanced studies in substance use or co-occurring disorders counseling.

#### **HSCD 590G - Introduction to Substance Use and Co-occurring Disorders (1 credit)**

In this course, students gain an initial understanding of substance use and co-occurring disorders and how they are addressed. Emphasis is placed on understanding multiple conceptualizations of the disorders and their treatment. The fundamental knowledge gained and resources explored in this course help prepare

students for advanced studies in substance use or co-occurring disorders counseling.

**HSCD 600 - Foundations, Models and Evidence-Based Practices (2 credits)**

This course provides an advanced survey of the history of the alcohol and drug counseling discipline, the foundations of the practice of alcohol and drug counseling, and current evidence-based practices that are informing practice and improving outcomes. Students review the historical, social, cultural, theoretical and epidemiological foundations of alcohol and drug counseling; utilize this foundation to explore the scientific research that underpins theories of addiction; explore and critique evidence-based practices and interventions that produce positive behavior change those receiving alcohol and drug counseling services; and discuss the future of the profession.

**HSCD 601 - Cognitive Behavioral and Trauma-Informed Strategies (3 credits)**

In this course, students explore cognitive-behavioral therapies (CBTs), trauma-informed strategies (TIS) and their application to substance use disorders counseling (SUDC) and co-occurring disorders counseling (CODC). Theory, research base and practice are all emphasized. In considering the theoretical base of CBTs and TIS, students investigate the research and service gaps in multicultural application of these interventions. The course includes a practice dimension that allows students to advance their skills in using multiple cognitive-behavioral approaches with clients in SUDC and CODC. **Prerequisites:**

**HSCD 602 - Advanced Motivational Interviewing: Practice and Supervision (2 credits)**

This course focuses on motivational interviewing (MI) skills. Students consider the theory, research base and practice of MI. Building on this knowledge, students are guided through practice exercises and skill-building sessions. These include recording and coding of mock counseling sessions, which are designed to build student proficiency in utilization of this key component of alcohol and drug counseling. **Prerequisites:**

**HSCD 603 - Ethics and Professional Practice (2 credits)**

This course provides advanced understanding of the ethical and professional responsibilities of alcohol and drug counselors. The course explores specific components of ethical theories, the Rules of Professional Conduct for Alcohol and Drug Counselors in Minnesota, the ethical decision-making process, and application to specific clinical cases. Emphasis is placed on thoughtful consideration of ethically ambiguous and/or morally charged situations, on engaging in dialogue with peers to help resolve them, and on each student's personal biases as they affect decision-making. Attention is also given to the role of self-care in maintaining professionalism. **Prerequisites:**

**HSCD 610 - Evidence-Based Group Counseling (3 credits)**

In this course, students investigate group theories, dynamics and processes at an advanced level. Emphasis is placed on the foundations of group facilitation and on application of motivational interviewing skills, cognitive behavioral strategies and other evidence-based practices to group counseling. Students gain advanced knowledge and capacities in process, dynamics, developmental stages, leadership and ethical issues involved facilitating group work in substance use disorders

counseling (SUDC) and co-occurring disorders counseling (CODC). Students participate in a classroom-based skills development group as part of this course.

**Prerequisites:** HSCD 600

### **HSCD 611 - Culturally Responsive and Anti-Opressive Practice (3 credits)**

In this course, students engage in thoughtful dialogue regarding issues of race, class, language and immigrant status in the provision of alcohol and drug counseling and co-occurring disorders counseling services. The course places the interplay of racism, classism and addiction in its historical context, and considers how institutionalized race and class privilege manifest in current research and treatment gaps and law enforcement biases. Attention is given to the intersectionality of racism and classism with other forms of oppression, such as those based on sex, sexual and gender identity and ability. Students examine their own preconceptions and points of privilege, and evaluate methods of bridging service gaps through incremental and systemic change. Students also consider power structures in helping relationships, with the goal of creating egalitarian and empowering practices in alcohol and drug counseling and co-occurring disorders counseling. **Prerequisites:**

### **HSCD 612 - Family Counseling (3 credits)**

This course provides an advanced survey of family systems theories and family therapies. Attention is given to evidence-based practices, particularly cognitive-behavioral interventions and therapies; this includes an overview of a variety of approaches that assist families in coping with substance use and co-occurring disorders. Students engage with cross-generational issues and multicultural considerations, and review social and practice trends as relevant to family therapy. Competence Statement Students integrate knowledge of family systems theories into their understanding of substance use and co-occurring disorders service provision, and demonstrate counseling and psycho-educational skills utilized in the application of family systems therapies. **Prerequisites:**

### **HSCD 613 - Career Development Theory and Practice (2 credits)**

This course provides an overview of the major theories of career development, career choice, and decision making, emphasizing assessment, vocational guidance strategies, and sources of occupational information. Attention is paid to multicultural and gender issues related to career development and applications of career counseling. Competence Statement Students demonstrate knowledge and skills needed to assess and facilitate career development in those affected by substance use and co-occurring disorders. **Prerequisites:** HSCD 600

### **HSCD 620 - Psychopharmacology (3 credits)**

This course provides a broad understanding of psychopharmacology related to substance use and co-occurring disorders. Following a review of pharmacokinetics, pharmacodynamics and synaptic and behavioral mechanisms of addictive drugs, the course focuses on medications used to treat substance use and psychiatric disorders. Students distinguish among the major classes of psychotherapeutic and anti-addiction medications, and evaluate the evidence base for clinical effectiveness of psychiatric medications for co-occurring disorders and medication-assisted treatments for substance use disorders. Competence Statement Students demonstrate knowledge of the actions of addictive drugs and psychiatric and anti-addiction medications on the brain and behavior, and demonstrate application of this knowledge as would be expected in clinical settings. **Prerequisites:** HSCD 600

### **HSCD 630 - Integrated Care: Screening and Assessment (3 credits)**

A wide variety of screening instruments, assessment tools and diagnostic criteria are used to evaluate the nature and severity of substance use disorders (SUD) and co-occurring disorders (COD). In this course, students examine the process of screening and assessment, beginning with a consideration of counselor characteristics that influence effective engagement of clients, and of ethical concerns inherent in assessment. Screening and assessment methods are evaluated on their evidence base, with special consideration given to cultural inclusion in creating, norming and applying such methods. Students gain advanced experience in utilizing screening and assessment methods that show evidence of validity, reliability and cultural appropriateness, with particular attention to those required by the state of Minnesota for service placement. Competence Statement Students demonstrate skill in assessing substance use and co-occurring mental disorders in a highly professional, therapeutic and culturally responsive manner. **Prerequisites:** HSCD 600 and HSCD 602 and HSCD 601

### **HSCD 631 - Integrated Care: Treatment and Recovery Planning (2 credits)**

The development and implementation of treatment plans is considered key to effective practice of substance use and co-occurring disorders counseling. In addition, treatment planning can play a central role in advocating for and obtaining the most appropriate care for a client. This course examines both treatment (short-term) and recovery (medium- to long-term) planning, including an examination of relevant service delivery systems in Minnesota. Students examine and practice counselor characteristics and strategies that promote retention in care, plan adherence and relapse prevention. Students consider the central roles of stage of change, client autonomy, cultural appropriateness and responsiveness, and motivational enhancement in treatment and recovery planning, and engage in advanced skills-building exercises. Competence Statement Students demonstrate knowledge and skills needed to assist individuals in designing person-centered, strengths-based care plans and to complete appropriate documentation of care.

**Prerequisites:** HSCD 630 or HSCD 600

### **HSCD 632 - Integrated Care: Harm Reduction and Case Management (3 credits)**

This course introduces the philosophical underpinnings of public health approaches to and case management of substance use and co-occurring disorders. Students gain knowledge and understanding of the history, principles and strategies of harm reduction interventions, as well as knowledge of and proficiency in delivering specific brief interventions that have been shown to reduce both risky behavior and its consequences. Students also review the principles of and strategies for effective case management in substance use and co-occurring disorders counseling, and create a broad database of case management resources. Significant attention is paid to culturally specific considerations and strategies, and students consider issues of gender, race, class and age when reviewing access to and appropriateness of services. **Prerequisites:** HSCD 631

### **HSCD 635 - Integrated Care: Advanced Practice (4 credits)**

Advanced practice of co-occurring disorders counseling requires excellence in clinical skills, program innovation and application of professional ethics. In this course, students build on their coursework and practicum experiences to gain advanced proficiencies in diagnostics, evidence-based practices and ethical



decision-making. Students expand their competence in assessment and diagnosis of substance use, mental health and co-occurring disorders. Students examine the advancement of practice through emerging technologies and address barriers to implementation. Case studies that present especially challenging ethical dilemmas are considered and resolved through collaborative means. Special attention is paid to the responsiveness of professional counseling practice to the needs of clients from marginalized communities. **Prerequisites:** HSCD 632 and HSCD 681

### **HSCD 640 - Clinical Supervision (3 credits)**

This course is designed to prepare students for effective clinical supervision in the provision of services for those with substance use and co-occurring disorders. Topics include elements of supervision, enhancing effectiveness of supervision, managing the supervisory relationship, and ethical and legal concerns that supervisors may be required to address. Consideration is given to power structures, pitfalls and cross-cultural issues encountered in supervisory relationships, and to supervision as a partnership in support of superior client care and professional goals.

### **HSCD 650 - Evaluation and Utilization of Research (2 credits)**

This course is designed to expand understanding of formal and informal investigations relevant to alcohol and drug counseling, and to guide students in evaluating research and incorporating research results into counseling practice. Students endeavor to become proficient in searching, evaluating and critiquing scientific literature, particularly that regarding evidence-based practices and clinical outcomes evaluation in alcohol and drug counseling. Students also critically assess research with regard to the populations on which it is performed and on which its evaluation instruments are normed. This course provides the foundation for the Masters Project, as students determine the topic areas of their projects and consider how to implement them with underserved populations. **Prerequisites:** HSCD 600

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

This course supports students in creating, carrying out and completing projects designed to improve service delivery in alcohol and drug counseling. Building on work begun in HSCD 650, students review literature relevant to their topic areas, and network with local service providers regarding opportunities for implementing their projects with underserved populations. Under faculty supervision, students design projects and implement them in clinical or community-based settings that provide services to clients with substance use or co-occurring disorders, and follow up with outcome evaluation measures. **Prerequisites:**

### **HSCD 660I - HS/Alcohol & Drug Counseling Student Designed Independent Studies (1-8 credits)**

Student-designed independent studies give Metropolitan State students the opportunity to plan their own study. This type of independent learning strategy can be useful because it allows students: to study a subject in more depth, at a more advanced level; to pursue a unique project that requires specialized study; to draw together several knowledge areas or interests into a specialized study; to test independent learning capabilities and skills; or to use special learning resources in the community, taking advantage of community education opportunities which, in themselves, would not yield a full college competence. Students should contact their academic advisor for more information.

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

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

### **HSCD 680 - Practicum Preparation ( credit)**

Prior to entering practicum in substance use disorders (SUD) or co-occurring substance use and mental health disorders (COD) counseling, students must document readiness for clinical internship. In this workshop, participants complete necessary documentation, evaluate their self-care and support system, secure a practicum site and complete a Practicum Learning Agreement that will guide their development.

### **HSCD 681 - Practicum I (1-2 credits)**

This series provides students with opportunities to demonstrate the advanced knowledge and skills acquired during their academic coursework and practice by implementing them in clinical or community-based settings. The practicum series requires students to demonstrate advanced competence in alcohol and drug counseling and co-occurring disorders counseling. Students find placement in settings that provide opportunities for multicultural applications of evidence-based practices. The classroom portion of the course allows students to review and critically analyze counseling style, anti-oppressive practice, ethical issues and the practicum setting. **Prerequisites:** HSCD 630

### **HSCD 682 - Practicum II (1-2 credits)**

This series continues the practicum program begun in HSCD 681, and fosters greater independence in utilizing the advanced knowledge and skills acquired during their academic coursework. Students continue under site and faculty supervision as they take on advanced intern-level duties in clinical or community-based settings. Field placements allow students to complete the internship hours required for licensure as both alcohol and drug counselors and professional counselors in Minnesota, while obtaining essential mentorship and networking for employment in the field following completion of graduate studies. The classroom portion of the course allows students to review and critically analyze counseling style, anti-oppressive practice, ethical issues and the practicum setting. **Prerequisites:** HSCD 681

### **HSCD 685 - Practicum (1-2 credits)**

This course provides students with opportunities to demonstrate the advanced knowledge and skills acquired during their academic coursework and practice by implementing them in clinical or community-based settings. The practicum experience requires students to demonstrate advanced competence in alcohol and drug counseling and co-occurring disorders counseling. Students complete internship hours in settings that provide opportunities for multicultural applications of evidence-based practices. The classroom portion of the course allows students to review and critically analyze client case conceptualization, counseling style, anti-

oppressive practice, ethical issues, personal challenges and the practicum setting.

**Prerequisites:** HSCD 680

## **HSCI**

### **Courses**

#### **HSCI 605 - Health Policy and Leadership (3 credits)**

This course examines the social, cultural, economic, and political variables that influence the development of health policy and the strategies that can be used to develop or revise health policy. Students study the present U.S health system to determine ways in which it may be modified to enhance population health and better meet the needs of underserved populations. Competence Statement: Knows principles and concepts related to leadership and health policy well enough to demonstrate leadership in improving the delivery of health care to diverse populations

#### **HSCI 648 - Designing for Quality in Health Care (3 credits)**

This course focuses on clinical and operational excellence and continuous improvement of quality and safety from the leadership perspective. Process improvement philosophies, approaches, models, and methods are reviewed and applied to health care delivery. Critical communication, collaboration, and leadership skills are incorporated and evaluated throughout the course. **Prerequisites:**

## **HSER**

### **Courses**

#### **HSER 660I - Human Services Student Designed Independent Studies (1-8 credits)**

Student-designed independent studies give Metropolitan State students the opportunity to plan their own study. This type of independent learning strategy can be useful because it allows students: to study a subject in more depth, at a more advanced level; to pursue a unique project that requires specialized study; to draw together several knowledge areas or interests into a specialized study; to test independent learning capabilities and skills; or to use special learning resources in the community, taking advantage of community education opportunities which, in themselves, would not yield a full college competence. Students should contact their academic advisor for more information.

## **HSTD**

### **Courses**

#### **HSTD 660I - Human Services/Training & Adult Dvlpmn Student Designed Independent Studies (1-8 credits)**

Student-designed independent studies give Metropolitan State students the opportunity to plan their own study. This type of independent learning strategy can be useful because it allows students: to study a subject in more depth, at a more advanced level; to pursue a unique project that requires specialized study; to draw together several knowledge areas or interests into a specialized study; to test independent learning capabilities and skills; or to use special learning resources in the community, taking advantage of community education opportunities which, in themselves, would not yield a full college competence. Students should contact their academic advisor for more information.

## HUM

### Courses

#### **HUM 660I - Humanities Student Designed Independent Studies (1-4 credits)**

Student-designed independent studies give Metropolitan State students the opportunity to plan their own study. This type of independent learning strategy can be useful because it allows students: to study a subject in more depth, at a more advanced level; to pursue a unique project that requires specialized study; to draw together several knowledge areas or interests into a specialized study; to test independent learning capabilities and skills; or to use special learning resources in the community, taking advantage of community education opportunities which, in themselves, would not yield a full college competence. Students should contact their academic advisor for more information.

## IBUS

### Courses

#### **IBUS 611 - International Business (2-4 credits)**

The goal of this course is to raise your awareness and understanding of international business theory and practice needed by a company to compete successfully in the global economy. The course's specific objectives, to be achieved through written, oral, and individual research work, are as follows: Understand the theoretical principles and day-to-day practices of international business; describe and analyze the political, technological, market, cost and competitive drivers; understand the U.S. position in world trade and investment; recognize different management issues associated with a company's stage of development in its international planning; apply concepts of gender, ethnicity, ethics, and religion to intercultural business transactions, and develop skills to critically analyze and use data with an international perspective.

#### **IBUS 612 - International Political Economy (4 credits)**

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

#### **IBUS 613 - Topics in International Business (4 credits)**

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

as joint ventures, mergers and acquisitions, wholly-owned subsidiaries, production contracts and others. **Prerequisites:** IBUS 611

**IBUS 643 - Case Studies in International Business: Eastern and Central Europe (4 credits)**

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

**IBUS 650 - Legal Aspects of International Business (4 credits)**

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

**IBUS 650I - International Business Individual Internship (1-8 credits)**

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

**IBUS 660I - International Business Student-Designed Independent Study (SDIS) (1-8 credits)**

Student-designed independent studies give Metropolitan State students the opportunity to plan their own study. This type of independent learning strategy can be useful for because it allows students: to study a subject in more depth, at a more advanced level; to pursue a unique project that requires specialized study; to draw together several knowledge areas or interests into a specialized study; to test independent learning capabilities and skills; or to use special learning resources in the community, taking advantage of community education opportunities which, in themselves, would not yield a full college competence. Students should contact their appointed advisor for more information.

**IBUS 680 - Developing International Markets (4 credits)**

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

### **IBUS 690 - Doing Business Internationally (4 credits)**

This course will bring together the full range of factors influencing companies doing business across borders that were covered in the required IBUS 611; globalization, political economies, culture, ethics, legal systems, trade, investment, currency issues, market entry, production, logistics and marketing, and apply them to management decision-making in national and regional operating environments around the world. The syllabus may be modified at short notice to accommodate current world events impacting the international business environment.

## **ICS**

### **Courses**

#### **ICS 611 - Distributed Database Systems (4 credits)**

This course covers the fundamental issues of distributed databases with focus on data fragmentation and allocation, query optimization and transaction processing. Topics include: Distributed database management systems architecture and design; data fragmentation, replication, and allocation; database security, authorization and integrity control; query optimization; transaction management; distributed concurrency control and replica control; distributed object database management systems; multidatabase systems. **Prerequisites:** ICS 311

#### **ICS 612 - Database Security (4 credits)**

Database security has an immense impact on the design of today's electronic information systems. This course will provide an overview of database security concepts and techniques and discuss new directions of database security in the context of a connected commercial world. This course provides the information needed to develop, deploy and maintain a secure database solution. It exposes the pitfalls of database design, their means of identification and the methods of exploiting vulnerabilities.

#### **ICS 613 - Introduction to Big Data Computing Systems (4 credits)**

The field of computer science is experiencing a transition from computation-intensive to data-intensive problems, wherein data is produced in massive amounts by large sensor networks, simulations, and social networks. Efficiently extracting, interpreting, and learning from very large datasets requires a new generation of data management technologies. This course gives an introduction to the Hadoop ecosystem as de facto big-data-management system and special consideration will be made to the Apache Spark data analysis framework. The fundamental concepts on which the emerging big data management systems are based are discussed first. Once a foundation is defined, technologies and algorithms that are used to work with big data sets are studied. Tentative topics covered include: distributed file system, map-reduce programming paradigm, Apache Spark basics, SparkSQL, Pig, Hive, Impala, and Scoop. The course is programming intensive and includes several programming assignment projects using the Hadoop ecosystem. **Prerequisites:** ICS 311 and ICS 141

#### **ICS 625 - Web Services and Service-Oriented Architectures (4 credits)**

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

will be discussed. Security considerations and emerging trends will be explored. Students will implement web services.

### **ICS 631 - User Experience and Design Thinking (4 credits)**

This course provides students with advanced knowledge and skills in designing user experience. Students learn how to discover user needs and desires, conceptualize user-centered designs, and test design solutions. Classes will cover latest industry trends, scholarship, and emerging technologies in user experience.

### **ICS 640 - Distributed Algorithms (4 credits)**

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

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

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

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

Students obtain internships in selected areas of study to gain deeper 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.

### **ICS 652 - Artificial Intelligence and Machine Learning (4 credits)**

Artificial Intelligence (AI) is the field of studying the synthesis and analysis of computational agents that act intelligently. AI has several areas of study, such as Searching, Reasoning, Learning, and Knowledge Representation. Searching helps the agent to reason and decide what to do, to determine the sequence of actions that will take to achieve its goals. Learning is the ability of the agent to improve its behavior based on experience. And knowledge representation is used to represent

the individuals and the relationships between them, so the agent will be able to represent its own reasoning and use it to build knowledge' based systems. This course focuses on searching algorithms, machine learning algorithms, and ontologies and knowledge'based systems.

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

Student-designed independent studies give Metropolitan State students the opportunity to plan their own study. This type of independent learning strategy can be useful because it allows students: to study a subject in more depth, at a more advanced level; to pursue a unique project that requires specialized study; to draw together several knowledge areas or interests into a specialized study; to test independent learning capabilities and skills; or to use special learning resources in the community, taking advantage of community education opportunities which, in themselves, would not yield a full college competence. Students should contact their academic advisor for more information.

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

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

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

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

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

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

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

In this course, students will examine the scope of cloud computing and forensics as a multi-disciplinary field, including its foundations, methodologies, standards,



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

### **ICS 670 - Contemporary Issues in Software Engineering (4 credits)**

This course presents Software Engineering topics of interest to students in the graduate Computer Science program. Topics vary with each offering of this course, but will be related to Software Engineering concepts such as verification, validation, secure systems, quality control, or formal methods. Check the class schedule for details about topics and course prerequisites. **Prerequisites:** ICS 470

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

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

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

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

### **ICS 684 - Cyberspace Security Engineering I (4 credits)**

This course is the first of a two-course series that introduces the interdisciplinary field of cyberspace security. The technical foundation for the cybersecurity defender is a particular combination of network, operating system, hardware (mobile/desktop/server) and software engineering skills, all of which are required to protect and defend modern systems, networks and information assets. Students will explore in-depth technical foundations which underpin cybersecurity threats and corresponding defenses. Through hands-on training students will gain necessary skills to begin supporting and implementing cyberspace security. This course will cover the following topics: Security and Risk Management (security governance principles, compliance, legal and regulatory issues, professional ethic, and security policies), Asset Security (information and asset classification and ownership, data security controls and handling requirements), Security Engineering (secure Engineering processes, security models, security evaluation model, security architectures and designs, cryptography, and physical security), and Communications and Network Security (secure network architecture design, secure network components, secure communication channels, and network attacks)

#### **Prerequisites:**

### **ICS 685 - Cyberspace Security Engineering II (4 credits)**

This course will be the second of a two-course series that introduces the interdisciplinary field of cyberspace security. The technical foundation for the

cybersecurity defender is a particular combination of network, operating system, hardware (mobile, desktop, and server) and software engineering skills, all of which are required to protect and defend modern systems, networks and information assets. Students will explore in-depth technical foundations which underpin cybersecurity threats and corresponding defenses. Through hands-on training using Cyber Range students will gain necessary skills to begin supporting and implementing cyberspace security. This course will cover the following topics: Identity and Access Management (Physical and logical assets control, authentication, access control attacks, and access provisioning lifecycle), Security Assessment and Testing (Assessment and test strategies, security process data, and security control testing), Security Operations (Investigations, incident management, and disaster recovery, logging and monitoring, patch management and recovery strategies), and Software Development Security (understanding, applying, and enforcing software security, security in the software development lifecycle, and development environment security controls). **Prerequisites:** ICS 684

#### **ICS 686 - Design of Information Assurance Systems (4 credits)**

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

#### **ICS 688 - Cyber Threat Intelligence (4 credits)**

The course will provide students with foundational concepts and practical skills in the field of cyber threat intelligence that can be leveraged to defend against sophisticated network intrusions and loss of proprietary information. The course will discuss various phases of the intelligence lifecycle including developing intelligence requirements, collecting, analyzing, and disseminating information; and using cyber threat intelligence to improve security at the tactical, operational, and strategic levels. **Prerequisites:** ICS 462

#### **ICS 690 - Special Topics Computer Science: (4 credits)**

This course is an in-depth study of some aspect of computer science that is not part of a regular course. Special topics courses of current interest will be offered on an occasional basis. Students may repeat ICS 690 for additional credit with advisor approval. Some topics may have prerequisites. **Prerequisites:** ICS 462

#### **ICS 697 - Graduate Research Project (4 credits)**

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

#### **ICS 698 - Research Seminar (2 credits)**

In this course, the student will perform the following activities: search the literature on specific areas, read papers in a selected area, study the methodologies used in the applied computer research, write and submit a survey paper based on the reading, and make an oral presentation of the results. It should be taken no later than the second semester.

### **ICS 699 - Graduate Research Thesis (4 credits)**

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

### **ICS 7000 - CompTIA IT Fundamentals ( credit)**

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

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

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

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

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

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

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

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

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

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

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

## **IDST**

### **Courses**

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

In this course students will explore various research methods and methodologies, approaches, and ethical considerations in their research or creative projects. Among others, students are expected to engage with and identify, synthesize and evaluate relevant scholarly works. As such, the course will also emphasize the study and

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

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

#### **IDST 660I - Interdisciplinary Studies Student Designed Independent Studies (1-5 credits)**

Student-designed independent studies give Metropolitan State students the opportunity to plan their own study. This type of independent learning strategy can be useful because it allows students: to study a subject in more depth, at a more advanced level; to pursue a unique project that requires specialized study; to draw together several knowledge areas or interests into a specialized study; to test independent learning capabilities and skills; or to use special learning resources in the community, taking advantage of community education opportunities which, in themselves, would not yield a full college competence. Students should contact their academic advisor for more information.

#### **IDST 680 - Research Methodologies and Research Ethics (4 credits)**

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

participate in collaborative online and face-to-face activities, readings, discussions, group assignments, and presentations. **Prerequisites:** IDST 600

### **IDST 698 - Continuous Registration (1 credit)**

Students will use this one credit FDIS 698 as a continuous registration credit in completing their capstone; this is only for students who have failed to complete their capstone during IDST 699 and during their extension semester. In order to register, students should be consulting with their academic adviser, and have a plan in place to complete their capstone work prior to registration. No further documentation will be necessary. This one continuous registration credit will be recorded as Pass/No credit.

### **IDST 699 - Individualized Studies Capstone (4 credits)**

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

## **INFS**

### **Courses**

#### **INFS 518G - Information Issues: (4 credits)**

This course addresses issues of information access and 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.

#### **INFS 660I - Information Studies Student Designed Independent Studies (1-6 credits)**

Student-designed independent studies give Metropolitan State students the opportunity to plan their own study. This type of independent learning strategy can be useful because it allows students: to study a subject in more depth, at a more advanced level; to pursue a unique project that requires specialized study; to draw together several knowledge areas or interests into a specialized study; to test independent learning capabilities and skills; or to use special learning resources in the community, taking advantage of community education opportunities which, in themselves, would not yield a full college competence. Students should contact their academic advisor for more information.

## **LAWE**

### **Courses**

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

This course examines the social and psychological dynamics associated with families in crisis and the police role in providing assistance in crisis situations. This course

reviews best practices working with victims of crime, including family members, juveniles, and vulnerable adults and the ethical conflicts associated to working with diverse communities. The course also serves as partial fulfillment of state required learning objectives for eligibility to become a licensed peace officer in Minnesota.

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

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

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

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

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

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

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

This course examines the dynamics of police culture and how it influences police officers' behavior. It explores the complex interactions between police culture and issues relating to integrity for police managers. The underlying values of the police culture are examined as challenges for police supervisors developing integrity within law enforcement agencies. Issues connected to loyalty, racism, professionalism and use of force are focused on as they relate to integrity within police agencies.

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

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

**LAWE 660I - Law Enforcement Student Designed Independent Studies (1-8 credits)**

Student-designed independent studies give Metropolitan State students the opportunity to plan their own study. This type of independent learning strategy can be useful because it allows students: to study a subject in more depth, at a more advanced level; to pursue a unique project that requires specialized study; to draw together several knowledge areas or interests into a specialized study; to test independent learning capabilities and skills; or to use special learning resources in the community, taking advantage of community education opportunities which, in themselves, would not yield a full college competence. Students should contact their academic advisor for more information.

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

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

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

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

**LAWE 7002 - Evidence-Based Practice Corrections Professional Certificate Program ( credit)**

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

## LING

### Courses

**LING 547G - History of the English Language (4 credits)**

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

**LING 660I - Linguistics Student Designed Independent Studies (1-4 credits)**

Student-designed independent studies give Metropolitan State students the opportunity to plan their own study. This type of independent learning strategy can be useful because it allows students: to study a subject in more depth, at a more advanced level; to pursue a unique project that requires specialized study; to draw together several knowledge areas or interests into a specialized study; to test independent learning capabilities and skills; or to use special learning resources in the community, taking advantage of community education opportunities which, in themselves, would not yield a full college competence. Students should contact their academic advisor for more information.

## LIT

### Courses

**LIT 501G - Literary Criticism: Beginnings-1950 (4 credits)**

This course provides grounding in literary theories that have been expounded from antiquity down to the recent past. The course also covers applications of these theories to particular texts. Typical questions engaged include What is literary

quality and how is it recognized? Does or should literature serve moral, social or political purposes? What is literature? **Prerequisites:** WRIT 131

**LIT 502G - Literary Criticism: 1950-Present (4 credits)**

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

**Prerequisites:** WRIT 131

**LIT 590G - Advanced Studies in Literature (4 credits)**

Each section of this course selects a different author, topic, genre, period or issue and explores it through the literary study of texts. Course topics and class discussions are intended to engage advanced students of literature in particular, but the course is open to all interested students with appropriate preparation. The course provides an opportunity for English majors and other advanced students of literature to explore authors and topics of particular interest to them and of special significance in the discipline. See the Class Schedule for information on individual sections. **Prerequisites:** WRIT 131

**LIT 660I - Literature Student Designed Independent Studies (1-8 credits)**

Student-designed independent studies give Metropolitan State students the opportunity to plan their own study. This type of independent learning strategy can be useful because it allows students: to study a subject in more depth, at a more advanced level; to pursue a unique project that requires specialized study; to draw together several knowledge areas or interests into a specialized study; to test independent learning capabilities and skills; or to use special learning resources in the community, taking advantage of community education opportunities which, in themselves, would not yield a full college competence. Students should contact their academic advisor for more information.

## MAPL

### Courses

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

MAPL 610 is the first required core course in the Master of Advocacy and Political Leadership (MAPL) Program. Its aim is to help student advocates understand the history of policy development in the United States and particularly in the states of Minnesota and Wisconsin. The course examines the classic study of policy development and implementation on a national basis, then looks closely at the more ideological take on policy formulation and implementation used in the 2000s. More locally, students examine the political cultures of Minnesota and Wisconsin and hear from leaders from those states involved in policy development and implementation. Each student prepares and presents a policy change project, some action they think desirable and in the public interest.

**MAPL 611 - Political and Advocacy Leadership (4 credits)**

MAPL 611 is a required core course in the Master of Advocacy and Political Leadership (MAPL) Program. The course provides the knowledge and skills needed to help advocates strengthen their abilities to lead wisely, ethically and effectively in political and community settings. It provides an interdisciplinary framework to



explore the principles of power and leadership, and features effective leaders from Minnesota and other states discussing their principles of leadership.

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

MAPL 612 is a core course in the Master of Advocacy and Political Leadership (MAPL) Program. This course is designed to provide students with a foundation of the history and techniques of grassroots political organizing, plus honing the writing and speaking skills needed by advocates. The focus will primarily be on the power of communication for advocates and organizers who must mobilize others and change minds.

**MAPL 613 - Policy Evaluation (4 credits)**

MAPL 613 is the last required core course in the Advocacy and Political Leadership (MAPL) track within the Master of Public and Nonprofit Administration Program. This course prepares students to understand and to perform program and policy evaluations. Given a defined problem, students will learn how various policy proposals might be compared and judged. Students will understand how to demonstrate the value or worth of a program or policy. They will understand how to use evaluation methods to improve programs and policy. The course will explore the complexities of evaluation and why it is important.

**MAPL 620 - Nonprofits as Agents of Democracy (4 credits)**

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

**MAPL 621 - Advocacy, Organizing and Lobbying in the Nonprofit Sector (4 credits)**

MAPL 621 is a concentration course in the Advocacy and Political Leadership (MAPL) track within the Master of Public and Nonprofit Administration Program. Nonprofits are essential players in providing all people a voice at all levels of American government. This class focuses on one level of that government, the state, and specifically will follow and engage in the work of the 2015 Minnesota State Legislative Session. Students are expected to learn how lobbying works through closely tracking specific issues and learning from the advocates and lawmakers involved in those issues. Besides following issues, students are expected to learn in class about the skills required for direct lobbying and for grassroots organizing and advocacy, about media relations on issues, and about the rules governing direct lobbying for nonprofits.

**MAPL 625 - Fundraising for Nonprofits and Advocacy (4 credits)**

Fundraising for Nonprofits and Advocacy offers a broad overview of fundraising tools and strategies. Students will learn about different fundraising models and develop practical skills for fundraising to support a variety of types of organizations and campaigns. The course will explore events, donor appeals, grant writing, corporate sponsorships, and online fundraising, among other topics. The course design offers flexibility for students to focus on fundraising in the issue area and organizational

type of their choice; they may focus on a chosen 501c3, 501c4, PAC or political campaign.

**MAPL 630 - Labor Organizing (4 credits)**

**MAPL 631 - Labor and the Political Economy (4 credits)**

MAPL 631 is a labor concentration course in the Master of Advocacy and Political Leadership (MAPL) Program. The course will study the history and current status of collective bargaining issues through the lens of the political economy, i.e. the intersection of economics and politics. Early sessions of the course will provide a theoretical and historical grounding in basic concepts in the political economy of labor, both generally and in the specific context of the United States. In later classes, we will consider a number of contemporary political-economic issues in light of these concepts, issues like the minimum wage, the right to work, and whether employees should have any control over the compensation for and conditions of their jobs. Students will examine and debate these issues from several political-economic perspectives.

**MAPL 640 - Advocacy in the Public Sector: Service in the Elective Branch (4 credits)**

MAPL 640 is the first of two required segments of the Concentration, Advocacy in the Public Sector. The class prepares students who have or will have careers in the elected branches of government, at the local, regional, state or national level. Those careers can be either as elected members of councils, boards, the Legislature or Congress themselves, or as staff to those elected. Familiarizes students with three essential skills for persons interested in such careers, instruction on understanding and using public opinion measurement, instruction on best practices for those operating as staff to elected or appointed officials, and instruction on media relations in a political setting; all three skills-oriented segments will be taught by guest lecturers with outstanding credentials; the first and last three-hour periods of the class will discuss the ethical dimensions of working in the political realm. The course is always offered in the Spring Semester, to coincide with Minnesota's legislative session.

**MAPL 641 - Advocacy in the Public Sector: Service in the Executive Branch (4 credits)**

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

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

MAPL 690 is a required internship course in the Advocacy and Political Leadership (MAPL) track within the Master of Public and Nonprofit Administration (MPNA) Program. Students will take 180 hours of supervised direct experience with an

individual or organizational sponsor in advocacy. A written agreement specifying the work the student will complete, a supervisor evaluation, and a capstone paper, evaluated by the program, that describes what the student has learned about advocating for policy change, are required at the completion of the internship credits.

#### **MAPL 652 - Advocacy, Policy Research, and Organizing Capstone (4 credits)**

MAPL 652 is a 4-credit core course in the Advocacy and Political Leadership (MAPL) program within the Public and Nonprofit Administration Department. This course is designed to help students connect their MAPL coursework with a community-based learning experience and with their own career goals. **Prerequisites:** MAPL 610 and MAPL 611

#### **MAPL 660 - The Impact of Art on Social Change Movements (4 credits)**

MAPL 660 is an elective course in the Advocacy and Political Leadership (MAPL) track within the Master of Public and Nonprofit Administration (MPNA) Program. Students committed to advocacy and political leadership will build an understanding of the importance of art in shaping political culture and major policy and political directions. We will examine the impact of art as a means of engaging the interest and influencing the political will and positions of targeted audiences.

#### **MAPL 660I - Masters in Advocacy and Political Student-Designed Independent Study (SDIS) (1-4 credits)**

Student-designed independent studies give Metropolitan State students the opportunity to plan their own study. This type of independent learning strategy can be useful for because it allows students: to study a subject in more depth, at a more advanced level; to pursue a unique project that requires specialized study; to draw together several knowledge areas or interests into a specialized study; to test independent learning capabilities and skills; or to use special learning resources in the community, taking advantage of community education opportunities which, in themselves, would not yield a full college competence. Students should contact their appointed advisor for more information.

#### **MAPL 661 - Ethics in Policy, Politics and Advocacy (4 credits)**

MAPL 661 is an elective course in the Advocacy and Political Leadership (MAPL) track within the Master of Public and Nonprofit Administration (MPNA) Program. The course will develop a shared, rudimentary ethical code for participation in advocacy and political life. The course begins by examining classical ethical theory, from Plato on. Then we examine ethics in government, looking at the systems established to insure not that actors on the governmental stage do the right thing, but rather that they avoid the appearance of a conflict. The exercise in developing the code will combine these two ethical systems, one normative and the other procedural, in a single proscriptive document. The codes development will be informed by reading a few of the major political/ethical theorists, by dialogue with some of Minnesotas leading political/advocacy figures, and by case studies.

#### **MAPL 662 - The Legal System and Public Policy (4 credits)**

MAPL 662 is an elective course in the Master of Advocacy and Political Leadership (MAPL) Program. This class prepares advocates to understand the extent to which courts - or more precisely the issues confronting our legal system -- drive policy and social change. Students will develop practical skills to seek legal remedies for their

constituencies, and strategies for knowing when to choose the courts instead of the legislative process.

**MAPL 663 - Campaigns and Elections (4 credits)**

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

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

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

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

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

**MAPL 667 - Organizing and Advocacy in the Digital Age (4 credits)**

MAPL 667 is an elective course in the Master of Advocacy and Political Leadership (MAPL) Program. The course examines the rapid growth of online advocacy over the last decade. Special attention will be paid to the 2004, 2008 and 2012 presidential elections. A campaign and organizational online project is utilized.

**MAPL 668 - Topics in Advocacy (1-4 credits)**

MAPL 668 is an elective course in the Master of Advocacy and Political Leadership (MAPL) Program. This course will provide students with in-depth insight into timely political advocacy issues of the day. Students will become proficient in the context, the arguments, and the specific techniques used to advocate for and against these specific issues.

**MAPL 671 - Public Interest Negotiation (4 credits)**

This class offers an introduction to the skills and basic concepts necessary for negotiation, with a focus on public interest negotiation. The course includes: lectures and readings on negotiation theory and practice; case studies of actual negotiations; and interactive negotiation exercises that will help students build negotiating skills. There are no prerequisites for this class.

# MATH

## Courses

### **MATH 605 - Analysis and Fractals (3 credits)**

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

### **MATH 615 - Advanced Discrete Mathematics (3 credits)**

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

### **MATH 620 - Stochastic Processes (3 credits)**

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

### **MATH 625 - Graph Theory (3 credits)**

The course covers the theory of graphs, with an emphasis on careful proofs of all given statements. Topics include matchings, connectivity, planar graphs, graph colorings, Hamilton cycles and infinite graphs. **Prerequisites:** MATH 215 or MATH 301

### **MATH 640 - Mathematical Modeling and Its Applications (3 credits)**

This course covers the techniques for construction, analysis and evaluation of mathematical models that are used to aid in the understanding of questions arising in the natural, physical and social sciences, business and engineering. Students will learn how to implement mathematical models on the computer and how to interpret and describe the results of their computational experiments.

### **MATH 650 - Dynamical Systems (3 credits)**

This course presents a broad introduction to the subject of dynamical systems, both continuous and discrete. We analyze the existence, uniqueness, stability, and control of linear and nonlinear systems and the topics of bifurcation, flows, limit cycles, chaos, and catastrophe theory. This course will serve students with bachelor's degrees in mathematics or closely related fields wishing to deepen their mathematics education, and technical professionals, high school teachers, and math instructors seeking professional development or qualifications for teaching community college courses. **Prerequisites:** MATH 310

### **MATH 660I - Mathematics Student-Designed Independent Study (1-6 credits)**

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### **MATH 671 - Number Theory (3 credits)**

This course covers divisibility; congruences and residues, including the Chinese Remainder Theorem; primes and their distribution; the Euler-phi function; quadratic reciprocity; public-key cryptography, particularly the RSA cryptosystem; elliptic curves and their group structure. **Prerequisites:** MATH 471

## **MDST**

### **Courses**

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

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

#### **MDST 580G - Impacts of Mediated Communication (4 credits)**

This course is concerned with the differential impact communication technologies have had and continue to have on human societies. It looks at the background and impact of current and emerging technologies speculating about how these technologies will change how we communicate and how this may change how we live.

#### **MDST 590G - Teacher Workshop in Media Literacy (4 credits)**

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

#### **MDST 650I - MDST Internship (1-5 credits)**

MDST Internship

#### **MDST 660I - Media Studies Student Designed Independent Studies (1-8 credits)**

Student-designed independent studies give Metropolitan State students the opportunity to plan their own study. This type of independent learning strategy can be useful because it allows students: to study a subject in more depth, at a more advanced level; to pursue a unique project that requires specialized study; to draw together several knowledge areas or interests into a specialized study; to test

independent learning capabilities and skills; or to use special learning resources in the community, taking advantage of community education opportunities which, in themselves, would not yield a full college competence. Students should contact their academic advisor for more information.

**MDST 690 - Big Data and the Connected Citizen (4 credits)**

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

## **MGMT**

### **Courses**

**MGMT 600 - Practical Research Methods for Managers (2-4 credits)**

This foundational course provides students with practical knowledge needed to conduct research in organizations. Major topics covered include research design, data collection and analyses, research proposal and research report. Students will gain practical experience by applying the procedures and techniques learned in this class to organizational functions, such as marketing, finance, management, and operations. This course must be taken during the first semester of MBA studies.

**MGMT 610 - Managerial Communications (2 credits)**

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

**MGMT 610A - Managerial Communication (4 credits)**

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

**MGMT 620 - Organizational Behavior and Leadership (3-4 credits)**

This course focuses on behavior in organizations as influenced by individual differences, group processes and interactions, and organizational processes. Skills and abilities essential for effective management in changing organizational contexts

are emphasized. Topics examined include motivation, diversity, group development team building, power and politics, leadership, job design and organizational culture.

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

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

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

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

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

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

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

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

**MGMT 660 - Managing a Diverse Workforce (4 credits)**

This course focuses on policies and practices for effectively managing a diverse workforce in private, public and nonprofit organizations. The current context and historical development of equal employment opportunity, affirmative action, and diversity management are addressed. Students gain theoretical and practical knowledge to understand beliefs, attitudes, biases and prejudices to more effectively manage differences in order to enhance organization productivity. **Prerequisites:** MGMT 600

**MGMT 660I - Management Student-Designed Independent Study (SDIS) (1-8 credits)**

Student-designed independent studies give Metropolitan State students the opportunity to plan their own study. This type of independent learning strategy can be useful for because it allows students: to study a subject in more depth, at a more advanced level; to pursue a unique project that requires specialized study; to draw



together several knowledge areas or interests into a specialized study; to test independent learning capabilities and skills; or to use special learning resources in the community, taking advantage of community education opportunities which, in themselves, would not yield a full college competence. Students should contact their appointed advisor for more information.

**MGMT 665 - Business Futures (4 credits)**

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

**MGMT 665I - Management Prior Learning (1-8 credits)**

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

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

As the capstone course for the M.B.A. program, students integrate analytical tools and knowledge from the various functional areas of management, previous graduate courses, work experience and strategic management theories. Case studies and readings provide students the opportunity to analyze past and current strategies and to formulate and implement new strategies for various types of organizations. Prerequisite: Completion of all Phase I courses.

**MGMT 7000 - Business Architect Certificate Program ( credit)**

The Business Architect Certificate Program (BACP) is designed to enhance the understanding and skills of business professionals who are in roles utilizing the framework and methodology of business architecture to improve enterprise-level and business-unit performance. The curriculum was developed by a team of expert practitioners affiliated with the Twin Cities Business Architecture Forum, to address the primary goal of improving each participant's capacity to articulate and achieve the benefits possible from the effective application of principles and techniques within a specific context. Learners who successfully complete the program receive a Business Architect Certificate from Metropolitan State University. BACP is a comprehensive approach to the discipline of business architecture structured around four modules that cover the key concepts and competencies needed for effective advocacy and deployment within an organization. The program is typically taught by four different instructors, each with a different perspective and background that contributes to a broader understanding of the discipline. In addition, the highly interactive nature of the program draws upon the experience of participants from a variety of industries and business environments, further enriching your learning experience and expanding your professional network. The modules include: Introduction: Overview, skills, concepts, models, applications, roadmaps ~ Identifying the Current State ~ Defining the Future State ~ Launching Business Architecture/Being a Business Architect.

### **MGMT 7001 - Project Management Institute Theory and Application Certificate ( credit)**

During this 5- day hands-on, interactive certificate, participants will learn all they need to know to take the PMP/CAPM exam. An iPad simulation immerses participants in the project management situations they will need to navigate the exam. Because participants actually experience the PMBOK, they leave with the knowledge, tools, and techniques to take the new situational exam and improve the performance of their future projects. Breathe life into your PMBOK study, gain a thorough understanding PMI theory, and depart prepared to take the PMP/CAPM exam.

### **MGMT 7002 - Knowing the Risks of Opportunity ( credit)**

Students will apply four powerful tools to identify the risks and opportunities in an example project and conduct a risk identification and analysis session. Next, you will develop a risk prioritization scheme and plan the most effective methods to respond to the risks when they occur. Manage the impacts to the project objectives through continuous monitoring. Even spending a minimal amount of time on risk management will impress your leaders and have your team prepared, ahead of the game, and achieving results.

### **MGMT 7003 - Certified ScrumMaster Training ( credit)**

Whether you are new to Scrum principles and practices, looking to refine your skills, or desire to earn certification, this training will achieve those goals. Learn the difference between Agile and Scrum, Scrum history, values, and processes along with the roles of a Scrum team. Upon successful completion of this workshop, students can take an exam to earn their Certified ScrumMaster designation sanctioned by the Scrum Alliance.

### **MGMT 7004 - Introduction to Business Analysis ( credit)**

This course explores what business analysis is, the role of a business analyst, as well as an overview of tasks, techniques and processes that are performed during business analysis. Even if you are not seeking to become a business analyst, this course will build your ability to lead projects by pulling the right people onto your teams, engaging your stakeholders, and correctly identifying requirements; all components that will prevent project failure. The course will explain options for further developing your business analyst skills depending on the trajectory of your career path and your purpose for learning analytic skills.

### **MGMT 7005 - Project Management Institution Theory and Application Certificate ( credit)**

During this 5-day, hands-on, interactive workshop, participants will learn all they need to know to pass the PMP®/CAPM® exam. Experienced PMP® instructors express concepts, tools and techniques, and facilitate group discussion. Working in teams, participants put project management concepts, tools and techniques to use through practical exercises within the context of the simulation.

### **MGMT 7006 - Why Business Architecture ( credit)**

The lesson that seems to be learned over and over is that IT enterprise should not drive business; business should drive business. To that end, business architecture and business architects look beyond the role of IT and enterprise to provide transparency to all the aspects of a business to align strategic objectives with tactical

demands. In this workshop, understand the framework of business architecture and the emerging role of the business architect.

**MGMT 7007 - Capability Mapping: Use the Right Resources on the Right Things at the Right ( credit)**

When asked the question, what does your organization do? You may respond with a litany of products and services, or perhaps, a fine-tuned elevator speech on your mission. A Capability map shows what your organization actually does to build the products or provide the services. The map will not tell you How it is done, but it will help you map the complexity of the processes and systems that make-up your organization. Although complex, mapping makes it easier to see redundancies that exist in a current state so that you can align resources and transition to a future state. An organizational capability map combined with a solid maturity assessment allows an organization to focus on the things that will be most impactful to the strategy. This critical focus helps the organization invest the right resources and energy on the right things at the right time.

**MGMT 7008 - Knowing the Risks of Opportunity ( credit)**

Students will apply four powerful tools to identify the risks and opportunities in an example project and conduct a risk identification and analysis session. Next, you will develop a risk prioritization scheme and plan the most effective methods to respond to the risks when they occur. Manage the impacts to the project objectives through continuous monitoring. Even spending a minimal amount of time on risk management will impress your leaders and have your team prepared, ahead of the game, and achieving results.

**MGMT 7009 - Leading Stakeholders Through Change ( credit)**

Gaining and keeping the support of key stakeholders is essential to the success of any change initiative or project. This course connects change theory to communication strategies to help you identify and analyze your key stakeholders and determine the messages they need to hear, when they need to hear them, and the best mode of communication to use. If you are using the same email to report to every stakeholder, you are probably missing opportunities to keep stakeholders invested and enthusiastic about your initiatives and projects.

**MGMT 7010 - PMP/CAPM Test Prep Workshop ( credit)**

During this 5-day, hands-on, interactive workshop, participants will learn all they need to know to pass the PMP®/CAPM® exam. Experienced PMP® instructors express concepts, tools and techniques, and facilitate group discussion. Working in teams, participants put project management concepts, tools and techniques to use through practical exercises within the context of the simulation.

**MGMT 7011 - Project Risk Management ( credit)**

Designed as a broad (not deep) introduction to project management and skills necessary to successfully execute projects, this course is an overview of the What, Why, When, Who and How of Project Management

**MGMT 7012 - Public Sector Human Resource Management Certificate Program ( credit)**

Lectures and exercises related to contemporary and critical issues to public sector human resource management and related topics.

### **MGMT 7013 - Quality Improvement: Part 2 ( credit)**

This course is specifically designed for Washington County to define Continuous Quality Improvement (QI). Participants will learn how Quality Improvement, Lean, and Process Improvement relate. We will provide training and practice on QI tools used to gather input in a neutral setting and how tools connect to specific situations.

### **MGMT 7014 - Facilitation Skills ( credit)**

This course is designed to define facilitation and the purpose for facilitation. The instructor will describe situations that use facilitation skills in one-on-one meetings, small group discussions and as a large group. The instructor will also provide training and practice on facilitation tools used to gather input in a neutral setting and how to prepare for facilitating.

### **MGMT 7015 - Getting Past No ( credit)**

Most of the work day may be described as trying to get things from others: a task completed, a form filled out, a signature, a decision...Learn how to use your personal power over position power to influence situations. Understand the five steps of negotiation so that you can quickly connect for a 'yes,' to what you need to get the job done rather than a 'no.'

### **MGMT 7016 - Emotional Intelligence (What is it?) ( credit)**

Explore your own emotional intelligence and how to consider the emotional intelligence of those you work with in order to improve relationships and results (based on Daniel Goldman's work).

### **MGMT 7017 - Critical Success Factors of Being a Good Delegator ( credit)**

Learn why people do not like to delegate, when and what to delegate, who to delegate to, and the proper way to delegate work, whether to someone you supervise or someone you lead on a project or a peer. Delegate work in a manner that increases quality, increases success, and builds trust for future collaborations.

### **MGMT 7019 - Meeting Customer Expectations ( credit)**

Understand the dynamics of customer satisfaction. Identify your customers (both internal and external). Define the five customer expectations and ensure understanding of your customer need and communicate them to business partners.

### **MGMT 7020 - Modern Business Analysis Techniques ( credit)**

Training business analysis' so that they learn new modern techniques- Empathy Map, Environmental Scan, Advanced Brainstorming, Spectrum Analysis, The Hot Air Balloon, Collaborative Capture, Interactive Process Modeling, 20/20 and Heuristic Ideation. Also to learn facilitation tips and strategies.

### **MGMT 7021 - Business Writing!: Grammar and Punctuation ( credit)**

Brush up on grammar and punctuation rules you may have not studied since high school. Rules will be explained with minimal specialized terminology and with plenty of concrete practice to cement your understanding and ensure your written communications are on a business professional level.

### **MGMT 7022 - Project Management Basics I: Charter and Scope ( credit)**

Introduction to project management theory, specific project skills, identify cope projects, project resources before starting. Clearly articulating a project plan will enable a leader to initiate a project, monitor and adjust during the project, and close the project with success.

**MGMT 7024 - Business Writing II: Basics ( credit)**

Through a proven 3-step approach, you will gain the skills to communicate effectively through the written word.

**MGMT 7025 - Business Writing 3: Advanced ( credit)**

Gain techniques to shape the tone of your message to management change, handle difficult situations, and propel projects.

**MGMT 7026 - Project Management Basics 3: Stakeholders ( credit)**

There are different types of stakeholders and each have something at stake ' often times at odds with what someone else wants from the project.

**MGMT 7027 - Project Management Basics 4: Communications ( credit)**

This course will explain how to create a communication plan that aligns the message to the stakeholder, sponsor, or project team members and is delivered at the right time in the right way for the best response.

**MGMT 7028 - Project Management Basics 5: Risk ( credit)**

Understanding and prioritizing risks to build a reasonable response plan ' assurance that you will be ready to handle obstacles that threaten your project success without wasting time on unlikely scenarios.

**MGMT 7029 - Getting Started with Quality Improvement ( credit)**

Participants will learn how Quality Improvement, Lean, and Process Improvement relate. We will provide training and practice on QI tools used to gather input in a neutral setting and how tools connect to specific situations.

**MGMT 7030 - Managing Your Work: How to Get Your Work Done ( credit)**

Moving into a leadership role brings many new challenges ' including how to manage those who were once your peers.

**MGMT 7032 - Serving Students Well in the Most Difficult Situation ( credit)**

As student service roles become more complex with software and procedural changes along with having to do more with fewer resources, our own capacity to handle stressful situations also decreases. This can lead to simple miscommunication or simple conflict escalating into combative, sometimes even unsafe, situations.

**MGMT 7033 - Getting Buy-In for Just About Anything ( credit)**

Motivating people with logic and reason using research and data can only move you so far down the change path; at some point, you need to manage the emotions that come with it.

**MGMT 7034 - Leveraging Communication Styles for Effective Conversations ( credit)**

Learn how to read the communication styles of others through observation. The, learn how to leverage this knowledge to interact more effectively with council colleagues, staff, residents, and others. Finally, learn how to use communication styles to build understanding and trust through communication flexibility.

**MGMT 7037 - Ethics Training for MN Professional Administrative Association ( credit)**

An introduction to ethics that will explain how poor ethical choices by one individual can affect the culture and reputation of the whole organization. The intro will also include how doing nothing or taking no action is also an ethical choice.

### **MGMT 7041 - Running a Meeting ( credit)**

Running a quality meeting that produces actionable items begins long before anyone arrives at the meeting. The preparation for the meeting is more important than the meeting itself. Learn how to analyze situations to determine the need for a meeting, establish the meeting purpose before inviting participants, properly prepare to get what you need from the meeting and manage meeting follow-up on actionable items.

## **MIS**

### **Courses**

#### **MIS 600 - Management Information Systems (4 credits)**

Management Information Systems (MIS) evolved from essentially an organization's support operation to a strategic element of an organization's life and survival. This course explores information systems' new and expanding roles in the enterprise. Models examined showing how new technologies are assimilated into the organization, how to plan for systems within the overall strategic management process, assess the risk in system development projects, and become a "sophisticated user" of information systems. Traditional and new technologies are utilized. The course also includes a solid review of the strategic and tactical impact of computers, networks and new technologies. . This course broadens understanding of the design and implementation of various computerized information systems to support management decision making and evaluation, and prepares the student to integrate new technologies and configurations into the management process.

#### **MIS 620 - Project Management (4 credits)**

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

#### **MIS 630 - Healthcare IT Systems (4 credits)**

Managing Information Technology in Healthcare: This class will cover a wide range of information systems in healthcare, and best practices in their management. The United States is increasingly dependent on the Healthcare industry to provide accessible, immediate and relevant care to those who require medical and health-issue attention. The Healthcare environment changes rapidly and organizational stakeholders need to be actively involved across many dimensions of process and service delivery. History and experience informs us that private and public Healthcare programs and organizations are heavily affected by increasing regulation and the cost of providing care to patients. An underlying component of all of these factors is the manner in which Health Information Systems work with health-oriented processes and operations. There are critical components in Healthcare Information Technology that Healthcare professionals, IT Healthcare professionals and IT professionals in general should know in order to understand this industry and help to improve the professions.

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

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

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

This course explores current issues related to telecommunications technologies and how they can be used to facilitate information access and dissemination at all levels of an organization and through the Internet. Trends of telecommunications services are analyzed. Telecommunications trends in the United States and Europe are examined. A range of emerging telecommunications services is explored as well as how such services alter the ways that organizations gather information for decision making and manage these new environments. This course is targeted at students who are working business managers with a need to understand the impact of the new and emerging telecommunications services and how they can be harnessed to add value to business operations. **Prerequisites:** MIS 600

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

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

### **MIS 653 - Supply Chain Information Systems (2 credits)**

This course examines the use of information technology to improve efficiency and effectiveness in the corporate supply chain. Topics covered include key information technologies in supply chain management: Collaborative Planning Forecasting & Replenishment, Electronic Procurement, Inventory management technology (including auto-identification for inventory such as Bar Codes and RFID tags), Labor Management and Manufacturing Execution systems along with Shipping/Transportation Management & Asset Maintenance technologies. Hands-on exercises with actual ERP software will be used as well. Prerequisite: MIS 600.

**Prerequisites:** MIS 600

### **MIS 654 - ERP and Applications (2 credits)**

Introduction to Enterprise Resource Planning systems, the ERP life cycle, the pros and cons of ERP systems, and highlights of ERP's role in an e-commerce system. This course also highlights ERP risk - the factors that go into success or failure for ERP implementations.

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

Central to the effective and efficient delivery of health services is the attainment, use, and sharing of health-related information. The complex US healthcare system is

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

### **MIS 656 - Business Analytics (2 credits)**

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

### **MIS 657 - Database and Client/Server Systems (2 credits)**

Databases represent not only data storage, but critical organizational assets. MIS professionals must not only understand the basics of database management and relational design, but must also know how to leverage these assets for competitive advantage. This course covers database design and implementation and creation of information and standards. Client/Server technology represents an important part of modern database applications. It allows the firm to implement database applications as efficiently as possible in networked environments. Competence in the application, development, evaluation, management and use of corporate and external databases, including client/server technologies are skills needed by all business people. More importantly it is critical to MIS professionals given the vast array of options and new tools available. Topics in distributed database management including transaction management, concurrency control, deadlocks, replicated database management, query processing reliability, and surveys of commercial systems and research prototypes will be reviewed.

### **MIS 658 - Advanced Database Administration (2 credits)**

This course aims to take students' knowledge of databases (including their application and strategic management) to an advanced level by providing high level concepts and strategies for database administration in the modern firm. The course provides an in-depth description and analysis of the database administration environment, performance management, data integrity and security, and disaster planning, recovery and management. This course provides a solid managerial context for database administration and helps the students learn strategic roles for databases in the modern firm. **Prerequisites:** MIS 600

### **MIS 660 - Advanced IT Management, Planning and Systems Delivery (2 credits)**

Time to market, competitive advantage, organizational agility and emerging technologies are some of the dynamics that constantly influence IT functions such as Business/IT alignment, strategic IT planning, IT architecture, portfolio management and systems delivery. Understanding the relationships between these



drivers, their impact on IT and the associated trade-offs is critical to managing an effective IT organization.

**MIS 660I - Management Information Systems Student-Designed Independent Study (SDIS) (1-8 credits)**

Student-designed independent studies give Metropolitan State students the opportunity to plan their own study. This type of independent learning strategy can be useful for because it allows students: to study a subject in more depth, at a more advanced level; to pursue a unique project that requires specialized study; to draw together several knowledge areas or interests into a specialized study; to test independent learning capabilities and skills; or to use special learning resources in the community, taking advantage of community education opportunities which, in themselves, would not yield a full college competence. Students should contact their appointed advisor for more information.

**MIS 662 - Management of Distributed Computing (4 credits)**

Surveys of the skills desired by potential employers of graduate management students indicate that use and understanding of technology and its impact is highly valued. In this course you have the opportunity to examine technical architecture and build your skills while learning how to incorporate technology into your management “portfolio.” The course uses case studies to review state-of-the-art equipment in each of the basic software and hardware families, while emphasizing management models and higher-level analysis using the computer. Practical projects are assigned giving students real-world opportunities to use these tools to enhance their work and build productivity. Participants will complete a comprehensive and highly practical class project and final exam. **Prerequisites:** MIS 600

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

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

**MIS 665 - Systems Design and Decision Support (4 credits)**

New systems design approaches and techniques are providing extraordinary strategic opportunities to organizations that recognize and implement them. This course shows students state-of-the-art systems design from a managerial perspective rather than a strictly technical approach. Managers who wish to get the most out of new and existing information systems and technical people who wish to see where systems may be going have the opportunity to do so in this class. Beyond current approaches, students are also presented with basic information on new technologies including artificial intelligence and expert systems, which many believe will play a critical role in future systems.

### **MIS 665I - Management Information Systems Prior Learning (1-5 credits)**

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

### **MIS 667 - Telecommunications and Internet Management (4 credits)**

This course explores the range of available telecommunications technologies and how they can be used to facilitate information-access and dissemination at all levels of an organization. Trends in standardization of telecommunications services are analyzed. In addition, students examine how the management information systems or data processing manager can use these services to generate accurate MIS reports in a cost-effective manner. Telecommunications trends in the United States and Europe are addressed in detail. A range of emerging telecommunications services is explored as well as how such services radically alter the ways that organizations gather information for decision making.

### **MIS 668 - Strategic Management of Technology and Innovation I (2 credits)**

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

### **MIS 669 - Strategic Management of Technology and Innovation II (2 credits)**

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

### **MIS 671 - Problem Formulation and Data Presentation (4 credits)**

This course provides students with techniques and strategies to work on complex business problems while exercising strong critical thinking skills. It also helps them develop potential solutions. This course then focuses on how to take the results of students' professional work and present complex material in a manner that helps them clearly explain and market their information.

### **MIS 673 - Knowledge Management (2 credits)**

This course is designed to define the role of Knowledge Management (KM) in organizations, various components needed to manage knowledge in an organization, leadership skills required to lead a KM initiative, evaluation of existing KM tools and systems, the difference between KM and data management, content

management, and information retrieval. It gives special attention to management information systems theories in the organizational setting including: transaction processing, operational reporting, decision support systems and executive information systems. It emphasizes the human aspects of change management, training and implementation with some attention to the role analytics plays to support decisions. The course includes case analysis from texts and real world examples.

#### **MIS 675 - Risk Analysis in Information Technology (2 credits)**

Any IT development project contains significant risks. However, keeping the status quo is also risky in rapidly changing technological and competitive environments. This course is designed to familiarize the student with risk analysis concepts derived from many sources including financial, actuarial and statistical studies, insurance and risk analysis, software quality assurance methodologies, management and audit trails and many others. Student will learn to assess the risk in an information systems portfolio and develop strategies for managing the many risk types discussed: Prerequisites: MIS 600.

#### **MIS 676 - Legal Environment in IT (4 credits)**

This course explores social, legal, legal-ethics, political, constitutional and economic implications of computing from a business point of view. It covers the issues individuals face as members of a technological society and offers guidance for professionals in computer-related fields. One of the book's goals is to develop computer professionals who understand the implications of what they create and how it fits into society at large. The class covers legal aspects of privacy and personal information, encryption and interception of communications, freedom of speech in cyberspace, intellectual property, computer crime, computers and work, broader issues on the impact and control of computers, and professional ethics and responsibilities.

#### **MIS 679 - Seminar in Management Information Systems (1-4 credits)**

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

#### **MIS 680 - Introduction to Information Assurance (4 credits)**

Modern organizations operate in a net-centric world. New information technologies arrive at lightning speed, allowing us to share information across town, across the country, and around the world faster than ever before. Organizations in both the public and private sectors organizations suffer from not realizing the value of the information assets they manage. This class will present and provide an introduction to information assurance (IA) and explore a wide range of business services and how they are impacted by IA issues. Topics covered include: How to assess risks and develop a security policy for operational integrity. Learning outcomes for this course

include: Defining the roles and responsibilities of technical and non-technical participants in Enterprise systems development and utilization; The applications of information technology in business organizations and managerial decision making; Knowing associated ethical and societal implications; Understanding how emerging technologies pose risks to organizations; and Defining how providing information assurance solutions will keep our information systems safe from harm. At the macro level, the course will also address national security considerations.

#### **MIS 681 - Enterprise Security Management (4 credits)**

Organizations with computer networks, Web sites, and employees carrying laptops and mobile devices face an array of security challenges. Among other things, they need to keep unauthorized people out of the network, thwart Web site hackers, and keep data safe from prying eyes or criminal hands. This course provides a high-level overview of these challenges. This course is not for the hard-core IT security engineer who works full time on networks. Instead, it is aimed at the nontechnical executive with responsibility for ensuring that information and assets stay safe and private. The course presents a guide to Thwarting Data Thieves and Hackers and covers the following technical issues in a nontechnical manner: -The concept of “defense in depth” -Network design -Business-continuity planning -Authentication and authorization -Providing security for your mobile work force -Hackers and the challenges they can present -Viruses, Trojans, and worms But it doesn't stop there. The course goes beyond the technical and covers highly important topics related to data security like outsourcing, contractual considerations with vendors, data privacy laws, and hiring practices. **Prerequisites:** MIS 680

#### **MIS 682 - Analysis of Strategic and Tactical Security IT Planning (4 credits)**

This course is designed to provide students and practitioners a framework to build and implement an IT security strategy that is aligned with their business needs. A key element of Security is developing and implementing these strategies. In the course, you will learn about: 1. Advanced concepts and principles of strategic planning for IT Security. 2. Applications of risk principles, security policies to improve operational integrity are learning outcomes for this course. 3. Roles and responsibilities of technical and non-technical participants in Enterprise systems development and utilization. 4. Applications of information technology in business organizations and managerial decision making, and associated ethical and societal implications. 5. Emerging technologies and the risks they pose to organizations.

#### **MIS 683 - Process Analysis and Design (2 credits)**

This course was created to give students a thorough look at the discipline of process analysis and design, workflow analysis and process reengineering. It uses a highly visual approach to both designing and communicating process analysis. Students will learn to properly analyze, design and build the main visualizations for process analysis including flowcharts, data flow diagrams, entity relationship diagrams and others as tools for communicating management designs. **Prerequisites:** MIS 600

#### **MIS 685 - Data Mining Tools (2 credits)**

This course introduces how analytics and Data Mining tools can be used to solve business problems like Best Next Offer, Customer Retention, Customer Potential Life Time Value estimation, Market Basket analysis, etc. This course gives students an opportunity to exercise advanced Data Exploration and Mining software. Introduction to Data Mining tools/solutions evaluation is also part of this course.

### **MIS 686 - Advanced Data Mining Tools (2 credits)**

The course gives students an opportunity to start with several Business Problems which require Data Mining techniques like classification, estimation, clustering. Students are supposed to research on Data Mining vendors/tools to find Strengths & Weaknesses for selected Data Mining tools. Students are supposed to use 5 groups of Data Mining tools selection criteria: Hardware/OS/Networking, Data reparation/Manipulation, User Interface/Model Output, Algorithms & Manageability, Support/Documentation/Training. The course gives students an opportunity to exercise advanced Data Exploration and Mining software (developed by Synera Systems, Inc.) to analyze Retail Customer Behavior. Students are supposed to use a macro language to document Data Quality problems. Introduction to E-Customer Behavior is also a part of this course.

### **MIS 687 - Business Analytics (4 credits)**

The improvement in computing and information management technology created opportunity for organizations to generate, store, and process huge amount of data which is being generated in every seconds. Business Analytics provides organizations a new, efficient way to intelligently use those data by combining it with sophisticated analytics. With Business Analytics, organizations can take advantage of data with leveraging and turning it into actionable intelligence that can be used to support reasoned decisions. This course is designed to provide an introduction to the concepts of Business Analytics and its applicability with real world data in a business environment. Students will gain experience using several cutting-edge software in Business Analytics to support business decision making. Students will also be familiarized with the overall life cycle of Business Analytics project (identify the problem, describe the data, analyze the data, interpret the results, and make recommendations) through three different modules: ' Module 1 - Business Analytics Fundamentals: Concepts ' Module 2 - Business Analytics Fundamentals: Basic predictive analytics ' Module 3 - Business Analytics in Actions: Applications, and practical insight **Prerequisites:** MIS 600

### **MIS 688 - Predictive Analytics (4 credits)**

Currently, enterprises across almost every industry are seeking talent for predictive analytics. Predictive analytics helps connect data to effective action by drawing reliable conclusions about current conditions and future events. Coupled with other types of analytics available (i.e., Descriptive, Diagnostic, and Prescriptive analytics), enterprises can make predictions and then proactively act upon that insight to drive better business outcomes and achieve measurable competitive advantage. Naturally, such demand is met with creative and critical thinking professionals that have been prepared with theories that can be put into practice. The Predictive Analytics course offering includes modules, activities and projects that are structured for following topic objectives: \*Understanding the different purposes of analytics (i.e., Diagnostics analytics for data discovery \*Why did it happen?, Predictive analytics for forecasting, and simulation \*What will happen?, and Prescriptive analytics for planning, and optimization \* What should we do?) to choose appropriate analytic techniques for decision making. \* Teaching the skills needed to understand the integration of resources (i.e. people, processes, technologies and facilities) to decision making based on predictable data patterns and trends. \* Building the skills to apply business intelligence, machine learning, decision science,

knowledge discovery, and business performance management to obtain business insight that is linkage to foresight. \* Development of knowledge to broker content from multiple sources and systems, integrate into a common vocabulary that is universally meaningful for enterprise economic growth. **Prerequisites:** MIS 687

### **MIS 690 - E-Commerce and Customer Relationship Management (2 credits)**

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

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

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

**Prerequisites:** MIS 600

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

Beginning where MIS 653/MKTG 653 Supply Chain Management/ Logistics Management leaves off, this course examines the use of information technology to improve efficiency and effectiveness in the corporate supply chain. Topics covered include the strategic role of key information technologies in business-to-business e-commerce; efficient customer response; enterprise resource planning; the virtual value chain.

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

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

### **MIS 695 - Electronic Government (2 credits)**

The purpose of this course is to describe the growth of E-Government, typical phases of development, and strategies for planning and managing E-Government initiatives. Topics include both the challenges to E-Government such as data privacy

and the “digital divide”, as well as the best practices, success stories and breakthrough innovations in public sector service delivery.

### **MIS 699 - Integrative Capstone Project (4 credits)**

Two cohorts per term will be formed to do systems projects, one of which will be Web-based. Twin Cities organizations will be solicited for systems development or other related projects. Resident faculty will oversee teams. Group project and individual reports will be created. Clients’ perceptions will be determined. This experience will give the students many networking opportunities in addition to the critical opportunity to apply what they have learned in a rigorous way. Theory and practice will merge to meet the fast-paced requirements of a real world IS environment. When the cohort successfully completes its project, its members will have valuable experiences to draw on for years to come.

## **MISD**

### **Courses**

#### **MISD 665I - DMIS Prior (1-8 credits)**

## **MKTG**

### **Courses**

#### **MKTG 600 - Marketing Management (4 credits)**

This course examines activities through which organizations provide goods and services to serve the needs of the marketplace. Some of the topics included are analysis of internal and external factors of an organization that contribute to a successful marketing campaign, consumer behavior, positioning, , setting marketing objectives, designing marketing strategies and tactics, integrated marketing communications, pricing, and elasticity of demand. **Prerequisites:** MGMT 600

#### **MKTG 642 - Design and Management of Advertising Programs (4 credits)**

Management of advertising programs requires strategic planning for both digital and traditional media to achieve organizational goals. Topics include positioning, audience analysis, product and market research, creative strategies, copywriting, content strategy/development, design and production. Focused primary and secondary research is added to collect and analyze data on particular marketing challenges in today’s marketplace such as ethics, rhetorical theory, and multigenerational, monocultural or multicultural audiences.

#### **MKTG 650 - Purchasing Management (4 credits)**

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

#### **MKTG 650I - Marketing Individual Internship (1-8 credits)**

Students obtain internships in selected areas of study to gain deeper understand of knowledge, skills and the context of a given field. Site supervisors give guidance and direction to customized internship projects. Faculty members serve as liaisons between the internship sites and the university, providing information to students and potential supervisors and supervising the learning experience. Students should

contact the Institute for Community Engagement and Scholarship (ICES) at Metropolitan State University for more information.

**MKTG 651 - Materials Management (2 credits)**

This course examines those activities concerned with materials and inventory requirements from receiving the materials to their introduction into the manufacturing processes. Topics discussed include objectives and organization for materials management, total quality management, materials requirement planning, traffic management, warehousing, automated inventory control systems, and legal and ethical considerations in materials management.

**MKTG 652 - Supply Chain Logistics (2 credits)**

This course examines those activities involved in planning, implementing and controlling the flow of raw materials, in-process inventories, and finished goods from the point of origin to the points of consumption at the lowest total costs. Topics emphasized include inventory management, transportation, warehousing, information systems, performance measurement, materials handling, customer services, and the overall management of logistical functions.

**MKTG 653 - Global Sourcing (2 credits)**

Global competition makes it increasingly important for American firms to contract with foreign companies in order to establish efficient and reliable sources of industrial materials and supplies. Topics include starting a global buying program; dealing with foreign cultures, business practices, monetary systems, and related legalities; writing international purchase orders; controlling global logistics costs; and U.S. programs designed to benefit importing buyers.

**MKTG 654 - Current Issues in Purchasing/Logistics Management (2 credits)**

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

**Prerequisites:** MKTG 650

**MKTG 656 - Professional Negotiations (4 credits)**

This course helps students to understand the roles of negotiations in purchasing goods and services to support manufacturing operations. Topics include how to establish negotiations objectives, how to analyze and to use various negotiating strategies and tactics, how to negotiate in line with legal and ethical considerations, and how to evaluate the effectiveness of negotiating policies, procedures and personnel. **Prerequisites:**

**MKTG 660I - Marketing Student-Designed Independent Study (SDIS) (1-8 credits)**

Student-designed independent studies give Metropolitan State students the opportunity to plan their own study. This type of independent learning strategy can be useful for because it allows students: to study a subject in more depth, at a more advanced level; to pursue a unique project that requires specialized study; to draw together several knowledge areas or interests into a specialized study; to test independent learning capabilities and skills; or to use special learning resources in



the community, taking advantage of community education opportunities which, in themselves, would not yield a full college competence. Students should contact their appointed advisor for more information.

**MKTG 670 - Marketing to Business Organizations (2 credits)**

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

**Prerequisites:** MKTG 600

**MKTG 680 - Developing International Markets (4 credits)**

The development of work trade makes it increasingly important for firms in virtually any industry to widen markets overseas. This course provides methods and procedures for assessing opportunities abroad, and for establishing, maintaining and managing marketing activities in other nations of the world. Special emphasis is given to negotiations involved in building marketing organizations, and to logistical, legal and cultural considerations important for productive exchanges of goods, services and currencies. **Prerequisites:** MKTG 600

**MKTG 690 - Strategic Marketing Planning (4 credits)**

This course covers marketing planning from mission statement to budgets. It extends and builds upon the planning methods introduced in Marketing Management. Particular emphasis is placed upon environmental scanning, competitive analysis, comparisons of alternative strategies and the organizational activities required to implement the plan. The planning methods and procedures discussed are equally applicable for organizations operating in the economy's private, not-for-profit and government sectors. **Prerequisites:** MKTG 600

## MLS

### Courses

**MLS 600 - Introductory Seminar (4 credits)**

The seminar will address aspects of theory, method, research, and knowledge formation in selected disciplines within communications, humanities, and social sciences. The course will move from the study of selected disciplines to an interdisciplinary study of the connections among disciplines and the implications for each student's program of study and final research project.

**MLS 620 - Master of Liberal Studies Explorations (4 credits)**

The MLS Explorations, a requirement within Metropolitan State's MLS degree program, brings students and faculty together to explore topics of consequence that relate to a common theme. The MLS program requires an introductory seminar, MLS 600 that introduces students to graduate study and helps them formulate a focus in the MLS program. Students then complete at least three MLS 620 explorations that, with electives and a capstone, comprise their MLS program.

**MLS 660I - Master of Liberal Studies Student Designed Independent Studies (1-5 credits)**

Student-designed independent studies give Metropolitan State students the opportunity to plan their own study. This type of independent learning strategy can be useful because it allows students: to study a subject in more depth, at a more

advanced level; to pursue a unique project that requires specialized study; to draw together several knowledge areas or interests into a specialized study; to test independent learning capabilities and skills; or to use special learning resources in the community, taking advantage of community education opportunities which, in themselves, would not yield a full college competence. Students should contact their academic advisor for more information.

### **MLS 690 - Master of Liberal Studies Capstone Course (4 credits)**

The MLS Capstone, a requirement within Metropolitan State University's MLS degree program, revolves around the facilitation and completion of students' self-directed Capstone Projects. Students identify and develop their interdisciplinary capstone projects throughout the MLS program, and must have an approved MLS Capstone Project Proposal before enrolling.

## **MPNA**

### **Courses**

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

MPNA 600 Practical Research for Public Administration and Non-profit Management is a two credit elective that prepares students in the MPNA program in writing, mathematics and statistical skills at the graduate level. These skills, as the title suggests, will serve as practical foundation for more rigorous efforts that students engage in all of the other courses taken throughout the Master's program.

#### **MPNA 620 - Leading Public Service Organizations (4 credits)**

This course introduces MPNA, MPA, MNLM, and other Metro State graduate students who are interested in public service to the theories and best practices of leading and managing public service organizations. This course will adapt the study of leadership and organizations to the unique obligations, functions, processes, and public values and societal outcomes that govern the decisions of the government and nonprofit sectors. Public service is the result of the work of local, state, and federal government; regional compacts or special districts; tribal governments; nonprofit organizations and social enterprises; partnerships between government and business; and international linkages (that are necessary for solving global problems like pandemics and climate change). The public service perspective is evident when government and civil society collectively marshal efforts to respond to human-made (9-11 Terrorist Attacks, Aurora, Colorado Theater Mass Shooting) and natural (Hurricane Katrina and Hurricane Sandy) disasters and public health emergencies (COVID-19 outbreak). The public service sector does not shut down during times of wars, terrorist attacks, disasters, and public health emergencies and epidemics. Public service organizations are fundamentally different from profit-seeking firms. They are organized to provide socially valuable goods and services, e.g., public education, social services for the unemployed and the homeless, child protection services, crime-fighting, disaster response, natural resource and environmental protection, climate change response, homeland security, and public health emergency response. They are, above all, governed by our democratic and rights-based traditions and culture. Accordingly, the government and the nonprofit sectors operate under greater public scrutiny and with unique public expectations for openness, transparency, honesty, accountability, public deliberation, citizen engagement, fairness and equity, and the pursuit of other public values that we

deem important as a society. Government and many nonprofits, the most important actors in the public service sector, work hand-in-glove to deliver vital public goods and services and engage citizens and volunteers towards public ends. This course focuses on how public and nonprofit managers and leaders mobilize resources to achieve important public purposes. Students will be exposed to insights and best practices, with emphasis on public service, and learn the skills to develop into a capable leader.

### **MPNA 635 - Economic Reasoning for Public Administrators and Nonprofit Managers (4 credits)**

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

### **MPNA 660 - Strategic Human Resources Management: Public and Nonprofit (4 credits)**

Strategic human resource management includes the following major components, with specific attention to the unique environment and challenges facing public and nonprofit professionals: a strategic perspective that connects HR management with the organization's mission; labor relations; compensation; benefits management; recruitment and selection; performance management; and an additional focus on organizational/program/project management to align the organization's human resources with overall organization goals and priorities.

### **MPNA 660I - Master of Public and Nonprofit Admin 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.

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

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

**MPNA 680 - Information Management, Evaluation, and Public Accountability (4 credits)**

This course focuses on knowledge management, organizational learning, e-governance, accountability, and evaluation in the strategic management of information. Important themes include strategies for organizational learning and knowledge sharing-including communities of practice.

**MPNA 690 - Public Ethics and the Common Good (2 credits)**

Public Ethics and the Common Good brings together into one course the four essential elements of ethical organizational management: development of a code of ethics and standards of professional conduct, instituting systematic training and enforcement on ethical expectations, ethical leadership to incorporate these expectations into the lived culture of the organization, and commitment to corporate responsibility for the common good that meets the demands of procedural and distributive justice.

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

The Capstone course for the MPNA program seeks to integrate learning from earlier course work and focus that learning on issues facing our diverse communities. Attention is given to the capacities of professionals in the government and nonprofit sectors to deal effectively with community issues, and the relationships between leadership/management practices and community development. The course includes both case studies as well as a major Capstone project, including direct community engagement for those who wish to have this opportunity.

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

This course explores a variety of contemporary issues in public administration and nonprofit management in greater detail. The focus keeps changing to keep pace with new issues and new circumstances.

## MUSC

### Courses

#### **MUSC 533G - Applied Guitar Study III (4 credits)**

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

## NPM

### Courses

#### **NPM 600 - Nonprofit Governance and Management (4 credits)**

This foundational course explores the challenges of leading and working in today's nonprofit organizations. Topics include leadership, management, ethics and values, board governance, human resources management, and constituency building. It also includes an examination of the theory, history and development of nonprofit. Students examine in depth current issues confronting nonprofit organizations.

#### **NPM 650 - Fundraising for Nonprofits and Advocacy (4 credits)**

Fundraising for Nonprofits and Advocacy offers a broad overview of fundraising tools and strategies. Students will learn about different fundraising models and develop practical skills for fundraising to support a variety of types of organizations and campaigns. The course will explore events, donor appeals, grant writing, corporate sponsorships, and online fundraising, among other topics. The course design offers flexibility for students to focus on fundraising in the issue area and organizational type of their choice; they may focus on a chosen 501c3, 501c4, PAC or political campaign.

#### **NPM 650I - Nonprofit Management Individual Internship (1-9 credits)**

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

#### **NPM 660I - Nonprofit Management Student-Designed Independent Study (SDIS) (1-8 credits)**

Student-designed independent studies give Metropolitan State students the opportunity to plan their own study. This type of independent learning strategy can be useful for because it allows students: to study a subject in more depth, at a more advanced level; to pursue a unique project that requires specialized study; to draw together several knowledge areas or interests into a specialized study; to test independent learning capabilities and skills; or to use special learning resources in the community, taking advantage of community education opportunities which, in

themselves, would not yield a full college competence. Students should contact their appointed advisor for more information.

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

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

**NPM 675 - Nonprofit Financial Management (4 credits)**

This course provides a comprehensive approach to successfully managing the finances of nonprofit organizations, with particular attention to the principles of budgeting (capital and operating), financial statements, cash management, basic accounting and auditing principles, and investment practices. Emphasis will be placed on the unique position of nonprofit organizations and their complex interrelationships with both the public and private sectors.

## **NURS**

### **Courses**

**NURS 002 - School of Nursing Advising and Clinical Coordination (1 credit)**

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

**NURS 600P - Intensive Practicum II (4 credits)**

This clinical course focuses on the holistic nursing care of clients within the specialty areas of pediatric, maternal-newborn, and psychiatric-mental health nursing in varied acute and community-based settings. Students apply theoretical principles to the care of individuals and families of diverse backgrounds. Competence Statement: Knows concepts, theories, skills and the nursing process well enough to provide holistic nursing care to clients within the specialty areas of pediatric, maternal-newborn, and psychiatric-mental health.

**NURS 601 - Nursing Science (3 credits)**

This course focuses on the elements of nursing science and their interrelationships. Theories, philosophies and models that inform evidence-based nursing practice and their application to research and practice are systematically examined. Selected nursing theories are analyzed and critiqued, including their relevance to diverse client populations. The nursing metaparadigm is examined, with students reflecting on their own professional beliefs and values. Competence Statement: Knows concepts well enough to analyze and evaluate the underlying structures and elements of select nursing philosophies, models and theories, and comprehend the appropriate application of such to nursing practice.

**NURS 602 - Ethical Dimensions for Advanced Nursing Practice (2 credits)**

This course focuses on the theory and skills that prepare nurses to be competent leaders in ethical decision-making. Content includes clarification of values, analysis of ethical dilemmas, ethical decision making, and application of ethical standards

including interprofessional considerations. Students examine ethical dimensions related to advanced nursing practice. Competence Statement: Knows ethical theories and principles well enough to assume leadership in developing a plan of action to manage ethical dilemmas in advanced nursing practice.

### **NURS 603 - Advanced Integrative Nursing Care (2 credits)**

This course focuses on advanced aspects of integrative nursing care to promote holistic health and wellness. Integrative concepts and principles are explored. A holistic assessment approach is utilized to assist in synthesizing inter-relationships between core course concepts. Students evaluate evidence related to integrative therapies and their application to clinical practice and self-care. Competence Statement: Synthesizes course concepts and principles well enough to apply appropriate advanced integrative approaches that promote holistic health and wellness.

### **NURS 604 - Evidence-Based Practice (3 credits)**

This course examines the application of evidence-based practice in nursing. Quantitative and qualitative research approaches, methodologies, and techniques of data analysis are addressed. Synthesis of evidence and critical appraisal skills are applied.

### **NURS 605 - Health Policy and Leadership (3 credits)**

This course examines the social, cultural, economic, and political variables that influence the development of health policy and the strategies that can be used to develop or revise health policy. Students study the present U.S health system to determine ways in which it may be modified to enhance population health and better meet the needs of underserved populations. Competence Statement: Knows principles and concepts related to leadership and health policy well enough to demonstrate leadership in improving the delivery of health care to diverse populations

### **NURS 607 - Family Health Nursing (3 credits)**

This course focuses on family nursing. Major theoretical foundations are presented including family systems, development, structure-function, and stress. Issues related to contemporary families are explored including gay and lesbian families, responses to grief and loss, family violence, and socio-cultural influences. The clinical decision making skills of assessment, diagnosis, intervention, and evaluation are applied to families experiencing a transition or a chronic health problem. Students will work with a family whose cultural, racial, or lifestyle background is different from their own. Graduate students will evaluate the effectiveness of family nursing interventions.

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

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

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

This practicum provides students with a guided experience in the application of epidemiological and population health concepts presented in NURS 608. Students work to design a community-based, culturally relevant health promotion, disease prevention or management plan. Students create and present a patient education offering, community service message or a communication strategy related to their plan. Practicum experiences are individually designed through the use of learning contracts in consultation with the NURS 608P instructor. **Prerequisites:** NURS 608

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

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

### **NURS 610 - Pathophysiology for Advanced Nursing Practice (3 credits)**

This course focuses on advanced concepts of physiologic and pathophysiologic mechanisms which cause alterations in biological processes and affect homeostasis. The etiology, pathogenesis, clinical manifestations, and treatment options of specific diseases and conditions will be examined.

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

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

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

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

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

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

### **NURS 616 - Health Assessment for Advanced Nursing Practice (2 credits)**

This course focuses on the advanced, comprehensive assessment of individuals across the lifespan. A holistic, nursing theoretical framework provides the structure for the course. The course builds on the students' knowledge and skills of basic physical assessment, anatomy and physiology, and provides a foundation for the advanced practice nurse to evaluate the health of individuals across the life span. The course emphasizes documentation, and practice skills necessary for advanced communication, biopsychosocial and physical assessment, critical diagnostic reasoning, and clinical decision-making. Students acquire advanced knowledge and skills through a case based, problem focused learning framework that integrates theoretical, empirical, and experience-based practical knowledge. Competence



Statement: Knows the principles of holistic health assessment well enough to apply these skills and techniques in a simulated setting.

**NURS 616L - Health Assessment for Advanced Nursing Practice Lab (1-2 credits)**

This laboratory experience focuses on the application of skills taught in N616. Students will practice interview skills, physical exam techniques and assessments across the lifespan. Demonstration of complete physical exam is required for course completion. Competence Statement: Knows the skills and techniques of a holistic assessment well enough to obtain a complete health history perform an age appropriate complete physical exam and problem focused physical exam, and provide age appropriate health promotion and anticipatory guidance across the lifespan.

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

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

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

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

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

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

**NURS 621 - Primary Care Nursing I (3 credits)**

This course introduces the application of nursing science in evidence-based primary prevention, risk assessment and health maintenance across the lifespan. Students learn the management of select common acute health condition. Students utilize assessment and diagnostic reasoning skills in the interpretation of subjective and objective data. Students develop differential diagnosis skills and begin to develop individualized holistic treatment plans. Competence Statement: Knows primary prevention concepts and select acute care concepts well enough to provide evidence-based care across the lifespan. **Corequisites:** NURS 621P **Prerequisites:** NURS 609

### **NURS 621P - Primary Care Nursing I Practicum (2 credits)**

This clinical practicum course builds on the clinical reasoning skills learned in NURS 616 and facilitates application of content of NURS 621. In a clinical setting serving primarily adults, students perform histories and physicals, determine differential diagnoses, and develop holistic plans of care under the guidance of a preceptor. Accurate interpretation of clinical data, appropriate prescribing practices, and accurate documentation of patient encounters is fostered. A minimum of 150 clinical hours with approved preceptor(s) are required. Competence Statement: Knows primary prevention concepts and select acute care concepts well enough to develop and implement a health maintenance plan and provide basic primary care for select acute health conditions. **Corequisites:** NURS 621 **Prerequisites:** NURS 609

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

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

### **NURS 622P - ANP/GNP Foundations Practicum (2 credits)**

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

### **NURS 623 - Advanced Integration of Pathophysiology, Pharmacology and Health Assessment (3 credits)**

This course focuses on synthesis of principles and content in pathophysiology, pharmacology and health assessment in the analysis of health issues in nursing practice. Students demonstrate clinical reasoning that builds upon previous coursework in pathophysiology, pharmacology and health assessment.

**Prerequisites:** NURS 600P and NURS 405 and NURS 410 and NURS 325

### **NURS 623P - DNP Anesthesia Practicum I (1 credit)**

Scientific and anesthetic principles, evidence-based practice and safety & quality guidelines provide the frameworks for development of psychomotor skills, critical thinking and decision-making for the “novice” nurse anesthesia student in simulated and structured perioperative learning experiences. Learning experiences will begin with simulated encounters and will evolve to structured immersion in a clinical

setting. Competence Statement: Knows the principles and practice of nurse anesthesia care well enough to assess, plan, and implement a basic anesthetic care plan, at a novice level, under total supervision of a licensed/certified anesthesia provider.

**NURS 627 - Applied Pharmacology for Advanced Nursing Practice (1 credit)**

This course builds on the knowledge learned in N609 and focuses on applying principles of pharmacology, including pharmacokinetics and pharmacogenomics, through case study methodology. Particular attention will be paid to polypharmacy and drug interactions applied to specific clinical presentations through case study analysis and application **Prerequisites:**

**NURS 628 - Family Health Promotion and Health Maintenance (2 credits)**

This course focuses on advanced family nursing with emphasis on family and individual health promotion and maintenance for the Family Nurse Practitioner. Major theoretical foundations are presented including family theory, the Shuler Nurse Practitioner Practice Model, and the Health Promotion Model. Students apply theories and concepts to actual family and individual health maintenance assessment and planning. Focus is placed on use of the clinical decision-making process for the assessment and plan. Students work with a family whose background is different from their own.

**NURS 636 - Labs and Diagnostics for Advanced Practice Nursing (1 credit)**

This course focuses on the knowledge needed to interpret common laboratory and diagnostic tests encountered in advanced practice nursing. Content includes recognizing, analyzing and interpreting normal and abnormal laboratory and diagnostic findings within the context of patient care. Attributes, strengths and limitations of common diagnostics are reviewed to guide clinical decision-making. Competence Statement: Knows interpretation of common laboratory and diagnostics tests well enough to apply to the provision of care as an advanced practice nurse.

**NURS 637 - Informatics for Advanced Nursing Practice (2 credits)**

This course focuses on the use of health care informatics and technology in advanced nursing practice. The development of the science of informatics and information systems is reviewed. The use of information systems to communicate, document and bill for patient care is explored. Information systems are used to analyze practice outcomes at the individual and practice group levels compared to national standards and critique the systems. Challenges and opportunities to improve health through the use of information systems and technology are explored. Competence Statement: Knows information systems and technology well enough to be utilized to improve patient care outcomes and health care systems.

**NURS 641 - Primary Care Nursing II: Adult and Older Adult Health (4 credits)**

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

### **NURS 641P - Adult and Older Adult Clinical Practicum (2 credits)**

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

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

This course focuses on the primary care of infants, children, and adolescents experiencing developmental, acute and chronic health concerns within the family context. Student will gain knowledge of the etiology, differential diagnoses, clinical findings, and management of common conditions affecting these age groups. Content includes age-appropriate health promotion activities. This course is a requirement for students in the FNP program. **Corequisites:** NURS 642P

**Prerequisites:** NURS 641 or NURS 641P

### **NURS 642P - Children and Family Health Clinical Practicum (2 credits)**

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

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

This course focuses on developing advanced skills in primary care management of adult and older adult clients with complex, multi-symptom illnesses. Etiology, clinical presentation, differential diagnoses, and management issues are addressed. The primary care provider's role as case manager of the person with complex, debilitating illnesses will be addressed. This course is a requirement for students in the ANP program. **Corequisites:Prerequisites:** NURS 641 and NURS 641P

### **NURS 643P - Complex Illness Clinical Practicum (2 credits)**

This clinical practicum focuses on the management of complex, multi-system illness of adults and older adults. Seminars focus on the advancement of differential diagnostic and critical thinking skills through case study examination, documentation review, and seminar discussion. Students integrate knowledge of family, culture, holism, community, and caring as they plan holistic care for clients in clinical settings. Health promotion needs appropriate to the client's complex needs are addressed. Students will consult with the instructor to determine how many credits for which to register. One credit is equivalent to a minimum of 100 clinical hours. **Prerequisites:** NURS 641 and NURS 641P

### **NURS 646 - Informatics for Nursing Practice (2 credits)**

This course explores health informatics and how it is used in nursing practice for the advancement of safe and quality care. Students will examine theories used to plan, implement and evaluate health information systems. Data management and use of standardized classification systems and reference terminologies are analyzed to enhance outcomes of care. Ethical and legal concerns related to health information systems are explored. Competence Statement: Upon completion of this course, the student will know concepts well enough to evaluate health information systems to enhance outcomes of care.

### **NURS 647 - Leadership in Health Care Systems (3 credits)**

This course focuses on the theoretical foundation needed to provide leadership in the management of health care systems and personnel in various settings including in-patient facilities, clinics, long-term care facilities and community health settings. Contemporary and emerging approaches to leadership and management are critiqued. Selected leadership approaches are applied to organizational development and design, planning and marketing, changing roles of workers in organizations, and population health improvement.

### **NURS 648 - Leadership, Quality, and Finance in Nursing (4 credits)**

This course focuses on the theoretical foundation needed for a generalist master's degree graduate to be a leader/advocate/change agent in a variety of health care settings. Topics include leadership, health care quality/safety, health care finance, professional development, policy, and human resource management. **Prerequisites:** NURS 601 and NURS 460 and NURS 405

### **NURS 656 - Nursing in the Community (3 credits)**

This course focuses on the origins and trends in community and public health nursing, conceptual models for practice, and contemporary public health problems and issues. Students learn concepts related to providing holistic population based care with diverse individuals and communities.

### **NURS 656P - Intensive Practicum III (2 credits)**

This clinical course focuses on holistic nursing care of diverse communities and populations. Student clinical experiences occur in community-based settings and include the application of public health evidence-based practice. Competence Statement: Knows the concepts of public health nursing well enough to develop and implement a holistic plan to affect change and improve health of communities and populations.

### **NURS 660I - Nursing Student-Designed Independent Study (SDIS) (1-8 credits)**

Student-designed independent studies give Metropolitan State students the opportunity to plan their own study. This type of independent learning strategy can be useful because it allows students: to study a subject in more depth, at a more advanced level; to pursue a unique project that requires specialized study; to draw together several knowledge areas or interests into a specialized study; to test independent learning capabilities and skills; or to use special learning resources in the community, taking advantage of community education opportunities which, in themselves, would not yield a full college competence. Students should contact their academic advisor for more information.

### **NURS 661 - Principles of Anesthesia Practice I (1 credit)**

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

### **NURS 662 - Principles of Anesthesia Practice II (2 credits)**

This course focuses on the administration of general anesthesia with emphasis on gas machines, vaporizers, monitoring devices, anesthesia delivery systems, and basic and advanced airway management utilized by nurse anesthesia providers.

Competence Statement: Knows the proper assembly, function, and troubleshooting techniques of the anesthesia delivery device. Knows the materials, skills, and attributes of basic and advanced airway anatomy and techniques.

### **NURS 663 - Professional Aspects of Anesthesia I (1 credit)**

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

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

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

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

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

### **NURS 666 - Advanced Pharmacology for Nurse Anesthesia I (2 credits)**

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

### **NURS 667 - Advanced Health Assessment for Nurse Anesthesia (1 credit)**

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

### **NURS 668 - Principles of Anesthesia Practice III (1 credit)**

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

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

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

### **NURS 670P - Nursing Leadership Practicum I (2 credits)**

This practicum focuses on the development of the nurse leader/manager through the application of nursing and leadership/management theory and research in improving the delivery and/or outcomes of health care. A project topic is identified, analyzed, and a plan for change or improvements developed. Learning needs are identified and personal objectives are negotiated with a mentor, emphasizing preparation for advanced leadership and management responsibilities. This practicum experience includes a minimum of 200 hours at an approved clinical site. Competence Statement: Knows principles of leadership, management, nursing, and other health disciplines well enough to evaluate health care systems and to propose an organizational or clinical improvement project in an identified setting.

### **NURS 671 - Advanced Pharmacology for Nurse Anesthesia II (5 credits)**

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

### **NURS 672 - Professional Aspects of Anesthesia II (1 credit)**

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

### **NURS 673P - Anesthesia Clinical Practicum I (1 credit)**

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

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

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

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

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

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

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

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

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

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

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

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

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

**Prerequisites:** NURS 673P

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

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

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

The course provides learners the opportunity to explore and implement a variety of teaching/learning strategies to meet the needs of diverse student groups in nursing



education. Students apply and modify teaching strategies based on educational theories and evidence-based educational practices that were learned in NURS 682: Curriculum Design and NURS 683: Assessment and Evaluation in Nursing Education. This course is designed to provide students with experiential learning opportunities focused on planning, application, modification, and evaluation of contemporary student-centered instructional methods. Problem-based learning, distance education, and other evidence-based approaches to learning are reviewed. Course content continues to build nurse educator knowledge and competencies identified by the National League for Nursing. This course is foundational for the practicum course. **Prerequisites:** NURS 683 and NURS 682

### **NURS 682 - Curriculum Design and Evaluation (3 credits)**

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

**Prerequisites:** NURS 680

### **NURS 683 - Foundations in Program Evaluation for Nursing Education (3 credits)**

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

**Prerequisites:** NURS 682

### **NURS 684P - Practicum in Nursing Education (2 credits)**

This practicum provides students with a guided experience in the processes of teaching and student evaluation in a classroom or clinical setting. Students will apply the teaching/learning concepts studied in NURS 682 and NURS 683 in a selected nursing course. Students will work with a preceptor in the planning and implementation of curriculum or a course, specifically including the evaluation of learning outcomes of students who are participating in course room or real/simulated clinical settings. Practicum experiences will be individually designed through the use of learning contracts in consultation with the N 684P instructor and preceptor. The student completes at least 200 practicum hours in the educational site under the supervision of the preceptor. Competence Statement: Knows and can apply principles of teaching and learning well enough to teach in classroom/online or in clinical settings, and evaluate students. **Prerequisites:** NURS 683 and NURS 682

### **NURS 685P - Practicum in Clinical Teaching (1 credit)**

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

contracts in consultation with the NURS 685P instructor. **Prerequisites:** NURS 682 and NURS 681

### **NURS 686 - Instructional Design (1 credit)**

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

### **NURS 687 - Anesthesia and Uncommon Diseases (1 credit)**

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

### **NURS 688P - Anesthesia Clinical Practicum III (2 credits)**

Course Description: This is the third in a series of six clinical practicum courses. In this practicum, students combine intermediate didactic knowledge and psychomotor skills in assessment, planning, and implementation/delivery of perioperative anesthesia care under close supervised monitoring and mentoring by licensed/certified anesthesia providers in MSA member hospitals throughout the Twin Cities. Students complete a minimum of 240 hours of supervised practicum as a student nurse anesthetist. Competence Statement: Knows the principles and practice of nurse anesthesia care well enough to assess, plan, and implement an anesthetic care plan, at an intermediate level, under close supervision of a licensed/certified anesthesia provider. **Prerequisites:** NURS 679P

### **NURS 689P - Anesthesia Clinical Practicum IV (4 credits)**

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

### **NURS 690P - Capstone Practicum (5 credits)**

This precepted clinical capstone course focuses on coordination and provision of holistic nursing care for one or more clients. It is designed to provide students with an intensive practice immersion to facilitate transition to the role of the professional nurse. Students are precepted by an experienced nurse with on-going guidance from faculty. Students demonstrate leadership skills through collaboration and development of an evidenced-based clinically-based project. Competence Statement: Knows concepts well enough to demonstrate holistic evidence-based nursing care for complex or multiple clients across the lifespan.

### **NURS 692 - Theories of Management and Leadership for Nurse Anesthesia (1 credit)**

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

### **NURS 693 - Scholarly Paper Seminar (2 credits)**

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

### **NURS 694P - Anesthesia Clinical Practicum V (3 credits)**

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

### **NURS 695P - Anesthesia Clinical Practicum VI (2 credits)**

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

### **NURS 696 - Comprehensive Care Seminar (2 credits)**

This seminar course provides a foundation to the role transition from student to professional nurse. Emphasis is placed on synthesizing theories, principles, concepts and skills from nursing and other disciplines as a basis for implementing holistic

nursing care directed toward healing in the human health experience. Students demonstrate integration of theoretical knowledge and clinical decision making in simulated complex clinical experiences and presentations. Competence Statement: Knows the art and science of the nursing discipline well enough to make the clinical judgments that ensure the provision of safe, holistic care required of an entry-level professional nurse.

### **NURS 698 - Research Presentation (3 credits)**

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

### **NURS 699 - Topics in Nursing (0-6 credit)**

This independent study is designed for transfer students whose course or courses from another college or university fulfill some but not all of the requirements of a Metropolitan State graduate nursing course. The student and faculty evaluator negotiate the number of credits to be completed and the specific course objectives and requirements to be satisfied. Through guided study, the student completes these requirements. Register by permission only.

### **NURS 700 - Advanced Nursing Science (3 credits)**

This course focuses on the philosophy of science in nursing and its application to practice inquiry and practice knowledge development. Theories, models, and concepts that inform advanced nursing practice are systematically examined and evaluated. Students analyze the foundations of middle-range theories and explore application of theory to doctoral advanced nursing practice.

### **NURS 703 - Research Methodology and Advanced Evidence-Based Practice (4 credits)**

This course focuses on the EBP process, synthesis of evidence while integrating patient concerns, clinical expertise, and judgement into clinical decisions, critically appraising evidence appropriate to clinical management of patient conditions and issues. Emphasis is placed on the application of analytic methods to critically appraise scientific literature in the delivery of evidence-based nursing practice. Competence Statement: Knows research methodology and evidence-based practice principles well enough to formulate an evidence-based practice plan specific to the patient diagnosis and management. **Prerequisites:**

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

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

### **NURS 708 - Epidemiology and Population Health (3 credits)**

This course focuses on analyzing epidemiological, biostatistical, environmental, and other appropriate scientific data related to population health. The student applies this knowledge to develop a plan to improve population health status. The

intervention plan addresses health promotion and disease prevention efforts related to health inequity for diverse populations. A global perspective of population health is incorporated into advanced nursing practice roles. This course includes 50 practicum hours in population health assessment and intervention planning. Competence Statement: Knows the concepts and principles of epidemiology, prevention, and population health well enough to develop a evidence based intervention for a vulnerable population related health issue.

### **NURS 722 - Primary Care II (3 credits)**

This course utilizes the Schuler Nurse Practitioner Practice Model and other nursing theories to focus on evidence-based prevention concepts, health maintenance, diagnosis, and management of specific health conditions. Students demonstrate increasing proficiency in assessment and diagnostic reasoning skill through the interpretation of subjective and objective data. **Prerequisites:** NURS 627 and NURS 621P and NURS 621

### **NURS 722P - Primary Care II Practicum (2 credits)**

This clinical practicum course builds on the skills learned in N621 and facilitates application of content in N722 with a focus on clinical decision making skills. In a clinical setting serving clients across the lifespan, students focus on the advancement of differential diagnostic and critical thinking skills. Students integrate knowledge of family, culture, holism, community, and caring as they plan holistic care for clients in clinical settings. A minimum of 150 clinical hours with an approved preceptor(s) are required. Competence Statement: Knows select acute and chronic concepts well enough to provide primary care across the lifespan in the clinical setting in collaboration with a clinical preceptor. **Prerequisites:** NURS 621 and NURS 627 and NURS 621P

### **NURS 723 - Primary Care Nursing III: Pediatrics (3 credits)**

This course utilizes the Schuler Nurse Practitioner Practice Model and other theories to focus on evidence-based health maintenance, treatment and management of specific health conditions in pediatrics. Students will continue to demonstrate increasing proficiency in assessment and diagnostic reasoning skills in the interpretation of subjective and objective data in pediatrics. Competence Statement: Knows family nurse practitioner care well enough to diagnose, treat, and manage select acute and chronic health problems in pediatrics. **Prerequisites:**

### **NURS 723P - Primary Care Nursing III Practicum (2 credits)**

This course focuses on practicum which includes enhancement of history taking and physical examination skills in addition to introduction of new pediatric concepts. Curriculum focuses on the advancement of clinical reasoning through case study examination, documentation review, and discussion with a pediatric focus. Students integrate knowledge of growth and development, family, culture, holism, community, and caring as they plan holistic care for clients in clinical settings. Issues that arise from the clinical setting regarding advanced practice nursing roles will be addressed. This practicum includes a minimum of 150 clinical hours with approved preceptor(s) with an emphasis in pediatrics. Competence Statement: Knows select acute and chronic concepts well enough to provide pediatric care in the clinical setting in collaboration with a clinical preceptor. **Prerequisites:** NURS 722 and NURS 722P and NURS 760

### **NURS 724 - Primary Care Nursing IV: Complex Care (3 credits)**

This course focuses on developing advanced skills in primary care management of adult and older adult clients with complex, multi-system illnesses. Etiology, clinical presentation, differential diagnoses, disease management issues, and ongoing health promotion/disease prevention will be addressed utilizing an evidence-based framework for providing complex care based in systems biology, healthy aging theory, and advanced practice nursing theory. Health disparities, based in racism, ethnicity, poverty, and structural violence, their effects on physical and mental health, and the DNP- prepared advanced practice nurse's responsibility to combat these disparities will be addressed along with the DNP role in providing case management for persons with complex, debilitating illnesses. Competence Statement: Knows principles of advanced practice nursing well enough to diagnose and manage chronic complex, multi-system health problems of the adult and older adult in simulated settings. **Prerequisites:** NURS 723

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

This clinical practicum focuses on the management of complex, multi-system illness of adults and older adults. Seminars focus on the advancement of differential diagnostic and critical thinking skills through case study examination, critical self-evaluation, documentation review, and seminar discussion. Students integrate knowledge of nursing science, social science, biological science, biomedicine, ethics, public and community health, mental health, integrative and functional care systems, and trauma-informed care as they plan holistic care for adult and older adult clients with complex, multi-system illnesses in the clinical setting. Health promotion needs appropriate to the client's complex needs are also addressed. Competence Statement: N724P: Knows principles of health promotion, etiology, clinical findings, differential diagnoses, nursing theories and roles well enough to provide advanced practice nursing care to adult and older adult clients with complex, multi-system illnesses in clinical settings and to transition from student NP role to independent novice practitioner. **Prerequisites:** NURS 723

### **NURS 737P - DNP Anesthesia Practicum V (1 credit)**

Students build on skills developed in practicum IV to further develop integration of scientific and anesthetic principles. 'Competent' nurse anesthesia students apply scientific and anesthetic principles, evidence-based practice and safety & quality guidelines to psychomotor skills, critical thinking and decision-making. Students gain clinical experience in caring for the functionally incapacitated patient who may present emergently (PS IV & IVE). Competence Statement: Applies the principles and practice of nurse anesthesia care well enough to assess, plan, and implement an anesthetic care plan, at a 'competent' level, under minimal supervision of a licensed/certified anesthesia provider for the PS IV & IVE patient.

### **NURS 738P - DNP Anesthesia Practicum VI (2 credits)**

Students build on skills developed in practicum V to further develop integration of scientific and anesthetic principles. 'Proficient' nurse anesthesia students apply scientific and anesthetic principles, evidence-based practice and safety & quality guidelines to psychomotor skills, critical thinking and decision-making. Students gain clinical experience in caring for the patient who is moribund and may present emergently, as well as the organ donor patient. (PS V, VE and VI). Competency Statement: Applies the principles and practice of nurse anesthesia care well enough

to assess, plan, and implement an anesthetic care plan, at a 'proficient' level, under some supervision of a licensed/certified anesthesia provider of the PS V, VE and VI patient. **Prerequisites:** NURS 737P

### **NURS 739P - DNP Anesthesia Practicum VII (2 credits)**

Students build on skills developed in practicum IV to further develop integration of scientific and anesthetic principles. 'Expert' nurse anesthesia students apply scientific and anesthetic principles, evidence-based practice and safety & quality guidelines to psychomotor skills, critical thinking and decision-making. Students gain clinical experience in caring for patients across the lifespan, special populations, and procedures. Competency Statement Applies the principles and practice of nurse anesthesia care well enough to assess, plan, and implement an anesthetic care plan, at an 'expert' level, under minimal supervision of a licensed/certified anesthesia provider for patients across the lifespan and for special populations and procedures.

**Prerequisites:** NURS 738P

### **NURS 741 - Pre-Scholarship (1 credit)**

This course focuses on building the structure of the student's DNP project. Students begin the DNP project-focused literature review and critique. Students also establish a community site that serves as the location for the DNP scholarship project. This course applies prior program content in application to a DNP scholarship project. Students may accrue up to 10 scholarship hours. Competence Statement: Know concepts from previous DNP program courses well enough to initiate a DNP scholarship project. **Prerequisites:** NURS 703

### **NURS 742 - DNP Scholarship Project Assessment (1 credit)**

This course focuses on conducting a needs assessment and defining the scope of a problem at a community site that will serve as the location for the DNP scholarship project. Students accrue 40 - 50 required hours for their scholarship projects. Competence Statement: Know concepts of needs assessment well enough to identify a practice problem and the scope of a scholarship project.

### **NURS 746 - Principles of DNP Nurse Anesthesia Practice III (3 credits)**

The course focuses on the study of safe, evidence-based nurse anesthesia care management in normal human physiologic and pathophysiologic states, including cardiac, respiratory, endocrine, renal, genitourinary, hepatobiliary and gastrointestinal, and associated medical and surgical procedures for selected human anatomical systems. Students will formulate care management strategies based on ethical, scientific and pharmacologic principles, safety, quality and evidence-based guidelines and cost effectiveness. Competence Statement: Knows safe, evidence-based nurse anesthesia care management well enough to apply to nurse anesthesia practice for patients with various pathophysiologic disease states.

### **NURS 747 - Principles of DNP Nurse Anesthesia Practice IV (3 credits)**

The course focuses on the study of safe, evidence-based nurse anesthesia care management in normal human physiologic and pathophysiologic states including skin, musculoskeletal, metabolic, neurologic, cardiovascular, peripheral vascular, as well as difficult airway and otolaryngology diseases, and associated medical and surgical procedures for selected human anatomical systems. Students will formulate care management strategies based on ethical, scientific and pharmacologic principles, safety, quality and evidence-based guidelines and cost effectiveness.

Competence Statement: Knows safe, evidence-based nurse anesthesia care management well enough to apply to nurse anesthesia practice for patients with various pathophysiologic disease states. **Prerequisites:** NURS 746

#### **NURS 748 - Principles of DNP Nurse Anesthesia Practice V (4 credits)**

The course focuses on the study of safe, evidence-based nurse anesthesia care management in special populations. The course concentrate on normal human physiologic and pathophysiologic states. Age-related populations included are gerontology, obstetrics, neonatal and pediatric patients. Anesthesia care covering traumatic injuries and other specific conditions is included. Students formulate care management strategies based on ethical, scientific and pharmacologic principles, safety, quality and evidence-based guidelines and cost effectiveness. Competence Statement: Knows safe, evidence-based nurse anesthesia care management well enough to apply to nurse anesthesia practice for patients across the lifespan with and without various pathophysiologic disease states. **Prerequisites:** NURS 747

#### **NURS 749 - Resource Management and Finance for Health Care (3 credits)**

This course focuses on mastering the knowledge and strategies essential for financial and human resource development and oversight within the health care delivery environment. The relationships between health care economics, human resource management, and health policy within organizations are analyzed. Strategic and business planning principles and approaches are presented and applied. Competence Statement: Knows the principles of financial management and human resource development well enough to critically appraise a health care issue and analyze the personnel impacts, costs and benefits, and cost effectiveness of a proposed solution. **Prerequisites:** HSCI 648

#### **NURS 750 - DNP Scholarship I (3 credits)**

This course focuses on developing a proposal for a scholarship project designed to positively influence processes, systems, communities, or policies impacting health. Students will identify theoretical underpinnings, analyze scientific evidence, and evaluate the literature applicable to the scholarship project. Students must successfully present the scholarship proposal. Students accrue 75 clinical hours related to the scholarship project. Competence Statement: Knows concepts of project design well enough to develop and successfully present a scholarship project proposal. **Prerequisites:** NURS 742

#### **NURS 751 - Health Policy and Advocacy (3 credits)**

This course focuses on the analysis of regulations and policies that impact health and health care. Students analyze health issues and the social, economic, and political implications of current and proposed policies. Students compare health policies and health outcomes to evaluate alternative approaches to advancing health equity. Students learn to develop and pursue appropriate strategies to influence policymakers and educate others. Competence Statement: Knows the principles and concepts of health policy well enough to provide leadership to design, implement, and advocate for policies that advance health.

#### **NURS 752 - Principles of DNP Nurse Anesthesia Practice VI (3 credits)**

The course focuses on the study of safe, evidence-based nurse anesthesia care management in acute and chronic pain, radiological principles, and safe practices in non-operating room anesthesia experiences. Competence Statement: Knows safe,



evidence-based nurse anesthesia care management well enough to apply to nurse anesthesia practice for patients with various pathophysiologic disease states and pain clinic management. **Prerequisites:** NURS 748

### **NURS 760 - DNP Scholarship II (3 credits)**

This course focuses on implementing a scholarship project designed to positively influence processes, systems, communities, or policies impacting health. Students will guide the scholarship project while collaborating with stakeholders, the scholarship project mentor, and the scholarship project faculty adviser. Students accrue 75 clinical hours related to the scholarship project. Competence Statement: Knows concepts of project management well enough to implement the scholarship project. **Prerequisites:** NURS 750

### **NURS 770 - DNP Scholarship III (3 credits)**

This course focuses on the evaluation of a scholarship project designed to positively influence processes, systems, communities, or policies impacting health and the dissemination of the results. Students will evaluate the entire project process, present a plan for sustainability, reflect on his/her role leading the project, and demonstrate accomplishment of program objectives. Students must successfully present the final scholarship project. Students will accrue 75 clinical hours related to the scholarship project. Competence Statement: Knows concepts of project management well enough to evaluate the scholarship project and disseminate the results. **Prerequisites:** NURS 760

### **NURS 790 - Continuing Clinical Scholarship (1-3 credits)**

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

### **NURS 791 - Synthesis of Essential Anesthesia Concepts I (2 credits)**

This course is the first in a series of two synthesis courses aimed to prepare the nurse anesthesia student for the National Certification Exam (NCE). It is based on directed self-study of textbook materials. This course focuses on the synthesis and integration of critical nurse anesthesia concepts into knowledge necessary for transition into nurse anesthesia practice. Competence Statement: Knows critical nurse anesthesia concepts well enough to complete the concept information sheets and SEE exam at a satisfactory level.

### **NURS 792 - Synthesis of Essential Anesthesia Concepts II (2 credits)**

This course is the second in a series of two synthesis courses aimed to prepare the nurse anesthesia student for the National Certification Exam (NCE). It is based on directed self-study review of Anesthesia Practice EXam (APEX) Anesthesia Modules. The focus of this course is application of critical nurse anesthesia concepts necessary for transition into nurse anesthesia independent practice. Competence Statement: Knows critical nurse anesthesia concepts well enough to successfully complete the APEX anesthesia review modules at 75%.

### **NURS 799 - Topics in Nursing (1-4 credits)**

This independent study is designed for DNP students. The student and faculty evaluator negotiate the number of credits to be completed and the specific course objectives and requirements to be satisfied. Through guided study, the student completes these requirements. Register by permission only.

## **PADM**

### **Courses**

#### **PADM 600 - Public Administration Foundations (4 credits)**

This course familiarizes students with the historical and contemporary place of government institutions in the United States and the State of Minnesota. It provides an intellectual perspective on public administration that traces major theories associated with the field and the political, economic and social context within which they developed. The unique challenges of leadership and management in the public sector is also addressed.

#### **PADM 650 - Public Policy Analysis (4 credits)**

Policy analyses in the public sphere differs from the private because of the political context and process. Core of the course is understanding the importance of how a problem is defined and then comparing and evaluating alternative approaches to solve public problems. This course will help students to better understand, design, implement and evaluate policies and programs. Various forms of analyses are used including economic, quantitative, political and historical.

#### **PADM 650I - Public Administration Individual Internship (1-8 credits)**

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

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

Student-designed independent studies give Metropolitan State students the opportunity to plan their own study. This type of independent learning strategy can be useful for because it allows students: to study a subject in more depth, at a more advanced level; to pursue a unique project that requires specialized study; to draw together several knowledge areas or interests into a specialized study; to test independent learning capabilities and skills; or to use special learning resources in the community, taking advantage of community education opportunities which, in themselves, would not yield a full college competence. Students should contact their appointed advisor for more information.

#### **PADM 675 - Public Finance (4 credits)**

This course explores how the operations and services of public agencies are financially managed and paid for. Students examine taxes and government budgets from legal, economic and political perspectives. The main taxes of the American system-income, sales and property-as well as fees, intergovernmental transfers, economic development, education finance and public borrowing are covered on the

tax side. On the spending side, students prepare and implement mock budgets. Current topics in government spending and taxation are also examined.

## **PHIL**

### **Courses**

#### **PHIL 660I - Philosophy Student Designed Independent Studies (1-9 credits)**

Student-designed independent studies give Metropolitan State students the opportunity to plan their own study. This type of independent learning strategy can be useful because it allows students: to study a subject in more depth, at a more advanced level; to pursue a unique project that requires specialized study; to draw together several knowledge areas or interests into a specialized study; to test independent learning capabilities and skills; or to use special learning resources in the community, taking advantage of community education opportunities which, in themselves, would not yield a full college competence. Students should contact their academic advisor for more information.

## **PHYS**

### **Courses**

#### **PHYS 665I - Physics Prior Learning (1-9 credits)**

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

## **POL**

### **Courses**

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

Student-designed independent studies give Metropolitan State students the opportunity to plan their own study. This type of independent learning strategy can be useful because it allows students: to study a subject in more depth, at a more advanced level; to pursue a unique project that requires specialized study; to draw together several knowledge areas or interests into a specialized study; to test independent learning capabilities and skills; or to use special learning resources in the community, taking advantage of community education opportunities which, in themselves, would not yield a full college competence. Students should contact their academic advisor for more information.

## **PRSP**

### **Courses**

#### **PRSP 001 - Creative Learning Strategies Workshop ( credit)**

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

strategies. Students may attend one or more of the “break-out” sessions offered after the overview.

**PRSP 002 - College of Individualized Studies Degree Plan Updating Workshop ( credit)**

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

## **PSYC**

### **Courses**

**PSYC 010 - Psychology Internship Group Meetings ( credit)**

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

**PSYC 020 - Getting Credit for What You Know in Early Childhood ( credit)**

See online class schedule for additional information.

**PSYC 030 - Early Childhood Studies Internship Meetings ( credit)**

See online class schedule for additional information.

**PSYC 560 - Friday Forum Topics (0-2 credit)**

The Friday Forum series, which the Metropolitan State University Psychology Department cosponsors with the Minnesota Psychological Association, is being offered for academic credit by Metro State. Each forum is on a topic of current professional importance in the field of psychology. Descriptions and dates of offerings are published in the Class Schedule and Catalyst. Note: At least 12 credits in psychology, human services, or social work prior to registration.

**PSYC 562G - Working with Diverse Communities (1 credit)**

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

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

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

**PSYC 601 - Psychology in the Public and Community Interest (3 credits)**

This course provides an advanced survey of theories, methods, and research relevant to community and applied social psychology. Community and applied social

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

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

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

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

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

#### **PSYC 604 - Attitudes and Social Influence (3 credits)**

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

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

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

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

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

#### **PSYC 611 - Advanced Lifespan Developmental Psychology (3 credits)**

Lifespan developmental psychology reviews a variety of advanced concepts, theories and principles of human development from conception, prenatal development, and young adulthood through late adulthood. This course will emphasize the cognitive, physical and social aspects of development from a topical approach and review important contemporary as well as classic theories addressing lifespan development. Discussions will include a variety of contemporary topics of

developmental psychology (i.e., Gender differences in behaviors, ADHD; Childhood obesity, styles of play and cultural parenting practices) from a variety of scholarly journal articles. Other key topics that will be addressed include research design in developmental psychology, maturation, cross-cultural topics relative to parenting and lifespan development, human growth experiences and the various stages of physical development as key components influencing human behaviors.

**PSYC 614 - Group Dynamics and Processes (4 credits)**

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

**PSYC 615 - Qualitative Methods and Analysis (4 credits)**

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

**PSYC 618 - Program Evaluation (4 credits)**

Learn how to utilize research skills in the applied area of program evaluation, including conceptualization, roles as evaluators, planning and implementing an evaluation, as well as analyzing and reporting results to stakeholders and participants. The strengths and weaknesses of various quantitative and qualitative methods of program evaluation are discussed, emphasizing an awareness of and sensitivity to potential cultural, class, and gender differences in the evaluation process. Students engage in a community-based program evaluation hands-on project. **Prerequisites:** PSYC 610

**PSYC 620 - Grants in Community-based Practice (3 credits)**

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

**PSYC 643 - Personnel and Industrial Psychology (4 credits)**

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

### **PSYC 646 - Health Psychology (4 credits)**

This course will provide an advanced survey of the field of health psychology, which is concerned with the roles of behavioral/lifestyle, psychological, and social/cultural factors on health/wellness, illness and chronic disease. The course will address four general subject areas: 1) attitudes, behavior, and lifestyle factors affecting disease prevention and development; 2) stress and the related psychological and social processes associated with disease development and progression; 3) social and psychological factors involved in the illness experience; and 4) long-term social and psychological implications of chronic illness (e.g., heart disease, cancer).

### **PSYC 648 - Psychopathology (3 credits)**

In this course, students gain advanced understanding of the etiology and treatment of psychopathology/psychiatric disorders as viewed from several theoretical perspectives. Assessment and diagnostic tools are reviewed, preparing students to apply this information in clinical practice. The overlap between psychopathology/psychiatric disorders and substance use disorders is described. The widely used DSM diagnostic system will be critically examined in terms of both its evidence base and its multicultural relevance. **Prerequisites:** PSYC 300

### **PSYC 650I - Psych Internship (1-8 credits)**

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

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

### **PSYC 660I - Psychology Student Designed Independent Studies (1-9 credits)**

Student-designed independent studies give Metropolitan State students the opportunity to plan their own study. This type of independent learning strategy can be useful because it allows students: to study a subject in more depth, at a more advanced level; to pursue a unique project that requires specialized study; to draw together several knowledge areas or interests into a specialized study; to test independent learning capabilities and skills; or to use special learning resources in the community, taking advantage of community education opportunities which, in themselves, would not yield a full college competence. Students should contact their academic advisor for more information.

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

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

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

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

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

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

### **PSYC 681 - Cross-Cultural Psychology (4 credits)**

### **PSYC 687 - Environmental Psychology (4 credits)**

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

## **RELS**

### **Courses**

### **RELS 535G - Religion and Politics in America (4 credits)**

Description pending

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

Student-designed independent studies give Metropolitan State students the opportunity to plan their own study. This type of independent learning strategy can be useful for because it allows students: to study a subject in more depth, at a more advanced level; to pursue a unique project that requires specialized study; to draw together several knowledge areas or interests into a specialized study; to test independent learning capabilities and skills; or to use special learning resources in the community, taking advantage of community education opportunities which, in themselves, would not yield a full college competence. Students should contact their appointed advisor for more information.



## SOC

### Courses

#### **SOC 660I - Sociology Student Designed Independent Studies (1-6 credits)**

Student-designed independent studies give Metropolitan State students the opportunity to plan their own study. This type of independent learning strategy can be useful because it allows students: to study a subject in more depth, at a more advanced level; to pursue a unique project that requires specialized study; to draw together several knowledge areas or interests into a specialized study; to test independent learning capabilities and skills; or to use special learning resources in the community, taking advantage of community education opportunities which, in themselves, would not yield a full college competence. Students should contact their academic advisor for more information.

## SPED

### Courses

#### **SPED 600 - Foundations of Teaching Urban Learners with Exceptionalities (3 credits)**

The course shall provide students with an overview of student exceptionality: students with disabilities and students with gifts and talents. Special emphasis will be placed on characteristics of exceptional children; the legal aspects of educating students with disabilities; and assessment, instructional, and collaborative strategies. An important outcome of this course is to foster participant dispositions toward appreciating the diverse talents of all learners with exceptionalities and to value flexibility and collaboration in adapting instruction for urban students with diverse needs. The content and skills learned and practiced in this course are designed to meet Minnesota standards of effective teaching practice in the area of special education. This course contributes to the mission, vision, and guiding principles of the Metropolitan State Urban Teacher Program. In addition the course is designed for students to integrate knowledge through content reflection and discussion and skill development through course assign

#### **SPED 601 - Applying Behavioral and Learning Principles in Urban Settings (3 credits)**

This course is designed for special education professionals to build knowledge and skill in examining the characteristics and risk factors leading to chronic learning, behavioral, and mental health issues of diverse urban students with disabilities. Participants will learn mediating practices that support students with disabilities from an ecological perspective that examines, service integration, and individual social integration supports that promote lifelong social and academic learning. Students enrolled in this course fulfill requirements toward teacher certification in special education. Competence Statement: Participants in this course will develop content and skills well enough to meet Minnesota standards of effective teaching practice in the area of special education regarding knowledge and practice in federal and state law as well as pedagogy and professional responsibility in serving children and adolescents with disabilities.

### **SPED 602 - Legal, Political, and Ethical Issues in Urban Special Education (3 credits)**

Students in this course examine, discuss, and practice the elements of special education law, litigation, ethics of professional practice in special education and how these elements affect the identification, eligibility determination, planning, programming, and instruction of diverse student with disabilities. Attention is paid to the social and political issues and contexts affecting such services, especially regarding the differences and similarities that would facilitate the involvement of students with disabilities and their families from diverse ethnic/racial, linguistic, and social, gendered, and socio-economic backgrounds. Topics include the rights and responsibilities of students, parents, and educators, due process, data privacy safeguards, ethical practices, and effective communication strategies for working with diverse students with disabilities and their families.

### **SPED 603 - Assessment in Urban Special Education (4 credits)**

This course will introduce students to the basic psychometric foundations of standardized and classroom-based assessment to inform data-based decision-making about exceptionality, eligibility, and educational programming for students with disabilities. Students in this course will learn models of educational assessment, practice methods of observation in classroom and clinical education settings, and administration of standardized assessments of academic achievement. Participants will be introduced to methods of providing and promoting assessment accommodations, adaptations, and modifications for a range of diverse learners including the use of interpreters and assistive technologies. Finally, this course will be technology-enhanced in the following areas: (1) incorporate knowledge about technology-based program planning solutions in special education (2) use of online methods and materials to enhance instruction between class times and to compensate for potential class period interruptions. Co-Requisite: SPED 611'Practicum in Special Education Assessment (2 credits).

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

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

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

This course will prepare urban special education teacher candidates in the development of individualized education programs, the management of teaching and learning for individualized instruction, and the implementation of models for collaboration with general educators, parents, and specialists including instructional assistants, cultural liaisons and language interpreters in urban settings. Participants will learn basic principles of group process, problem solving, decision making, collaboration, and teamwork for IEP development. Case management and collaboration processes will be integrated with computer-based systems for creating

and managing IEPs including the potential for asynchronous electronic collaboration models. Students will create and differentiate between annual goals and learning objectives for instructional planning to promote educational achievement of students with high-incidence disabilities.

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

This course will prepare educators and other professionals in advanced theory and practice to support the education of exceptional urban and diverse learners with mild to moderate forms of emotional or behavioral disorders, specific learning disabilities, developmental cognitive disabilities, autism spectrum disorders, and other health disabilities. The course will include characteristics of students from prevalent categories of mild to moderate exceptionality; the legal aspects of addressing students with mild/moderate disabilities, and assessment, instructional, and collaborative strategies in the knowledge and practice for managing the teaching and learning of culturally and linguistically diverse exceptional students in urban schools and other cross-cultural educational settings. Finally, students will learn models of culturally and linguistically responsive practices in the context of emerging models of special education and general education class-wide and school-wide systems.

### **SPED 609 - Interventions: Mild Disabilities (4 credits)**

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

### **SPED 611 - Urban Special Education Practicum and Seminar (1-2 credits)**

This field experience practicum is a co-requisite of SPED 603: Special Education Assessment designed to give special education teacher candidates the opportunity to document and reflect upon at least 30 contact hours of field-based educational assessment of diverse youth with disabilities in a linguistically, economically, and ethnically diverse urban elementary, middle school, or high school. Most of the field experience hours will be determined by field-based assignments required in UTP

SPED courses, especially SPED 603 or SPED 601 for conducting a variety of special education assessments. However, field experiences can include work needed for other SPED courses as needed to fulfill field experience requirements. Urban SPED teacher candidates will have opportunity to apply knowledge, theories and skills in their placement(s) as they progress through coursework. Successful completion of this practicum is a prerequisite for student teaching. Prerequisite(s): SPED 600: Foundations of Urban Special Education. Co requisite: SPED 603: Special Education Assessment. Other Information: Full admission to Urban Special Education Program or Department approval required to register. Students may register for 0, 1 or 2 credit(s) depending on personal circumstances; but the practicum requirements are the same. Placements are made or approved in collaboration with the instructor of SPED 603 and the Urban Teacher Program Field Experience Coordinator. Participation in 4 reflective seminars with other students is also required for this course and will be held in connection with SPED 603.

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

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

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

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

## **SSCI**

### **Courses**

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

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

**SSCI 512G - Qualitative Research Methods (4 credits)**

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

**SSCI 660I - Social Science Student Designed Independent Studies (1-6 credits)**

Student-designed independent studies give Metropolitan State students the opportunity to plan their own study. This type of independent learning strategy can be useful because it allows students: to study a subject in more depth, at a more advanced level; to pursue a unique project that requires specialized study; to draw

together several knowledge areas or interests into a specialized study; to test independent learning capabilities and skills; or to use special learning resources in the community, taking advantage of community education opportunities which, in themselves, would not yield a full college competence. Students should contact their academic advisor for more information.

## **STAT**

### **Courses**

#### **STAT 621 - Advanced Biostatistics in Health Research (3 credits)**

This course is the application of statistical knowledge in reading, evaluating, and utilizing research findings. Students will know and understand the advanced statistical methods applied in the health sciences, and the students will develop the skills required to critique research, especially nursing research, and to have an understanding of the fundamental requirements of conducting their own research studies.

#### **STAT 660I - 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.

## **TCID**

### **Courses**

#### **TCID 001 - Industry Standard Tools for Technical Communication Workshop (1 credit)**

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

#### **TCID 531G - Advanced Writing (4 credits)**

This course focuses on the theory and practice of writing across genres. The course examines what genre is and why it's an important concept for those who seek flexibility and versatility as writers. Students create a complex project of some length that incorporates a variety of genres to communicate a message. In addition, the course focuses on prose style, including practice in imitation, use of rhetorical devices, sentence and paragraph variety, and many other topics. Additional assignments include a multimedia project.

#### **TCID 532G - Writing about Place (4 credits)**

This course explores questions such as, How does place shape you and how do you shape place? How do we see nature in urban environments? How is place ironic or ridiculous? Students use memory, imagination, research, experience and analysis to write about places important to them. Students work toward achieving advanced skills in creative nonfiction, an individual written voice, and a thoughtful approach to place, nature and environment.

### **TCID 564G - Foundations of Learner Experience Design (4 credits)**

This course is designed to provide an introduction to Learner Experience Design, which brings together principles of design and learning to create effective interactive training and learning experiences. The course draws on fields such as instructional design, user experience design (UXD), and learning and development. Students learn concepts and techniques to prepare them to analyze learners and learning situations and to choose appropriate strategies in order to create interactive, engaging, and effective learning experiences

### **TCID 571G - Advanced Editing (4 credits)**

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

**Prerequisites:** WRIT 371 or TCID 371

### **TCID 572G - Document Design (4 credits)**

This course teaches students a systematic procedure for researching, designing, editing and evaluating documents that convey specialized information. The primary focus is on effective design of layout and information, whether documents are paper or electronic. Document types discussed include promotional publications, proposals and various kinds of product literature. **Prerequisites:** COMM 171

### **TCID 574G - Usability and User Experience (4 credits)**

This course focuses on usability and user experience for technical and information products. Students learn concepts, principles, processes, and methods of usability and user experience. Students work in teams and conduct a usability study systematically to improve an information product. Topics also include usability in business and organizational settings, usability workflow and governance. Students will also interact with user experience professionals.

### **TCID 575G - Environmental Communication (4 credits)**

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

### **TCID 583G - Writing Major Projects (4 credits)**

This independent study examines the principles and techniques of writing substantial professional or creative projects such as longer business documents, articles, grant applications, proposals, and works of fiction or creative non-fiction. Through consultations with the instructor, students determine their specific organizational or stylistic problems. Evaluation is based on written projects. Students should have in mind a writing project of either one long piece or several short ones on related topics. Course may be repeated for credit. Graduate status required.

### **TCID 599G - Advanced Topics (1-4 credits)**

This course presents topics of interest to students in the graduate and undergraduate technical communication programs. Topics vary with each offering

of this course. Check the class schedule for details about topics and course prerequisites.

**TCID 631 - User Experience and Design Thinking (4 credits)**

This course provides students with advanced knowledge and skills in designing user experience. Students learn how to discover user needs and desires, conceptualize user-centered designs, and test design solutions. Classes will cover latest industry trends, scholarship, and emerging technologies in user experience.

**TCID 650I - Technical Communication and Interaction Design 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.

**TCID 660I - Technical Comm and Interaction Design 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.

**TCID 661 - Tools for Learner Experience Design (2 credits)**

This course is designed to enable graduate students in the Learner Experience Design program to effectively work with learner-appropriate eLearning tools. They will learn and use several tools to create a functional, interactive, online learning experience that meets intended learners' needs.

**TCID 662 - Strategies for Learner Experience Design (2 credits)**

Strategies for Learner Experience Design focuses on strategies and tools to help designers create effective learning experiences that promote learner retention and application. Strategies discussed might include microlearning, interactive case studies, decision- making scenarios, spaced and guided practice, and short simulations -- all of which relate to the underlying concepts of conditional logic, variables, user and performance data, personalization, responsiveness, and universal design.

**TCID 663 - Learner Experience Design Capstone (2 credits)**

This course is designed to enable graduate students in the Learner Experience Design graduate certificate program to effectively apply the theories and demonstrate the skills they have learned during their program coursework. They will create a functional, interactive, online learning experience that meets intended learners' needs. **Prerequisites:** TCID 564G and TCID 631

### **TCID 671 - Technical Communication Theory and Research Seminar (4 credits)**

This course surveys scholarship in the field of technical communication. Research examined includes theoretical works, scholarship drawn from the empirical study of particular sites, and practically-oriented publications (designed to address issues of relevance for practicing professionals). Prerequisite: enrollment in a graduate program.

### **TCID 671 - Technical Communication Practice and Applied Theory (4 credits)**

Technical Communication focuses on creating and reshaping content to make it usable and accessible to the people who need this content to achieve their goals. The course combines a survey of scholarship in the field of technical communication with practice in creating various types of goal-oriented, often task-based, content. Students learn how to use research tools to gather information on technical topics and from subject matter experts.

### **TCID 672 - Advanced Document Design (4 credits)**

This course teaches students a systematic procedure for researching, designing, editing and evaluating documents that convey specialized information. The primary focus is on effective design of layout and information, whether documents are paper or electronic. Document types discussed include promotional publications, proposals and various kinds of product literature.

### **TCID 673 - Technical Communication in International Contexts (4 credits)**

This course is designed to explore how technical communication functions in international contexts. The course explores the following areas of study and praxis: cultural theory, acculturation, organizational culture, international rhetorical theories, translation, kinesics, and international design and usability.

### **TCID 676 - Advanced Writing and Designing for the Web (4 credits)**

This class focuses on effective communication through websites. Topics covered include writing for the web, website design and production, usability and usability testing. Students use professional software tools. Some previous experience in developing websites is helpful.

### **TCID 677 - User Research (4 credits)**

This course introduces students to designing, conducting, communicating, and evaluating user research. Students learn to form and investigate a research question, examine existing literature, use a wide array of methods, conduct effective user research, make design recommendations, and communicate research findings.

### **TCID 683 - Technical Communication Capstone (4 credits)**

This course is designed to enable graduate students in technical communication to effectively review, synthesize and demonstrate the skills and theories they have learned during their master's coursework. It is also designed to be a "culminating experience in which students are expected to integrate special studies with the major, and extend, critique, and apply knowledge gained in their major" (Wagenaar, 1993). Students should have completed all of their coursework before embarking on this course.

### **TCID 685 - Rhetorical Theory (4 credits)**

Rhetorical theory can be loosely defined as the theory of effective communication. This course begins with a review of key figures and texts in the history of Western rhetoric, while also introducing some non-Western rhetorical traditions. It then turns



to more contemporary issues, including the rhetoric of visual messages and electronic media, feminist rhetoric, and the politics of technical rhetoric. Questions addressed include: What is the relationship of rhetoric to morality? What are the social and political constraints on any rhetorical act?

### **TCID 691 - MS Individual Internship (4 credits)**

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

## **THEA**

### **Courses**

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

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

#### **THEA 587G - Playwriting II (4 credits)**

From the well-made play to theater with a social conscience, this course uses a workshop approach to further explore and challenge the playwright's "voice" through a professional process of discussion, analysis, work with a director and rewriting. Students may explore a variety of subjects and styles or expand upon projects in progress.

#### **THEA 660I - Theater Student Designed Independent Studies (1-5 credits)**

Student-designed independent studies give Metropolitan State students the opportunity to plan their own study. This type of independent learning strategy can be useful because it allows students: to study a subject in more depth, at a more advanced level; to pursue a unique project that requires specialized study; to draw together several knowledge areas or interests into a specialized study; to test independent learning capabilities and skills; or to use special learning resources in the community, taking advantage of community education opportunities which, in themselves, would not yield a full college competence. Students should contact their academic advisor for more information.

## **WKSP**

### **Courses**

#### **WKSP 001 - New Student Orientation and Group Advising and Registration (1 credit)**

After completing admission requirements and receiving notification of acceptance to Metro State, degree-seeking students are required to register for and complete Online Orientation. In addition to completing Online Orientation, you may choose to attend an optional on-campus New Student Orientation and Group Advising and Registration (GAR) session. The New Student Orientation provides an overview of Metropolitan State University, by introducing students to financial aid information, advising, student services, student clubs/programs and much more. The GAR

sessions provide students group level advising and the chance to meet in their college groups to receive program major and minor information. Students with 16 or fewer credits or admitted on Academic Probation are required to attend an on-campus GAR session.

#### **WKSP 001C - Myers-Briggs Type Indicator ( credit)**

The Myers-Briggs Type Indicator is a useful tool in career planning and decision making. Students receive a confidential personal profile and will learn how this information may be applied to issues such as choosing college majors, career directions, and work environments. Contact Career Services for more information: 651-793-1528.

#### **WKSP 001P - Pathways Program ( credit)**

The Pathways Program is designed to help students navigate the sometimes confusing and often overwhelming process of career planning. Participants learn about career options within the insurance and financial services industry and other corporate environments while gaining the skills needed for a successful job search and lifelong career management. This online course is one component of the Pathways Program. Some on-campus meetings are required but can be arranged to work with your schedule.

#### **WKSP 001U - GMAT Preparatory Course ( credit)**

The University Activities Board (UAB) typically offers a GMAT Preparatory Course in the spring semester with a PowerScore Instructor. It's a 16-hour long weekend course, typical 3-day course. The cost will depend on your status (student, staff, faculty, alumni, or community guest ranging from \$200 - \$350). The cost includes study material, course booklet, Official GMAT Guide, and Practice Test. The course will give you strategy lessons, practice exercises, and quality test preparation at a competitive rate.

#### **WKSP 002 - Online Orientation for New Students ( credit)**

After completing admission requirements and receiving notification of acceptance to Metro State, degree-seeking students are required to register for and complete Online Orientation. This must be completed prior to being able to register for classes. Online Orientation introduces students to academic support systems, GELS (general education/liberal studies) requirements, creative learning strategies, career services, scholarship and financial aid information, diagnostic assessment information, advising and student services, and student clubs and programs and much more. Additionally, you may choose to attend an optional on-campus New Student Orientation and Group Advising and Registration (GAR) session. GAR sessions provide students group level advising and the chance to meet in their college groups to receive program major and minor information.

#### **WKSP 002C - Strong Interest Inventory ( credit)**

Based on the idea that people are more satisfied and engaged when they find their work interesting and when they work with people whose interests are similar to their own, the Strong measures interests - not abilities or skills - then compares with the interests of people happily employed in specific occupations. Contact Career Services for more information: 651-793-1528.

### **WKSP 003C - StrengthsQuest ( credit)**

The StrengthsQuest helps identify most dominant areas of strength which this assessment calls Signature Themes. The StrengthsQuest can help in guiding one's career by paying close attention to dominant talents and learning how to best capitalize on them. Contact Career Services for more information: 651-793-1528.

### **WKSP 007 - Express Registration ( credit)**

A last chance admissions and enrollment event designed to give late interest students a way to enroll at the institution. Students can pick up at any step in the process to finish their enrollment that day.

### **WKSP 009C - Job and Internship Fair Registration ( credit)**

Annual Job and Internship Fair at the Minneapolis Convention Center for students and alumni of all seven Minnesota State Universities, including Metropolitan State University.

### **WKSP AP01 - Academic Success Workshops ( credit)**

The workshop will introduce you to time management techniques, evaluate your approach to study and time management and help you chart a strategy for successful academic performance. Students on probation are required to attend an academic success workshop and meet with their academic advisor prior to registering for courses. Schedule your workshop attendance and advising appointment in a timely manner to avoid a delay in your ability to register for classes.

### **WKSP AP02 - Online Academic Success Workshops ( credit)**

The online workshop will introduce you to time management techniques, evaluate your approach to study and time management and help you chart a strategy for successful academic performance. Students on probation are required to attend an academic success workshop and meet with their academic advisor prior to registering for courses. Schedule your workshop attendance and advising appointment in a timely manner to avoid a delay in your ability to register for classes.

### **WKSP AP03 - Individual Academic Success Workshops ( credit)**

The workshop will introduce you to time management techniques, evaluate your approach to study and time management and help you chart a strategy for successful academic performance. Students on probation are required to attend an academic success workshop and meet with their academic advisor prior to registering for courses. Schedule your workshop attendance and advising appointment in a timely manner to avoid a delay in your ability to register for classes.

### **WKSP GRAD - Graduation Requirements ( credit)**

This is the final step needed for graduation (both Undergraduate and Graduate level). Students need to be registered for ALL remaining requirements before enrolling in this course. Requirements for your degree, need to be completed by the end of the current semester in order to graduate. Graduation Fee: \$20.00.

### **WKSP PSEO - PSEO Orientation ( credit)**

After completing Post-Secondary Enrollment Options (PSEO) admission requirements and receiving notification of acceptance to Metro State, PSEO students are required to register for and attend the scheduled PSEO Orientation before their first semester of courses. The Orientation session introduces students to academic support systems, GELS (general education/liberal studies) requirements,

creative learning strategies, diagnostic assessment information, advising and student services, and student clubs and programs.

## **WRIT**

### **Courses**

#### **WRIT 010 - SCWA Internship Workshop ( credit)**

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

#### **WRIT 531G - Advanced Writing (4 credits)**

This course focuses on the theory and practice of writing across genres. The course examines what genre is and why its an important concept for those who seek flexibility and versatility as writers. Students create a complex project of some length that incorporates a variety of genres to communicate a message. In addition, the course focuses on prose style, including practice in imitation, use of rhetorical devices, sentence and paragraph variety, and many other topics. Additional assignments include a multimedia project.

#### **WRIT 532G - Writing about Place (4 credits)**

This course explores questions such as, How does place shape you and how do you shape place? How do we see nature in urban environments? How is place ironic or ridiculous? Students use memory, imagination, research, experience and analysis to write about places important to them. Students work toward achieving advanced skills in creative nonfiction, an individual written voice, and a thoughtful approach to place, nature and environment.

#### **WRIT 541G - Writing for Publication and Profit (4 credits)**

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

#### **WRIT 571G - Advanced Editing (4 credits)**

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

**Prerequisites:** WRIT 371 or TCID 371

#### **WRIT 598G - Advanced Topics in Creative Writing (4 credits)**

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

#### **WRIT 650I - Writing 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.

**WRIT 660I - Writing Student Designed Independent Studies (1-8 credits)**

Student-designed independent studies give Metropolitan State students the opportunity to plan their own study. This type of independent learning strategy can be useful because it allows students: to study a subject in more depth, at a more advanced level; to pursue a unique project that requires specialized study; to draw together several knowledge areas or interests into a specialized study; to test independent learning capabilities and skills; or to use special learning resources in the community, taking advantage of community education opportunities which, in themselves, would not yield a full college competence. Students should contact their academic advisor for more information.