



GRADUATE CATALOG **Academic Year 2026 – 2027**

Metropolitan State University is a member of the Minnesota State Colleges and Universities System

CATALOG STATEMENT

The 2026–2027 Graduate Catalog is published by the Metro State University Academic Affairs Division and contains information about academic programs, policies, and degree requirements for the 2026–2027 academic year.

This catalog is intended to supplement information provided by the university's colleges, schools, departments, and programs. Students are responsible for understanding the requirements of their degree programs and are encouraged to consult with their academic advisors regularly to ensure timely progress toward graduation.

Metro State strives to provide accurate and current information; however, catalog content is subject to change. The university reserves the right to revise, amend, or discontinue academic programs, course offerings, policies, degree requirements, tuition, fees, refunds, and other published information at any time. The university also reserves the right to make editorial corrections and updates. The information contained in this catalog does not constitute a contractual agreement between the university and any student. For the most current information, visit the [Metro State University Website](#).

WELCOME TO METRO STATE UNIVERSITY

Land Acknowledgement

Metro State University acknowledges that we are on the unceded lands of the Dakota and Anishinaabe peoples. Just twelve miles away from Metro State University, the Minnesota River joins the Mississippi River at a place called Bdote, the place “where two waters come together” in Dakota. Bdote, and the bluff land surrounding Metro State, is an especially sacred site, a spiritual and physical place of creation for Indigenous peoples of Minnesota.

We encourage each of us who are settlers on or visitors to this land to become familiar with the Dakota and Anishinaabe peoples, and their vibrant lives and work. We strive to interrupt the legacy of colonialism and Indigenous erasure by supporting efforts to reunite and restore Indigenous peoples to the land. This is the definition of landback, and the reason we do land acknowledgement practice.

Introduction

Metro 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 many older students of diverse backgrounds.

Centering on students

Early on, Metro 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, Metro State allowed students to customize their degree programs to reflect their individual interests and goals. The legacy of that focus exists today in Metro State’s College of Individualized Studies where students can create and pursue degree programs crafted specifically to meet their educational, professional, and personal goals.

Committing to the community

Metro 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 nursing program has developed the first community health clinic in Minnesota managed by nurse practitioners.

Serving a need

By 1975, the university was fully accredited, and one year later enrollment topped 1,000. It was obvious that Metro State, the only public university besides 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 8,000 students.

Gaining 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, Metro State hired more full-time faculty and added more than 30 majors in areas such as:

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

Expanding sites and programs

In 1990, the Minneapolis campus moved to a highly visible site at Eighth Street and Hennepin Avenue. Two years later, Metro State's administrative headquarters moved to Saint Paul's East Side. In 1994, Metro 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 2024, the university has had more than 55,000 graduates.

Award winning

The university has continued to meet the changing needs of the metro area as it has gained recognition. For example, Metro 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.

- CollegeNet's 2024 "Social Mobility Index" places Metro State first in Minnesota, in enabling students to move from lower income strata into the middle class. This continues Metro State's strong showing in the Social Mobility Index, with similar high placements in 2020, 2021, 2022, and 2023.
- Metro State received a 2018 ALL-IN Campus Democracy Challenge Platinum Seal for having a 2018 campus voting record above 50 percent

in a midterm election. This reflects the excellent work of the Metro State Votes campaign created by Community and Civil Engagement. Metro State was also recognized in 2022 and received a Gold Seal in 2024.

- 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.
- Metro State has been recognized by *INSIGHT into Diversity* magazine with Higher Education Excellence in Diversity awards in 2017, 2018, 2019, 2021, and 2023 for a continuing commitment to diversity and inclusion.
- Metro State is Minnesota's only institution recognized by the National Security Agency (NSA) with dual designations as a National Center of Academic Excellence in Cyber Defense (NCAE-CD) and Cyber Operations (NCAE-CO).

Serving five decades

Metro State has surpassed its fiftieth anniversary of service to the Twin Cities with a continuing commitment to educational access and quality for those who have been underserved.

The university's 55,175 (as of December 2024) 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.

University mission statement

Metro State University empowers learners to transform their lives and communities through relevant, student-centered education in an inclusive, anti-racist, and supportive learning environment.

University vision statement

Metro State University will deliver the transformative power of higher education to all. As a national leader, we will innovate to meet emerging challenges, remove barriers to access and success, and propel the social and economic mobility of diverse learners and their communities.

University values

Anti-racism

We actively identify, challenge, and change the values, structures, and behaviors that perpetuate systemic racism to create a more equitable and just university. We equip learners to be agents of change.

Inclusion

We seek unity in diversity, find strength in our differences, and create a space where all people feel like they belong and can contribute, while identifying, challenging, and changing the values, structures, and behaviors that perpetuate systemic bias against people based on their age, race, ethnicity, gender and gender identity, religious beliefs, immigration status, sexuality, social class, or disability status.

Integrity

We expect and support honesty, transparency, fairness, and curiosity from all members of the university community. We listen to understand, seek reconciliation of differences, and hold each other accountable.

Meaningful Education

We inspire and challenge diverse learners to pursue and apply knowledge for the good of their communities, recognizing competencies achieved through unique lived experiences, discoveries, individualized study, and engagement. We equip learners with the knowledge, communication and critical thinking skills, and information literacy to analyze and resolve the problems of today and tomorrow.

Transformation

We accelerate social mobility and economic advancement of learners and graduates, their families, and their communities by providing a dynamic and affordable education that helps them achieve their aspirations. Learners see a Metro State University education as a catalyst for their personal transformation

Metro State is a fully accredited, comprehensive university and a member of the Minnesota State higher education system. CollegeNet's 2025 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 twelfth in the nation and first in the Midwest region.

With more than 60 undergraduate programs and more than 20 graduate programs, including our unique individualized studies programs where students design their own bachelor's or master's programs, Metro 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

- Four-time recipient of the Higher Education Excellence in Diversity Award
- Committed to being an anti-racist, equity-focused learning community
- Partners since 2019 in the Mexican Consulate's IME-BECAS scholarship program sponsored by the Mexican Consulate's Institute of Mexicans Abroad (IME) Fellowship Program

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

Accreditation

Metro State University has been accredited by the Higher Learning Commission (HLC) since 1975. 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, Metro 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. Metro State University submitted an assurance review (below) during the summer of 2021, which was accepted by the HLC with no findings and no required monitoring reports.

Assurance Review 2021

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 Metro State University is scheduled to participate in during the 2026–2027 academic year.

Accreditation Information

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

Accreditation Date: 1975

Year of Admission to AQIP: 04/04/2003

Most recent reaffirmation of accreditation: 2016–2017

Year of Next Reaffirmation of Accreditation: 2026–2027

Contact the HLC by phone at 800.621.7440 or on the official website.

Specialized program accreditation and certification

Nursing: Baccalaureate, master-level, and the Doctor of Nursing Practice Family Nurse Practitioner programs are accredited by the Commission on Collegiate Nursing Education through 2033. These programs were reviewed in April 2023 for reaffirmation of accreditation.

Social Work: Reviewed in April 2018 for reaffirmation of accreditation through 2026 by the Council on Social Work Education.

Human Services—BS in Alcohol and Drug Counseling, Substance Use Disorders Post-Baccalaureate Certificate, and MS in Co-occurring Disorders Recovery Counseling: Fully accredited through the National Addiction Studies Accreditation Commission through 2028.

Accreditation for business schools and programs: We are pleased to inform our current and future students, their employers, and the greater Metro State community that the Baccalaureate and Graduate Degree Board of Commissioners of the Accreditation Council for Business Schools and Programs (ACBSP) has awarded Metro State University's College of Business and Management accreditation of its business programs.

Professional Educator Licensing and Standards Board (formerly the Minnesota Board of Teaching): Baccalaureate and master-level education programs are continually approved for licensure through 2030 by the State of Minnesota's Professional Educator Licensing and Standards Board. The programs were reviewed in 2023 for reaffirmation of accreditation.

Minnesota Board of Peace Officer Standards and Training: Re-certified through 2027.

Curriculum endorsement for the Certified Management Accountant credential was endorsed by the Institute of Management Accountants on October 22, 2015.

National Center of Academic Excellence in Cyber Defense Education: through 2030

National Center of Academic Excellence in Cyber Operations (CAE-CO) designated Metro State University as a national center of academic excellence in cybersecurity through AY2030.

The Society for Human Resource Management certifies that the Human Resource Management BS program's curriculum aligns with SHRM HR curriculum through 2029.

Campus and Center Locations

Main Campus and Teaching Locations

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

Minneapolis MN, 55403

Public Safety and Police Science
Center

Minneapolis Education Center
1300 Harmon Place

9110 Brooklyn Boulevard
Brooklyn Park, MN 55445

Other Teaching Locations

African-American Family Services
1041 Selby Avenue, Saint Paul

1580 Highway 55, Hastings

Ain Dah Yung Center
1089 Portland Avenue, Saint Paul

Diamondhead Education Center
200 West Burnsville Parkway, Suite
100, Burnsville

American Indian Family Center
579 Wells Street, Saint Paul

Faribault Correctional Facility
1101 Linden Lane, Faribault

Anoka Ramsey Community
College, Cambridge
300 Spirit River Drive South,
Cambridge

Guadalupe Alternative Programs
381 East Robie Street, Saint Paul

Better Futures
2620 Minnehaha Avenue,
Minneapolis

Handy Help, LLC
500 Grotto Street North, Saint Paul

Brown and Bigelow Building
345 Plato Boulevard, Saint Paul

Lino Lakes Correctional Facility
7525 Fourth Avenue, Lino Lakes

Columbia Heights High School
1400 Northeast 49th Avenue,
Columbia Heights

Minnesota Center for Book Arts
1011 Washington Avenue South,
Suite 100, Minneapolis

Dakota County Law Enforcement
Center

Mitchell Hamline School of Law
875 Summit Avenue, Saint Paul

Stillwater Correctional Facility
970 North Pickett Avenue, Bayport

ACADEMIC CALENDAR

2026

March 1	Summer and Fall 2026 course schedule published in eServices
March 1	Summer and Fall 2026 early priority undergraduate application deadline
March 23	Summer and Fall 2026 registration begins in eServices
April 6	Summer 2026 OPEN (visiting students) registration begins in eServices
April 22	Summer 2026 final undergraduate application deadline
April 27	Summer 2026 first session and full session courses tuition payment deadline
May 6	Summer 2026 first session and full session courses low enrollment cancellation deadline
May 13	Summer 2026 wait list closes at 11:59 AM (Noon)
May 16	Summer 2026 first session and full session courses begin
May 22	Summer 2026 first session and full session courses last date to drop with a refund
May 22	Summer 2026 Graduation Requirements Workshop (GRW) registration deadline
May 23	Memorial Day holiday/No Classes/Buildings Closed
May 24	Memorial Day holiday/No Classes/Buildings Closed
May 25	Memorial Day holiday/No Classes/Buildings Closed
June 1	Fall 2026 priority undergraduate application deadline
June 5	Summer 2026 financial aid disbursement begins
June 8	Fall 2026 OPEN (visiting students) registration begins in eServices
June 19	Juneteenth Holiday/No classes/Buildings Closed
June 15	Summer 2026 second session courses tuition payment deadline
June 24	Summer 2026 second session courses low enrollment cancellation deadline
June 29	Summer 2026 first session courses end
July 3	Independence Day Holiday observed/No Classes/Buildings Closed
July 4	Independence Day Holiday/No Classes/Buildings Closed
July 5	Summer 2026 second session courses begin
July 10	Summer 2026 second session courses last date to drop with a refund
July 14	Summer 2026 first session grades are due
July 20	Fall 2026 bookstore credit program begins
July 24	Summer 2026 alternative learning strategies registration deadline

August 1	Fall 2026 final undergraduate application deadline
August 3	Fall 2026 tuition payment deadline
August 12	Fall 2026 first session and full session courses low enrollment cancellation deadline
August 14	Summer 2026 first session and full session courses end
August 14	Summer 2026 graduation posting date
August 17	Fall 2026 faculty duty days begin
August 19	Summer 2026 second session and full session grades are due 11:59 pm
August 19	Fall 2026 wait list closes at 11:59 AM (Noon)
August 22	Fall 2026 first session and full session courses begin
August 28	Fall 2026 first session and full session courses last date to drop with a refund deadline
August 28	Fall 2026 Graduation Requirements Workshop (GRW) registration deadline
August 31	Fall 2026 bookstore credit program ends
September 5	Labor Day holiday/no classes/buildings closed
September 6	Labor Day holiday/no classes/buildings closed
September 7	Labor Day holiday/no classes/buildings closed
September 11	Fall 2026 financial aid disbursement begins
October 1	Spring 2027 course schedule published in eServices
October 1	Spring 2027 early priority undergraduate application deadline
October 5	Fall 2026 second session courses low enrollment cancellation
October 12	Indigenous People's Day/classes held/buildings open
October 12	Fall 2026 first session courses end
October 14	Fall 2026 second session courses begin
October 19	Spring 2027 registration begins in eServices
October 20	Fall 2026 second session courses last date to drop with a refund
October 30	Fall 2026 alternative learning strategies registration deadline
November 9	Spring 2027 OPEN (visiting students) registration begins in eServices
November 11	Veterans Day/no classes/Buildings Closed
November 25	Thanksgiving holiday/no evening classes
November 26	Thanksgiving holiday/no classes/buildings closed
November 27	Thanksgiving holiday/no classes/buildings closed
November 28	Thanksgiving holiday/no classes/buildings closed
November 29	Thanksgiving holiday/no classes/buildings closed
December 1	Spring 2027 final undergraduate application deadline
December 7	Spring 2027 bookstore credit program begins

December 13	Fall 2026 second session and full session semester courses end
December 13	Fall 2026 Graduation posting date
December 15	Fall 2026 faculty duty days end
December 16	Fall 2026 grades are due 11:59 pm
December 17	Spring 2027 tuition payment deadline
December 21	Holiday week/buildings closed/limited services
December 22	Holiday week/buildings closed/limited services
December 23	Holiday week/buildings closed/limited services
December 24	Winter holiday/buildings closed
December 25	Winter holiday/buildings closed
December 26	Winter holiday/buildings closed
December 27	Holiday week/buildings open/limited services
December 28	Holiday week/buildings open/limited services
December 29	Holiday week/buildings open/limited services
December 30	Holiday week/buildings open/limited services
December 31	Holiday week/buildings open/limited services
December 31	Spring 2027 first session and full session courses low enrollment cancellation deadline

2027

January 1	New Year's Day holiday/buildings closed
January 4	Spring 2027 faculty duty days begin
January 6	Spring 2027 wait list closes at 11:59 AM (Noon)
January 11	Spring 2027 first session and full session courses begin
January 15	Spring 2027 first session and full session courses last date to drop with a refund
January 15	Spring 2027 Graduation Requirements Workshop (GRW) registration deadline
January 18	Martin Luther King, Jr. holiday/no classes/buildings closed
January 18	Spring 2027 bookstore credit program ends
January 29	Spring 2027 financial aid disbursement begins
February 15	President's Day/no classes/Buildings Closed
February 23	Spring 2027 second session courses low enrollment cancellation
March 4	Spring 2027 second session courses begin
March 7	Spring Break/no classes/offices open
March 8	Spring Break/no classes/offices open
March 9	Spring Break/no classes/offices open
March 10	Spring Break/no classes/offices open
March 11	Spring Break/no classes/offices open
March 12	Spring Break/no classes/offices open
March 13	Spring Break/no classes/offices open
March 15	Spring 2027 first session courses end

March 17	Spring 2027 second session courses last date to drop with a refund
March 18	Spring 2027 first session grades due 11:59 pm
March 26	Spring 2027 alternative learning strategies registration deadline
May 3	Spring 2027 second session and full session courses end
May 3	Spring 2027 Graduation posting date
May 6	Spring 2027 grades are due
May 10	Spring 2027 faculty duty days end

The university calendar and related activities may be modified, postponed, or canceled due to circumstances beyond the university's control. While the university will make reasonable efforts to accommodate students when disruptions occur, it cannot guarantee that courses, programs, or events will be completed or rescheduled. Refunds, when applicable, will be issued in accordance with Minnesota State policies.

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GRADUATE PROGRAM LIST

College of Business and Management

- Business Administration (MBA)
- Global Supply Chain Management Graduate Certificate
- Management Information Systems Generalist Graduate Certificate
- Project Management Graduate Certificate
- Systems Analysis Graduate Certificate
- Doctor of Business Administration (DBA)
- Management Information Systems (MSMIS)

College of Community Studies and Public Affairs

- Advocacy and Political Leadership (MAPL)
- Nonprofit Leadership and Management (MNLM)
- Public Administration (MPA)
- Public and Nonprofit Administration (MPNA)
- Co-occurring Disorders Recovery Counseling (MS)
- Criminal Justice and Public Safety Leadership (MS)

College of Individualized Studies

- Adult Education Graduate Certificate
- Individualized and Interdisciplinary Studies (MA/MS)

College of Liberal Arts

- Design of User Experience Graduate Certificate
- Learner Experience Design Graduate Certificate
- Technical Communication Graduate Certificate
- Liberal Studies (MA)
- Technical Communication (MS)

College of Nursing and Health Sciences

- Advanced Dental Therapy (MSADT)
- Nursing Entry Level (MSN)
- Doctor of Nursing Practice, Family Nurse Practitioner (DNP)
- Doctor of Nursing Practice, Nurse Anesthesia (DNP)
- Doctor of Nursing Practice, Post-Master's (DNP)

College of Sciences

- Computer Science (MS)
- Cyber Operations (MS)
- Computer Science (PSM)
- Cyber Operations Graduate Certificate

School of Urban Education

- Curriculum, Pedagogy, and Schooling: Urban Education (MS)
- English as a Second Language with K-12 Licensure: Urban Education (MS)
- English Teacher Preparation for Grades 5-12 licensure: Urban Education (MS)
- Life/General Science Teacher Preparation for Grades 5-12 licensure: Urban Education (MS)
- Mathematics Teacher Preparation for Grades 5-12 licensure: Urban Education (MS)
- Social Studies Teacher Preparation for Grades 5-12 licensure: Urban Education (MS)
- Special Education with K-12 Licensure: Urban Education (MS)

GRADUATE ADMISSIONS

Office of Admissions
Founders Hall, First Floor
387 Maria Avenue
St Paul, MN 55106
www.metrostate.edu
admissions@metrostate.edu
651-793-1302

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

International graduate students

With students enrolled from more than 50 countries, Metro State proudly considers students from around the globe for graduate program admission.

Students should apply through [Metro State's online application](#).

In order to review a student's application, the university must receive the following:

Transcripts

[eTranscripts from other Minnesota State Institutions](#)

If you have attended college or university within the Minnesota State system, Metro State can usually pull your transcript with eTranscript.

- **Application required:** Admissions staff may not view your transcripts until we receive your application.
- **Success rate:** We are able to pull eTranscripts successfully for about 95 percent of applicants. If we cannot, we will notify you so that you can request that an official transcript is sent to Metro State.
- **Academic reporting:** Report *all* post-secondary institutions attended. Complete reporting assists admissions staff in pulling transcripts using eTranscript.

[Transcripts from U.S. colleges and universities](#)

- If you have attended institutions outside of the Minnesota State system, request that your official transcript(s) be sent directly to International Student Services. Official transcripts submitted by applicants cannot be accepted unless the envelope is still sealed.

The following are considered official transcripts:

- Paper-based
 - Institution submission
 - Official transcripts may be mailed directly to International Student Services from issuing institution
 - Student submission
 - Official transcripts may be mailed or dropped off to International Student Services in original sealed envelope
- Electronic submission options:
 - [Parchment](#)
 - [National Clearinghouse](#)

Transcripts from foreign colleges and universities

- If you have attended a non-U.S. post-secondary institution, college or university a **course-by-course** transcript evaluation by a NACES accredited agency is required for admission.
- NACES accredited agencies:
 - [The Evaluation Company](#) – Metro State students receive a discount
 - [Educational Credential Evaluators Inc.](#) (ECE)
 - [World Education Services](#) (WES)

Please note:

- An official copy of your **course-by-course** transcript evaluation must be sent directly to the Admissions Office. We do not accept faxed copies or copies from students.
- It can take six to eight weeks to receive a transcript evaluation report. Initiate this process well in advance to ensure your report is received prior to the application deadline for your program of interest. Metro State University is not responsible for any delays in receiving the report.

English Proficiency

- [TOEFL iBT](#) ((internet-based test) score of **4.5** (*exams taken after January 22, 2026*) **79** or better (*exams taken prior to January 21, 2026*); **OR**
- [IELTS](#) academic test score of **6.5** or better (Score report can be uploaded); **OR**
- [Duolingo English Test](#) score of **105** or better (Official score report comes into Metro State dashboard from [Duolingo](#)); **OR**
- [Pearson Test of English](#) (PTE) score of **50** or better (Only scores accessed via the Score Report Website are considered to be valid.); **OR**
- [Michigan English Test](#) (MET) score of **56** or better with cover letter from testing institution (for colleges or universities with and ESL program only); **OR**

- Completion of **Level 112** at an [English Language School](#) (ELS) in the U.S.

Exemptions

- Successful graduation from an English-medium high school or university with a 3.0 GPA or higher. (An original letter from the school principal/headmaster/rector on school letterhead must be submitted as part of the application. The letter must state that English is the medium of instruction and attest to the applicant's English language abilities.)
- Undergraduate degree conferral from a U.S. college or university
- English speaking country: Anguilla, Antigua and Barbuda, Australia, Bahamas, Barbados, Barbuda, Belize, Bermuda, Botswana, British Virgin Islands, Canada—except Quebec, Cayman Islands, Dominica, England/United Kingdom, Federate States of Micronesia, Fiji, the Gambia, Ghana, Grenada, Guyana, Ireland, Jamaica, Kenya, Lesotho, Malawi, Montserrat, New Zealand, Nigeria, Northern Ireland, Papua New Guinea, Rwanda, Scotland, Seychelles, Shetland Islands, Sierra Leone, Singapore, South Africa, St. Kitts-Nevis, St. Lucia, St. Vincent and the Grenadines, Tanzania, Trinidad, Tobago, Turks and Caicos Islands, Uganda, Virgin Islands, Wales, Zambia, Zimbabwe

Application deadlines

International student applicants must follow procedures required for all prospective students. However, due to the additional time required to evaluate transcripts, the posted deadlines represent the final date an application may be submitted—not the date by which materials should arrive. Applicants are strongly encouraged to apply well in advance to allow time for all required documents to be received before review.

In-country transfer students:

- Summer semester: April 1
- Fall semester: August 1
- Spring semester: December 1

Out-of-country students:

- Summer semester: March 15
- Fall semester: May 1
- Spring semester: September 1

FINANCE

TUITION AND FEES

Fall 2026, Spring 2027, and Summer 2027 tuition

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

Review the financial aid cost of attendance for an estimate of all costs for a full academic year.

GENERAL RATES

Base Tuition Per Credit Per Credit in Dollars

Undergraduate Rate \$322.00

Graduate Rate \$590.42

Doctoral Nursing \$1,185.31

Doctoral Business Administration \$1,205.58

UNDERGRADUATE TUITION WITH DIFFERENTIAL AMOUNTS

Program - Subject / Degree - Base Tuition + Added Differential = Per Credit in Dollars

Natural Sciences - BIOL, CHEM, ESCI, GEOL, NSCI, PHYS - $\$322.00 + \$12.28 = \$334.28$

Nursing - BSN Courses - $\$322.00 + \$82.41 = \$404.41$

Dental Hygiene - BSDH - $\$322.00 + \$72.38 = \$394.38$

GRADUATE TUITION WITH DIFFERENTIAL AMOUNTS

Program - Subject / Degree - Base Tuition + Added Differential = Per Credit in Dollars

Nursing - MSN Courses - $\$590.42 + \$165.02 = \$755.44$

Dental Hygiene - MS Advanced Dental Therapy - $\$590.42 + \$1,187.36 = \$1,777.78$

OTHER COURSE CHARGES

Description - Per Credit in Dollars

Standard Course Fees Applied to All Courses - \$42.30

Prior Learning Assessments – Undergraduate - \$183.40

Student Designed Independent Studies – Undergraduate - \$202.01

Prior Learning Assessments – Graduate - \$328.80

Student Designed Independent Studies – Graduate - \$383.60

Differential tuition is an additional cost per credit for specific programs or courses. These programs and courses require additional costs and resources beyond the base tuition rate (specialized equipment, supplies, technology,

software, accreditation standards, etc.). All differential rates are approved by the Minnesota State Board of Trustees.

Standard course fees of \$42.30 per credit cover specific campus services (parking, health services, technology, student activities, and associations).

Some courses can also include fees for specific materials, like lab kits, subscription, licenses, supplies, or special equipment/tools. The course schedule will include details of any course specific fees.

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.

A senior citizen is a legal resident of Minnesota who has reached 62 years of age before the beginning of any term in which a course of study is pursued, or a person receiving a railroad retirement annuity who has reached 60 years of age before the beginning of the term, as defined in Minn. Stat. § 135A.51.

Your first step is to apply for admission to Metro State. If you are a senior citizen and want to audit courses, you will need to complete a visiting student application.

If you are a senior citizen and want to pursue a degree, you will need to complete a degree-seeking application for the program in which you want to enroll.

Once admitted, you need to complete the Senior Citizen Student Status Request form to verify your age and eligibility. You can upload your driver's license through the form. Or, if you prefer, you can come in person and show your license to Gateway Student Services. You will be charged the regular tuition rate until this form is processed.

Once approved for Senior Citizen Student Status, this status will remain in effect. If you want to remove this status, you need to contact records.registration@metrostate.edu.

Students paying the senior citizen rate can register on the second day of the term.

The Senior Citizen Status Request Form must be submitted, along with a copy of your driver's license, by Wednesday prior to the start of the term.

- For credit courses, they will be charged:
 - \$20/ credit administrative fee
 - Parking Fee: \$13 per credit
 - MSUSA Fee: \$.80 per credit
 - Health Services Fee: \$2 per credit
 - Technology Fee: \$14 per credit
 - Student Center Fee: \$8.50 per credit
 - Personal Property and Service Charge (if applicable, varies by course)
- Total: \$58.30/credit
- For audited course, they will be charged:
 - Parking Fee: \$13 per credit
 - Health Services Fee: \$2 per credit
 - Personal Property and Service Charge (if applicable, varies by course)
- Total: \$15.00/credit

See Minnesota State Procedure 5.11.1.3 for complete program and qualifications.

Student fees and explanation

All Student Tuition and Fee rate structures are authorized by the Minnesota State Colleges and Universities under Board Policy 5.11, and all colleges and universities are required to charge tuition and fees consistent with Minnesota statutes and policies. University administration regularly meets with the Metro State University Student Association (MSUSA) for review and consultation on all student tuition and fees.

Metro State University applies Minnesota State Colleges and Universities policy 5.11 and procedure 5.11.1 when establishing tuition and fee amounts.

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

- Activity fee: \$4 per credit
- Student Center fee: \$8.50 per credit. Student center fees are assessed to all students. The fee supports the construction, maintenance and operation of the student center. The amount of this fee is determined by the Student Senate.

- Technology fee: \$14 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: \$0.80 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: \$2 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: \$13 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

- Returned payment 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 statements

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.

Online billing information

- Go to eServices - 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 "Balance Due by Term" or "Full Account Detail" from the options listed.
- Online Billing statements are available online.
- "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 Metro State but also amounts you may have with other Minnesota State institutions.

Tuition Reciprocity – Wisconsin and North Dakota residents

Metro State University charges the same tuition rate for all students, regardless of residency. However, the Minnesota Office of Higher Education requires Wisconsin and North Dakota residents to complete a reciprocity application with their home state each semester they are enrolled in courses at Metro State University.

If you have questions about the reciprocity agreement, or need help with the application process, please contact your home state directly:

- North Dakota Residents
 - Visit the North Dakota University System website
 - Phone: 701.328.2960
- Wisconsin Residents
 - Visit the Wisconsin Higher Education Board website
 - Phone: 608.267.2206

PAYING YOUR TUITION BILL

Deadlines for tuition payments

Semester	Duration	Tuition due date
Summer 2026	Full term	April 27, 2026
Fall 2026	Full term	August 3, 2026
Spring 2027	Full term	December 17, 2026

For additional calendar details, visit 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 (thirdparty.payments@metrostate.edu) 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 Campus Commerce payment plans

Students who enroll in the Nelnet Campus Commerce payment plan by the tuition payment deadline will not be dropped from their classes. Students with Nelnet Campus Commerce 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 Campus Commerce payment plan in place or pay their tuition in full at the time of registration. Payment must be made online or in person.

Student billing

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

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

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

An outstanding balance from prior terms resolved before a student will be allowed to register. A \$30 late fee and an unpaid balance hold will be placed on the student's account until all past due amounts have been resolved. For more information on past due accounts, please see the [Past Due Accounts page](#).

Payment Options

Tuition payment options are:

- Payment plan through Nelnet Campus Commerce
- 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:

Metro 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 (Metro 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.

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 Metro 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 Metro 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

Metro State University provides the **1098-T Tuition Statement** to eligible students each year for tax reporting purposes. This form reports qualified tuition and related expenses paid during a single calendar year.

How You Receive Your 1098-T

Electronic Delivery (eServices)

Students who opt in to receive their 1098-T electronically will be able to access the form through Student eServices by the end of January each year. Forms are provided in PDF format and replace the paper version sent by mail.

Paper Mail

Students who do not opt in for electronic delivery will receive a paper copy by mail by the end of January.

Please ensure Metro State University has your current mailing address on file by December 15 of each year.

How to Opt In for Electronic Delivery

Great news—students can consent to receive their Minnesota State Colleges and Universities tax forms electronically.

To opt in:

- Log in to your Student eServices account.
- If you are eligible to receive a 1098-T Tuition Statement, you will see a message in the Action Items area on your dashboard.
- Click the message and consent to receive your tax form electronically.

Once consent is given, your 1098-T will no longer be mailed and will instead be delivered electronically each year.

When You'll Be Notified

When the 1098-T Tuition Statement becomes available (typically in January), you will receive:

- A notification in the Action Items area of Student eServices, and
- An email with the subject line:

IMPORTANT TAX RETURN DOCUMENT AVAILABLE

How to Check or Update Your Consent

To verify whether you have opted in or to change your delivery preference:

- Log in to Student eServices
- Click My Profile in the upper-right corner of the dashboard
- Select the Opt In / Opt Out link

Students who do not opt in will continue to receive a paper 1098-T by mail.

Additional Information

- If you attended more than one Minnesota State institution, your 1098-T will include combined information from all institutions.
- Amounts reported are per calendar year, not academic year.
- Accounts Receivable staff cannot provide tax advice. Please consult a qualified tax professional regarding tax credits or eligibility.

Requesting a Copy or Assistance

If you need help obtaining your 1098-T or believe your form is missing, you may:

- Email accounts.receivable@metrostate.edu from your student email account, including your name, StarID or Metro State ID, address, phone number, and the tax year requested

Please allow up to one week for processing requests.

For general tax information, refer to [Minnesota State's Student Tax Information](#) resources.

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 Metro 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 Metro 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 or below the current registration threshold of \$500 before a student will be allowed to register. A late fee of \$30 and an unpaid balance hold will be placed on the student's account until all past due amounts have been resolved. Holds are removed once your outstanding balance is resolved.

Past due payment plan

Students can contact [accounts receivable](#) to request a Past Due Payment Plan to be created with our partner Nelnet. The Accounts Receivable staff will create a past due payment plan and email you a special link to your plan.

- A 25% down payment is due at the time you enroll in the past due payment plan.
- Nelnet assess a \$30 enrollment fee per plan. Fee is non-refundable.
- Once enrollment is completed and the office is notified, the unpaid balance hold will be removed.
- Any default in any installment payments will result in agreement termination and an unpaid balance hold will be placed on your student account.
- You will have the option to choose repayment in either 3 or 6 monthly installments during the enrollment process.

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 Metro 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 Metro 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 or write us at:

Metro State University
Financial Management
700 East Seventh Street, New Main L105-13B
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 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 or write us at:

Metro State University
Accounts Receivable
700 East Seventh Street, New Main L105-13B
Saint Paul, MN 55106-5000

FINANCIAL AID

Cost of attendance

Metro State University's Cost of Attendance (COA) includes an estimate of the total average cost to attend fall and spring semesters as a full-time student. This includes tuition and required fees, books/supplies, loan fees, an allowance for living expenses, transportation, and personal expenses*. Direct costs, which you pay directly to the university, are the following elements of the cost of attendance: tuition and required fees and, at your discretion, books/supplies. Indirect costs are the other COA components (housing/meals, transportation, and personal/miscellaneous expenses) and these are not paid to the university; they are allowances that are made so that you can obtain financial aid to cover these additional costs while you complete your degree or program.

Estimated Net Price

For a comprehensive estimate of your aid eligibility using our full-time cost of attendance minus grant/scholarship aid that a student may be eligible to receive, use our Net Price Calculator. The Net Price Calculator uses the Student Aid Index (SAI) which is determined by a congressionally-mandated formula that is used by each student's unique FAFSA data. Factors considered in the SAI include income, assets, and family size, among others. Financial aid eligibility for need-based awards are calculated by taking the cost of attendance and subtracting the SAI.

Estimated cost of attendance, 2026–27

Tuition and fees (based on 15 credits per term for a two-term academic year for undergraduate students and 8 credits per term for graduate students)

Undergraduate Students \$10,930

Graduate Students \$10,124

Books, supplies, and equipment

Undergraduate and Graduate Students \$1,500

Living allowance (housing and meals)

Undergraduate and Graduate Students \$15,864

Personal expenses (certifications, exam fees, internet, loan fees, utilities, etc.)

Undergraduate and Graduate Students \$5,246

Transportation (to/from locations, fuel, insurance, maintenance, etc.)

Undergraduate and Graduate Students \$3,818

Total

Undergraduate Students \$37,357

Graduate Students \$35,989

*NOTE: A student's financial aid cannot exceed the cost of attendance.

Tuition, fees, and living expense amounts in the tables below are averages based off of full-time attendance and may not be the same as your actual charges. 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.

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 Metro State University.

- Loans
- Grant and Scholarships
- Student Employment

Financial aid guide for graduate students

[When and 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 currently available for the following Fall term and covers Fall, Spring, and Summer terms. For example, the FAFSA for 2025–26 is for enrollment in Summer 26. The FAFSA for 2026–27 is for enrollment in Fall 26, Spring 27, and Summer 27. A FAFSA is not required for private loan applications only.

The FAFSA is found online. Metro 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 (4cr at the Graduate course level), interest does accrue for the life of the loan for which the student borrower is responsible. Any interest accrued while 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.

[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 online loan request via eServices.

Important Update: Under the One Big Beautiful Bill Act (OBBBA), the Federal Direct Graduate PLUS Loan Program is being eliminated for new borrowing beginning with the effective implementation of the law. Graduate students will no longer be able to borrow Graduate PLUS Loans for academic periods subject to the new law. Students will instead be limited to the annual and aggregate borrowing limits established for the Federal Direct Unsubsidized Loan Program. Limited transition provisions may apply to certain students who previously received Graduate PLUS Loans and continue to meet the federal eligibility requirements. See changes on the [H.R.1 Financial Aid changes page](#).

Students are encouraged to plan ahead and contact the Financial Aid Office to discuss available financing options if additional funding is needed.

[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. Metro 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 Metro State University students over the

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

Under the Truth in Lending Act rules, private education loans are subject to self-certification, three consumer disclosures at specific times in the application process, and a three-day delay in disbursement. Due to the number of steps involved in the private loan application process, applicants should allow a minimum of three weeks for processing.

Visit Metro State's loans page for more detailed information on student loans.

[Metro State University Foundation Scholarships](#)

The Metro State University Foundation offers a variety of privately funded scholarships twice a year. These awards are made possible through generous gifts from alumni, friends, faculty and staff, corporations, and foundations.

[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 Disbursements, a technology solution powered by BMTX, Inc., according to the student's instructions. Visit BankMobile Disbursements refund choices for more information.

If you have questions about BankMobile Disbursements 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. Read complete details.

[Satisfactory academic progress](#)

Metro 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. Read the full policy.

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) or email gateway@metrostate.edu. Read more about Gateway services.

Loans

Information about your loans will be submitted to the National Student Loan Data System (NSLDS) and will be accessible by guarantee agencies, lenders, and schools determined to be authorized users of the data system. Metro State University's three-year cohort default rate (2019) is 1.3 percent. Federal Student Aid holds data on all institutions' average cohort default rates for U.S. institutions and is available [here](#).

Note: On July 1, 2026, the changes to Federal financial aid programs enacted as part of H.R.1 (the One Big Beautiful Bill Act) take effect. Learn more about how H.R.1 affects financial aid.

William D. Ford Federal Direct Loan Program

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

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

- Subsidized loans: The federal government pays the interest on these loans while the student is in school, in the grace period and during any

deferment periods. Subsidized loans are only available to undergraduates.

- Unsubsidized loans: These loans accrue interest throughout the life of the loan for which the student or borrower is responsible. Interest accumulates and is later added to the principal balance of the loan.

[Direct loan interest rates](#)

2026–27 academic year

New interest rates can be found on the Federal Student Aid website; these rates are subject to change every academic year.

- 6.52% fixed for subsidized and unsubsidized loans for undergraduate students
- 8.07% fixed for unsubsidized loans for graduate students

Effective October 1, 2020–September 30, 2027, the origination fee is 1.057% deducted by the federal government prior to loan funds being disbursed by the school. Fee example: \$58.13 on a \$5,500 loan.

How to apply for direct loans

As with all federal student aid, students must complete the Free Application for Federal Student Aid (FAFSA). After your FAFSA is processed, the university receives the results within 5 business days. The federal school code for Metro State University is 010374. For more information about what to expect after you complete the FAFSA, check out Applying for Aid.

[Interest rates for PLUS Loans for Parents](#)

- 2026–27 academic year: 9.07% fixed

Effective October 1, 2020–September 30, 2027, the origination fee is 4.228% deducted by the federal government prior to loan funds being disbursed by the school. Fee example: \$422.80 on a \$10,000 loan.

Note: On July 1, 2026, the changes to Federal financial aid programs enacted as part of H.R.1 (the One Big Beautiful Bill Act) take effect. Learn more about how H.R.1 affects financial aid.

Effective July 1, 2026, loan limits have changed for Parent PLUS loans for new parent borrowers. Parent PLUS loans are capped at \$20,000 per student per year, with an aggregate limit of \$65,000 per dependent student. Unless you meet the legacy exceptions. Learn more about the changes to Federal loans by going to Learn more about how H.R.1 affects financial aid.

[Graduate PLUS Loan interest rates](#)

- 2026–27 academic year: 9.07% fixed

Effective October 1, 2020–September 30, 2027, the origination fee is 4.228% deducted by the federal government prior to loan funds being disbursed by the school. Fee example: \$422.80 on a \$10,000 loan.

Note: On July 1, 2026, the changes to Federal financial aid programs enacted as part of H.R.1 (the One Big Beautiful Bill Act) take effect. Learn more about how H.R.1 affects financial aid.

Effective July 1, 2026, the Grad PLUS loan is eliminated for new borrowers, unless you meet the legacy exceptions. Learn more about the changes to Federal loans by going to [Learn more about how H.R.1 affects financial aid](#).

Direct loan eligibility

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

Additional information about the William D. Ford Federal Direct Loan Program and loan limits.

How to apply for direct loans

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

The federal school code for Metro State University is 010374.

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

Accepting your loans

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

Loan proration requirement

If a student is enrolled in a program of less than 30 credits (such as an undergraduate certificate) or will graduate from an undergraduate degree

program after attending only one semester of the academic year are required to have their loan pro-rated for that semester. This will result in an adjusted and lower borrowing limitations for the semester.

Programs less than 30 credits will carry freshmen level federal direct student loan annual limits. Students graduating will have loans pro-rated according to a federally mandated formula based on enrolled credits for the term in question, and annual loan limits. If the student's loan offer is subject to proration, then the limit on the loan eligibility for that particular term is determined as follows:

The percent of credits enrolled multiplied by the annual maximum loan limits.

For example, an independent undergraduate student will graduate after attending only one term in the academic year and during that term is enrolled in 8 credits. In this example, the student is independent, so the annual loan limits are: subsidized \$5,500.00, and unsubsidized: \$7,000. The first step is to determine the percent of credits enrolled. This is completed by dividing the number of credits enrolled (in this example 8) by the total number of credits in an academic year (24): $8/24 = 0.33$.

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

- 0.33 (percent of credits enrolled) $\times$ \$5,500 (annual subsidized limit)
= \$1,833 maximum subsidized
- 0.33 (percent of credits enrolled) $\times$ \$7,000 (annual unsubsidized limit)
= \$2,333 maximum unsubsidized

Keep in mind that the above example is reflective of an independent student, and that dependent students have different annual loan limits: (\$5,500 subsidized and \$2,000 unsubsidized). Proration calculations are done at the time we certify your loan, based on information you provide through the loan request process. This means that a student's award may change from the time of loan acceptance to certification. Students are always informed of the proration via email once it is processed.

Proration amounts by number of credits enrolled

Independent student	Subsidized \$1,604
6 credits	Unsubsidized \$2,042
Subsidized \$1,375	8 credits
Unsubsidized \$1,750	Subsidized \$1,833
7 credits	Unsubsidized \$2,333

9 credits	Subsidized \$1,604
Subsidized \$2,063	Unsubsidized \$583
Unsubsidized \$2,625	8 credits
10 credits	Subsidized \$1,833
Subsidized \$2,292	Unsubsidized \$667
Unsubsidized \$2,917	9 credits
11 credits	Subsidized \$2,063
Subsidized \$2,521	Unsubsidized \$750
Unsubsidized \$3,208	10 credits
12 credits	Subsidized \$2,292
Subsidized \$2,750	Unsubsidized \$833
Unsubsidized \$3,500	11 credits
13 credits	Subsidized \$2,521
Subsidized \$2,979	Unsubsidized \$917
Unsubsidized \$3,792	12 credits
14 credits	Subsidized \$2,750
Subsidized \$3,208	Unsubsidized \$1,000
Unsubsidized \$4,083	13 credits
15 credits	Subsidized \$2,979
Subsidized \$3,438	Unsubsidized \$1,083
Unsubsidized \$4,375	14 credits
16 credits	Subsidized \$3,208
Subsidized \$3,667	Unsubsidized \$1,167
Unsubsidized \$4,667	15 credits
Dependent student	Subsidized \$3,438
6 credits	Unsubsidized \$1,250
Subsidized \$1,375	16 credits
Unsubsidized \$500	Subsidized \$3,667
7 credits	Unsubsidized \$1,333

Federal Direct PLUS Loans for Parents

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

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

Interest rates for PLUS Loans for Parents

- 2026–27 academic year: 9.07% fixed

Effective October 1, 2020–September 30, 2027, the origination fee is 4.228% deducted by the federal government prior to loan funds being disbursed by the school. Fee example: \$422.80 on a \$10,000 loan.

Note: On July 1, 2026, the changes to Federal financial aid programs enacted as part of H.R.1 (the One Big Beautiful Bill Act) take effect. Learn more about how H.R.1 affects financial aid.

Effective July 1, 2026, loan limits have changed for Parent PLUS loans for new parent borrowers. Parent PLUS loans are capped at \$20,000 per student per year, with an aggregate limit of \$65,000 per dependent student. Unless you meet the legacy exceptions. Learn more about the changes to Federal loans by going to Learn more about how H.R.1 affects financial aid.

PLUS Loans for Parents eligibility

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

- Parent must not be in default on a previous federal student loan.
- Parent must pass a credit check.
- A student must be a dependent undergraduate student.
- A student must have already requested their maximum eligibility under the Federal Direct Loan Program.
- PLUS counseling will be required for students with a denied application that was approved with an endorser or appeal.

Applying for PLUS Loans for Parents

- Log into studentaid.gov (The parent will need to sign in to the site using their FSA ID and password, this is the same FSA ID and password used to sign the student's FAFSA.)
- Click "Apply for a Direct PLUS Loan" and select the "Direct PLUS Loan Application for Parents" and complete.
- Go back to home page and click on "Complete Loan Agreement (Master Promissory Note)" and select the "PLUS MPN for Parents."
- Additional information about the Federal Direct PLUS Loan for Parents.

Federal Direct PLUS Loans for Graduate Students

Also known as the Graduate PLUS Loan, this loan program is available to graduate students that need funding beyond their Federal Direct loans. This loan program is not available to undergraduate students. It is recommended that a student applies for their annual loan maximum eligibility under the

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

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

Graduate PLUS Loan interest rates

- 2026–27 academic year: 9.07% fixed

Effective October 1, 2020–September 30, 2027, the origination fee is 4.228% deducted by the federal government prior to loan funds being disbursed by the school. Fee example: \$422.80 on a \$10,000 loan.

Note: On July 1, 2026, the changes to Federal financial aid programs enacted as part of H.R.1 (the One Big Beautiful Bill Act) take effect. Learn more about how H.R.1 affects financial aid.

Effective July 1, 2026, the Grad PLUS loan is eliminated for new borrowers, unless you meet the legacy exceptions. Learn more about the changes to Federal loans by going to [Learn more about how H.R.1 affects financial aid](#).

Graduate PLUS Loan eligibility

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

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

Applying for Graduate PLUS Loans

- Log into studentaid.gov (The student will need to sign in to the site using their FSA ID and password, this is the same FSA ID and password used to sign the student's FAFSA.)
- Click "Apply for a Direct PLUS Loan" and select the "Direct PLUS Loan Application for Graduate/Professional Students" and complete.
- Go back to home page and click on "Complete Loan Agreement (Master Promissory Note)" and select the "PLUS MPN for Graduate/Professional Students."

Additional information about the Federal Direct Graduate PLUS Loan.

Private educational loans

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

Eligibility for private loans is based on the creditworthiness of the borrower and/or co-signer. Selecting a lender is the sole right of the student. FASTChoice is provided as a way to compare loan options for a number of common lenders and choose the loan that best fits your needs. Metro 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 Metro State University students over the past three years. The lender list is updated each spring with the most current information.

Under the Truth in Lending Act rules, private education loans are subject to self-certification, three consumer disclosures at specific times in the application process, and a three-day delay in disbursement. Due to the number of steps involved in the private loan application process, applicants should allow a minimum of three weeks for processing.

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

Student Loan Advocacy

The Minnesota Department of Commerce has recently completed the integration of a Student Loan Advocate to their staff as recently as the 2023 Minnesota Legislative session to implement and oversee a student loan borrower complaint process. The Student Loan Advocate may be reached by phone at 651.539.1022 or through their online complaint form. Visit their website which informs students on their rights with regard to student loans and additional information.

Grants and scholarships

[Americorps National School of Service tuition discount program](#)

Metro State is proud to be recognized as an Americorps National School of Service! Metro State students who have completed an Americorps term of service are eligible to receive a 20% discount on tuition when they enroll in any of the four Public and Nonprofit Leadership graduate programs: Master of Advocacy and Political Leadership (MAPL), Master of Public Administration

(MPA), Master of Public and Nonprofit Administration (MPNA) or Master of Nonprofit Leadership and Management (MNLM).

Be sure to include your AmeriCorps service on your application for admission. This discount is available to 10 new students each year and applies to the forty credits required to receive your degree.

[2025–2026 Anna M. Kuhl Scholarship](#)

Students eligible for this scholarship must:

- Have resided in Saint Paul or a nearby community for one year at the time of application. Nearby community is defined as a semicircle bordered on the west by Lauderdale, St. Anthony, New Brighton, and Mounds View, on the north by County Road J, on the east by the towns of Dellwood, Mahtomedi, Pine Springs, Oakdale, and Woodbury and on the south by Cottage Grove, Inver Grove Heights, and Eagan.
- Demonstrate satisfactory academic performance.
- Demonstrate character and integrity.
- Demonstrate financial need.
- Be enrolled or planning to enroll full-time in an undergraduate course of study at Anoka-Ramsey Community College, Augsburg College, Bethel University, Century College, Concordia University-St. Paul, Hamline University, Inver Hills Community College, Macalester College, Metro State University, Minneapolis College of Art and Design, Minneapolis College, Normandale Community College, North Central University, North Hennepin Community College, Northwestern Health Science University, Saint Catherine University, University of Minnesota – Twin Cities, or University of St. Thomas.

This scholarship is for one year only; however, current recipients may reapply and be considered for additional funding along with other new applicants. Scholarship recipients must be enrolled full-time. Eligible applicants can apply online; applications and supporting documentation must be received by 5 p.m. EST on April 16, 2026.

[College Success Program Scholarship Application for Metro State University](#)

This scholarship is for students that participated in a College Success Program such as Power of YOU, IMPACT, TRIO or NCCC and graduated from a Minnesota State community college and who are seeking a bachelor's degree at Metro State University. Once a student is ready to transfer to MetroState, they can apply for a \$750 scholarship for their first term. The scholarship can assist with tuition, fees, books or other expenses. Students must be registered for 9 credits in their first term. Applications are due by July 1 for the Fall Term and December 1 for the Spring Term. Apply today!

[Completing the Dream Scholarship](#)

The Sallie Mae Fund, Inc. and Thurgood Marshall College Fund are proud to offer 170 gap scholarships of up to \$2,500 for the 2025–2026 academic school year.

- Apply online
- Award amount: up to \$2,500 per student
- Total funds available: \$425,000
- Application deadline: December 1, 2025, or until all funds are awarded

The Sallie Mae Fund's Completing the Dream Scholarship Program helps students who are close to graduation but facing financial barriers to completing their post-secondary education. Since 2021, we've awarded nearly 1,000 scholarships totaling \$2.5 million, to help students navigate unplanned expenses and complete their higher education.

Students on-track to complete their degree or continuous education program who are facing financial challenges may apply to receive a one-time scholarship of up to \$2,500 to help complete their post-secondary education program.

Eligible students must:

- Be on track to complete their program during the 2025–26 academic year
- Be enrolled at a two- or four-year college, career training, or other post-secondary education program
- Be in good academic standing

[Federal Pell Grant](#)

The Federal Pell Grant is the largest Federal grant program for students. It is specifically targeted to assist the students most in need. This grant is not a loan so it does not require repayment. The amount of the Federal Pell Grant award varies by enrollment level - full time, three-quarter time, half time and less than half time. Pell Grants are limited to students who have not yet received a bachelor's degree or have not received the Pell Grant for 12 full time semesters or its equivalent. The FAFSA is the application for the Pell Grant.

For more information about Federal Grants, visit the U.S. Department of Education's Student Financial Assistance website.

[Federal Supplemental Educational Opportunity Grant \(FSEOG\)](#)

The FSEOG is a grant program based on the FAFSA results for students with the most “need-based” results. Funds are awarded to qualified students on a first-come, first-served basis until the University's allocation is depleted. FSEOG funds are limited to those who have not yet received a bachelor's degree and are Pell-eligible. The FAFSA is the application for SEOG funding but applicants are encouraged to apply early as funds do run out.

For more information about Federal Grants, visit the Student Financial Assistance website.

[Jason Carter Endowment Science Scholarship](#)

The Jason Carter Endowment Science Scholarship is in memory of Jason Carter, a Metro State Natural Sciences student. His parents, Diana and Robert Carter, and the Carter Family Foundation worked with the University Foundation to provide a generous endowment and now a first term \$1,000 scholarship for Metro State biology, biochemistry, chemistry, and environmental science students. Apply using the bulleted application link below. Applications are due by July 1 for the Fall term and December 1 for the Spring Term. Further requirement details are found on the application form.

- [Jason Carter Science Scholarship Application](#)
- Due by July 1 for the fall term and December 1 for the spring term

[Joseph R. Dufek Scholarship](#)

Sponsored by South Metro Community Services (SMCS). SMCS offers this scholarship in memory of Joseph R. Dufek, who died tragically in 1987 in an accident that was directly related to his substance use disorder. The scholarship is intended to assist a high school student who has decided to become sober or is willing to begin that process and where financial assistance will help them stay in post-secondary school and stay sober. The goal is to have awardees establish a sober life through education supported by this scholarship.

SMCS will provide a scholarship of up to \$5,000 to applicants willing to make this commitment and to demonstrate continued sobriety through periodic and random testing. Awardees must also agree to free recovery coaching during their academic tenure as provided by Certified Peer Recovery Specialists from SMCS.

This scholarship is open to all applicants who meet the application criteria regardless of the educational agenda. Academic or community-based accomplishments are not considered for eligibility. All applications will be evaluated anonymously, that is, all personally identifying data will be removed prior to evaluation. All information will be treated as strictly

confidential and will be maintained in a manner that is consistent with all relevant laws and regulations.

Applicants must currently be a resident of Dakota or Scott counties in Minnesota and be enrolled or plan to enroll in a full-time academic program in the upcoming academic year (beginning in Fall 2025) to complete a degree or technical certification. Awards will be granted to applicants for a second year as long as they remain sober and meet basic academic standards (SMCS's preference is that awardees initially attend a 2-year vocational-technical school such as Dakota County Technical College). Apply online.

[Minnesota American Indian Scholars Program](#)

Students eligible for this scholarship must be:

- Minnesotans eligible for resident tuition who are enrolled members or citizens of any federally recognized tribe or Canadian First Nation
- Students not eligible for resident tuition who are enrolled members or citizens of a Minnesota Tribal Nation are also eligible

This program provides a first-dollar tuition and fee-free pathway for eligible students. This means your tuition and fees will be paid with the American Indian Scholars Program. Apply by completing our scholarship application form.

[Minnesota State Grant](#)

The Minnesota State Grant program is the largest grant program to students administered by the State. Minnesota State Grants are similar to Pell Grants inasmuch as there is no requirement for repayment. The grant is available to Minnesota resident undergraduate students who have not yet completed 8 full time semesters (or its equivalent) in post-secondary education. The FAFSA is the application for the Minnesota State Grant.

For more information on Minnesota State Grant Programs and eligibility requirements, please check the Minnesota Office of Higher Education.

In order to receive Minnesota State Grant funding for academic year 2025-2026, a student's FAFSA must be submitted by July 31, 2025. More information can be found about the State Grant deadline online.

[Minnesota Post-Secondary Child Care Grant](#)

The Post-Secondary Child Care Grant program is managed through financial aid. This program provides funding directly to students who need assistance with childcare expenses while attending school. The grant is available to Minnesota resident undergraduate and graduate students who have not

completed 10 full-time semesters (or its equivalent) enrollment in post-secondary education. Students also must complete the FAFSA or Minnesota Alternative State Financial Aid Application to be considered.

- How to apply:
 - Login or create an account on the MN Aid Student Portal
 - Click on 'Online Applications' and find the 'Post-Secondary Child Care Grant Application'
 - Fill out the online portion and hit 'Save'
 - Important: your application is not yet complete! The next page will instruct you to print your application - you must click the 'Print CCG Application' button and print out the actual application. We have free printing for all students on campus.
 - Take the printed application your child care provider—they need to fill out Section B
 - Turn in the completed application to Gateway Student Services (first floor of Founders Hall on campus, OR email it to gateway@metrostate.edu).
- Students can contact Gateway Student Services with any questions.

[Minnesota GI Bill®](#)

The Minnesota GI Bill program provides assistance to eligible Minnesota Veterans, currently serving military, National Guard and Reserve members who served after September 11, 2001 and eligible spouse and children. The Program provides a maximum benefit of \$10,000, up to age 62. Eligible participants can use the benefit in Higher Education, On-the-job training (OJT)/Apprenticeship or License and Certification. This program is different than the Federal GI Bill (Montgomery, Post 9-11, Veterans Education Assistance Program, Dependents Education Assistance Program, or Vocational rehabilitation).

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 on the VA website.

[Minnesota Indian Scholarship](#)

Minnesota Indian Scholarship Program provides postsecondary financial assistance to eligible Minnesota resident students who are of one-fourth or more Indian ancestry and demonstrate financial need for an award. For more information on the Minnesota Indian Scholarship Program and eligibility requirements, please check the following:

- Minnesota Office of Higher Education

[Nellie Stone Johnson Scholarship](#)

The Nellie Stone Johnson Scholarship provides financial assistance to racial or ethnic minority union members and their families who wish to pursue postsecondary education at one of Minnesota's state universities or at one of the two-year community and technical colleges that are part of the Minnesota State. Those attending the University of Minnesota or a private school are not eligible for this scholarship.

[Page Grant](#)

For more than 30 years, the Page Education Foundation has awarded annual, renewable scholarships to students of color who are pursuing a post-secondary education in Minnesota. Page Grants range from \$1,000-\$2,500 and can be applied to pay for tuition at any accredited Minnesota college or university. Students who accept a Page Grant make a commitment to volunteer and tutor younger children of color in grades K-8th during the academic year they are awarded the grant.

- [2022-2023 Page Grant Application](#)

[Paulette Jones Cybersecurity Graduate Student Scholarship](#)

This \$1,250 scholarship is sponsored by ECMC Group, a nonprofit corporation focused on helping students succeed. They created this scholarship with the goal of supporting students in Cybersecurity careers. This scholarship is for graduate students enrolling in their first term and taking at least 6 credits in the Cyber Operations MS program. Students must have a 3.0 GPA and be admitted to the program. Applications are due by July 30 for the fall term.

- [Paulette Jones Cybersecurity Graduate Student Scholarship application](#)

[Sterbenz-Ryan Scholarship](#)

The Sterbenz-Ryan Scholarship is now accepting applications for students attending school in Fall 2025. This year, 100+ scholarships of \$2,000 will be awarded.

- Apply online
- For more information, visit the St. Croix Valley Foundation website
- Deadline: March 31, 2025.

The Sterbenz-Ryan Scholarship was established in 2016 by local businessmen Richard Sterbenz and Martin Ryan who wanted to "give kids like them a shot at life they never had." This scholarship supports traditional and non-

traditional students who otherwise may not have the opportunity to pursue a degree due to challenging life circumstances and financial constraints. Special consideration is given to Century College, Metro State University, or Northwood Technical College students.

Eligibility and Exclusions:

- Public post-secondary school in MN or WI is required
- Must maintain a 2.0+ GPA
- The majority of the scholarship must be spent directly on tuition
- Limit of 4 total scholarships/student
- Due to the competitive nature of this scholarship, no advanced degrees will be considered
- Students renewing a scholarship MUST enter the access code provided from the email invitation that they received from the St. Croix Valley Foundation. Questions? Reach out to hherron@scvfoundation.org

[TEACH Grant](#)

The TEACH grant provides grants of up to \$4,000 per year to students who agree to teach for four years at an elementary school, secondary school, or educational service agency that serves students from low-income families.

If a student does not complete the service obligation, all TEACH Grant funds are converted into an interest bearing Unsubsidized Stafford Loan. A cumulative GPA of 3.25 is required and students must complete an in-person TEACH Grant counseling session with a Financial Aid Advisor on the Saint Paul campus. A separate application is required for the TEACH Grant.

For more information about the TEACH Grant, please visit the Federal Student Aid website.

[UNCF 3M Science. Applied to Life. Scholarship.](#)

The UNCF 3M Science. Applied to Life. Scholarship program was established to provide need-based scholarship support to underrepresented high school seniors and current first-year college students from Saint Paul Public Schools, local Charter Schools serving Saint Paul students, or the North Saint Paul-Maplewood-Oakdale School District. Successful applicants must be interested in pursuing a STEM degree, or already enrolled in a STEM degree program as a full-time student at a U.S. based four-year college or university. Preference will be given to students attending HBCUs

Deadline: May 27 at 11:59 p.m. ET

Visit UNCF.org to apply.

Eligible students must:

- Must be a high school senior or current first year college student from:
- Saint Paul Public Schools
- Charter schools serving Saint Paul students
- North Saint Paul-Maplewood-Oakdale School District
- Be a U.S. citizen or permanent resident of any race or ethnicity.
- Possess a minimum cumulative grade point average of 2.5 on a 4.0 scale.
- Complete a Free Application for Federal Student Aid (FAFSA) form.
- Have a demonstrated, unmet financial need as verified by your college or university.
- Be planning to enroll full-time or already enrolled at an accredited U.S. based four-year college or university as a freshman.
- Be interested in pursuing or already pursuing a STEM degree.

[University grants and scholarships](#)

Foundation Scholarships: The Metro State University Foundation supports several scholarship programs for students. Applications are required for these programs and are available for a limited application period. To review the available scholarship opportunities from the Foundation and for applications and deadlines, visit Scholarships.

Student employment as a form of financial aid

[Federal Work Study Program](#)

The Federal Work Study program provides funding of students in a variety of on-campus jobs. Students who are employed under Federal Work Study earn an hourly wage and are paid every two weeks. Earnings from the Federal Work Study program are typically used to pay for a student's indirect educational expenses rather than applied to tuition and fee charges on the student account. Students must have a completed financial aid file in the Financial Aid Office before they can be considered for any work study position.

[State Work Study Program](#)

This program is similar to the Federal Work Study program but eligibility for the program is limited to residents of the State of Minnesota.

[Student Worker](#)

Student worker positions are on-campus jobs which are not funded by either work study program. Students do not need to be eligible for financial aid to be hired for these positions. Positions are funded through the university departments' budgets.

[Student Job Postings](#)

Current work study and student worker opportunities can be found in the Student Employment section.

Financial aid forms

[Consortium Agreement](#)

- [Minnesota State Consortium Agreement \(PDF\)](#)
- [Non-Minnesota State Consortium Agreement \(PDF\)](#)

If a student is attending more than one school during the same semester, a consortium agreement must be completed to ensure that a student receives their full financial aid. Federal regulations state that only one school can pay a student's financial aid per semester. Use this form if you are receiving financial aid from Metro State (the "home" institution) and are taking courses at another school (the "host" institution). Please see Taking Courses at Another Institution for additional information.

It is the student's responsibility to pay all tuition and fees at the "host" institution.

[Disability Discharge Agreement](#)

- [Disability Discharge Agreement Form \(PDF\)](#)

Submit this form if do not have federal aid eligibility due to prior completion of a disability discharge on your record. This form is to determine reinstatement of your federal loan and if you are able to engage in substantial gainful activity as verified by a physician.

[MN Child Care Grant](#)

The MN Post-Secondary Child Care Grant (CCG) program provides funding directly to students who need assistance with childcare expenses while attending school. The grant funding is limited and is available to Minnesota resident undergraduate and graduate students who have not completed 10 full-time semesters (or its equivalent) of enrollment in post-secondary education. Students also must complete the FAFSA or Minnesota Alternative State Financial Aid Application to be considered.

How to apply:

- Login or create an account on the MN Aid Student Portal
- Click on 'Online Applications' and find the 'Post-Secondary Child Care Grant Application'
- Fill out the online portion and hit 'Save'. The next page will instruct you to print your application - you must click the 'Print CCG Application'

button and print out the actual application. We have free printing for all students on campus.

- Take the printed application your child care provider—they need to complete Section B.
- Turn in the completed application to Gateway Student Services (first floor of Founders Hall on campus).

NOTE: Additional verification for this program is required by the Financial Aid Office with your provider to verify child care information, resolve any conflicting information in students' aid application (Example: county benefits reported, exemption discrepancy between taxes filed and number of children receiving child care, etc). Child Care Grant applications are considered complete and evaluated for eligible students only after provider verification and other necessary documentation is received by the university. If funding limitations are reached, a waitlist is established and students will be notified of their standing on the waitlist. Visit the MN Office of Higher Education webpage for additional eligibility criteria that must be met and other frequently asked questions.

[MN Residency for State Aid Programs](#)

Complete this eform to determine if MN residency criteria is met for consideration for state aid programs (such as, MN State Grant and North Star Promise Scholarship). To complete this eform, be sure to log into the eform when prompted with your StarID and password.

- MN State grant questionnaire

Submit this form (if requested) to determine your eligibility for Minnesota State Grant funding.

[MN GI Bill® Application](#)

- MN GI Bill® Application

The MN GI Bill® is available to eligible veterans who have an unmet financial need, meaning college costs that exceed the financial assistance they are receiving from scholarships, Federal Veteran's benefits, and Federal and State financial aid programs.

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 on the VA website.

[Special Circumstances Appeal](#)

- Special Circumstances Appeal

Use this digital form if you have a special circumstance that could affect your ability to contribute toward your academic expenses. The purpose of the special circumstances form is to inform the Office of Student Financial Aid of unusual or extraordinary information that is not included on your FAFSA form that may increase your student aid.

What you need:

- When you fill out the form, please provide detailed explanation as to why you are requesting a special circumstance. (Loss of employment, decrease in work hours, medical expenses, etc.)
- In the form, please attach any documentation that supports your statement.

For loss of income: Unemployment benefits, termination letter, decreased work hour notification from work, HR exit packet, previous/current federal SIGNED taxes, W2's, current paystub, doctor's note, police reports, etc.

For cost of attendance increase: Invoices and itemized payment billing for any educational related expenses incurred within term that you want to be considered. This can include, medical bills, electricity bills, travel for clinicals, childcare, and/or shelter costs.

Attach all the documents to the appeal and submit it. Please note that special circumstance appeals can take up to 30 days to review. If additional documentation is required, this will add to the timeline for review.

[Unusual Circumstance—Dependency Override](#)

- Unusual Circumstance Appeal

When you apply for financial aid, your answers to certain questions on the FAFSA determine whether you're considered dependent or independent for financial aid purposes. If you are considered a dependent student, you must report your parents' income and assets as well as your own. If you are considered an independent student, you report only your income and assets (and those of your spouse, if you're married). Submit this petition if you have an extreme and unique situation (such as an abusive family situation) that would prevent you from being able to obtain your parents' information. Please be advised that the U.S. Department of Education has revised the policy regarding dependency overrides, and we are no longer able to grant dependency overrides solely on the basis of self-support and independent living standards.

[Return Loan Funds Request](#)

- Return Loan Funds Form (PDF)

Submit this form if you would like to return all or part of any loan funds that were disbursed to you during the current award year.

[Satisfactory Academic Progress \(SAP\) Appeal](#)

- Appeal for Academic Suspension, Financial Aid suspension, and Registration Appeals eForm

Students who have been placed on financial aid suspension due to low GPA and/or cumulative completion rate, please fill out this combined form.

- Maximum Time Frame Appeal

Submit this appeal form if you have reached max time frame and have a hold. Please attach the following to your appeal:

- Degree Plan – List the specific courses you have left to take and in which term you plan to take them

[Statement of Educational Purpose](#)

- Statement of Educational Purpose (PDF)

This form must be completed on campus at Gateway Student Services with valid, unexpired, government-issued identification. Questions? Please contact Gateway Student Services at 651.793.1300, option 5.

[Statement of Proof of Eligible Citizen-Resident Documentation](#)

- Statement of Proof of Eligible Citizenship Form (PDF)

This form is to be used if the student is unable to appear or provide in person at Metro State with original documentation for purposes of showing eligibility of U.S. Citizenship or Permanent Residency.

[Tax Return Forms](#)

IRS forms to request your confidential income information. These forms will have your tax information (or lack thereof) mailed to you. Once you receive them, please turn them into our office as they are necessary for the financial aid application verification process.

- 2025–26 4506T 2023 Tax Return Transcript

[Authorization of Miscellaneous Charges and Bookstore Credit Form](#)

According to federal regulations, Metro State University is required to have your signed authorization in order to apply Federal financial aid proceeds to

pay charges other than required tuition and fees. One example of a non-required charge applied to your student account is the bookstore credit program.

If you are eligible for Federal, State and institutional financial aid, and if this financial aid exceeds your tuition and fees, you may grant permission to Metro State to pay these non-required charges with the proceeds of your financial aid. This authorization remains valid until you rescind this authorization or graduate from your program.

Log in to your eServices to complete this form.

[Authorization to Release Student Information](#)

Authorization to Grant or Revoke Access to Student Education Records (May 2025)

This form allows students to authorize a 3rd party to access student information protected under the Federal Family Education Rights and Privacy Act (FERPA).

Helpful information

Need to schedule an appointment for extra help with your financial aid?

Email Gateway Student Services or the Financial Aid Office with your question, possible meeting dates/times and contact information. You will be assisted either by phone or in person by a financial aid expert. Individual appointments are available at the Saint Paul location.

Financial aid policies

In addition to being aware of the terms and conditions around financial aid, individuals 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 Metro 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.

[Statement of Misrepresentation](#)

Under the Higher Education Act, institutions are not permitted to misrepresent the nature of their educational programs, financial charges, or the employability of their graduates. Metro State University is prohibited from making any false, erroneous, or misleading statement directly or indirectly to a student, prospective student, member of the public, accrediting agency, state agency, or Department of Education. A misleading statement includes any statement with the capacity, likelihood, or tendency to deceive or confuse. A statement is any communication made in writing, visually, orally, or through other means. Misrepresentation includes disseminating a student endorsement or testimonial given under duress or as a condition of program participation. Further, substantial misrepresentation is any misrepresentation in which a person could reasonably be expected to rely, or has reasonably relied, to that person's detriment.

The regulations regarding misrepresentation describe misrepresentation concerning, the nature of the education program (major), financial charges, employability of graduates, and/or relationship with the Department of Education. A Title IV eligible school may not describe its participation in a way that suggests approval or endorsement by the Department of Education for the quality of its educational programs.

The Communications and Marketing Department maintains copies of all promotional materials. Directors of each department or division are responsible for ensuring that this requirement is followed and that employees understand their responsibility when communicating with members of the public, students, and prospective students.

[Verification of Application for Financial Aid \(FAFSA\)](#)

It is Metro State's policy to verify all student applications selected by the FAFSA processor. Metro 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.

Schedule Financial Aid appointment

Need to schedule an appointment for extra help with your financial aid? Email gateway@metrostate.edu or financial.aid@metrostate.edu with your question and possible meeting dates/times and contact information. You will be assisted either by phone or in person by a financial aid expert. Individual appointments are available at the Saint Paul campus location.

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 Metro 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 current FAFSA year. For example, if the student begins attendance in summer 2027, the application for financial aid for that term is the 2026–2027 FAFSA, as summer is the final term for that FAFSA application. Keep in mind, if the student intends to continue enrollment beyond the summer 2027 term, the 2027–2028 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:

- Visit Student eServices and log in.
- On the left, 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.

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 Metro State University (home school). It is important for students to complete the consortium agreement form so they can receive aid based on the true number of credits they are enrolled in if approved. Ex: If a student is taking 5 credits at Metro State University and 4 credits at another college, upon completion of the consortium agreement the student should receive financial aid at 9 credits.

Note: This does not mean the classes will be covered entirely.

Metro State agrees to accept the credits taken at the host school on the same basis as if Metro State offered the courses. The course or courses taken at the host school will appear on Metro 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 Metro 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:

- Download the correct Consortium Agreement form below. Register for courses at the host school.
- 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.
- Take the form to the appropriate Metro 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.
- 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 Metro State registrar a copy of an official transcript showing the earned grade in the course at the end of the semester.
- The student must notify the Metro 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.
- Please submit an itemized billing statement from your visiting school in order for Metro State to review your full aid eligibility. Without that billing statement, there may be aid that we are not able to determine, and or slow down the process.
- Submit the form to the Financial Aid Office at Metro State for processing. Please allow 7-10 business days for processing.

Forms

- [Minnesota State Consortium Agreement \(PDF\)](#)
- [Non-Minnesota State Consortium Agreement \(PDF\)](#)

*In order for consortium course(s) to be evaluated and appear on your Degree Audit, 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. Students are responsible for the balance at the host college. Tuition and fee charges at the host school will not be paid by Metro State. As the home school, Metro State will credit all financial aid for to the student's account at Metro 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](#)

Metro 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 (note: as of October 1, 2026, the Minnesota Dream Act will be renamed the Minnesota Alternative State Financial Aid Application)

[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

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:

- Federal Unsubsidized Direct Loan
- Federal Subsidized Direct Loan
- PLUS Loan
- Federal Pell Grant
- Iraq and Afghanistan Service Grant
- Federal SEOG
- 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%. Percentages are determined by using the total number of days in the standard calendar payment period (or module within standard term) as the denominator and using the student's withdrawal date as the numerator. The numerator is divided by the denominator and the result is the percentage of aid the student has earned for the term.

If the return to title IV calculation indicates the student has unearned aid previously disbursed, the university will return the unearned aid to the Department of Education on the student's behalf which will create a balance due to the university. The student is responsible for repaying any unearned aid as a result and will be billed to inform them and initiate repayment. If any unearned aid was determined to be, all or in part a loan disbursement, the institution-initiated return of these title IV funds will reduce the overall loan debt accordingly with the Department of Education. If the return does not completely reduce the student's loan balance with the Department of Education, then the outstanding loan debt will be repaid to the Department of Education based on the terms of the student's master promissory note.

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.

[Credit Balances after Withdrawal](#)

Title IV credit balances due to the student that are calculated as a result of R2T4 calculations will be disbursed to the student account within 14 days of the R2T4 calculation.

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 within 30 days of the date of the school's determination that the student has withdrawn - before any funding will be processed. The student will be granted at least 14 days to respond to accept or decline the funds. If no response is received, the university will not release any loan funding. Post Withdrawal disbursements of Federal Direct Loans will be made within 180 days after the determination of the withdrawal. All PWD disbursements are applied to a student's account balance first, and the resulting credit balance will be disbursed to the student within 14 days from the date of disbursement.

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.
- The disbursement of financial aid will pay for tuition, fees and bookstore charges in that order.
- 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 Metro State Third Party Authorization for Payment form. Forward the signed form to Third Party Billing, in Founders Hall 329. Students using a third party must also sign the Bookstore Credit and Other Miscellaneous Charges Authorization.
- Third-party Authorization for Payment Form (PDF)
- Bookstore Credit and other Miscellaneous Charges Authorization Form (PDF)
- 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 Nurse Anesthetist program

[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 2026–27 will be available in October 2025 for enrollment in Fall 26, Spring 27, and Summer 27. A FAFSA is not required for private loan applications only.

You can find the FAFSA online at the Federal Student Aid website. Metro State University's Federal School Code is 010374.

Review Nurse Anesthetist program details including tuition and differential course fees.

[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, contact the financial aid office.

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.

Important Update: Under the One Big Beautiful Bill Act (OBBBA), the Federal Direct Graduate PLUS Loan Program is being eliminated for new borrowing beginning with the effective implementation of the law. Graduate students will no longer be able to borrow Graduate PLUS Loans for academic periods subject to the new law. Students will instead be limited to the annual and aggregate borrowing limits established for the Federal Direct Unsubsidized Loan Program. Limited transition provisions may apply to certain students who previously received Graduate PLUS Loans and continue to meet the federal eligibility requirements. See changes on the H.R.1 Financial Aid changes page.

Students are encouraged to plan ahead and contact the Financial Aid Office to discuss available financing options if additional funding is needed.

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. Metro 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 Metro State University students over the past three years. The lender list is updated each spring with the most current information.

Under the Truth in Lending Act rules, private education loans are subject to self-certification, three consumer disclosures at specific times in the application process, and a three-day delay in disbursement. Due to the number of steps involved in the private loan application process, applicants should allow a minimum of three weeks for processing. 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, contact the financial aid office.

Visit Metro State's loans webpage for more detailed information on Student 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 Disbursements, a technology solution powered by BMTX, Inc., according to the student's selected refund preference.

If you have questions about BankMobile Disbursements or disbursement of financial aid, contact Gateway Student Services, or visit the BankMobile refund choices webpage.

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 our Withdrawals and Return to Title IV page.

Satisfactory Academic Progress

Metro 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. The complete policy can be accessed online.

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), or online.

When to apply

While FAFSAs are processed on a rolling basis, applying early will ensure you receive adequate notice regarding your award and allow time for processing loans should you choose to accept them. The following dates are suggestions for priority processing. Students should apply by these dates for enrollment beginning:

- Fall apply by May 1
- Spring apply by November 1
- Summer apply by April 1

Academic terms covered by a single FAFSA are fall, spring and summer.

Students who wish to begin enrollment with the summer term, will need to complete the FAFSA for the remainder of the current academic year and another for the upcoming academic year at about the same time.

Only fully admitted, degree-seeking students are eligible for financial aid. While the FAFSA may be completed prior to admission, no awards will be calculated until the student is admitted.

Financial deadlines by term

Fall 2026

- Friday, September 11, 2026
- Fall 2026 financial aid disbursement begins

Spring 2027

- Monday, December 7, 2026
- Spring 2027 bookstore credit program begins
- Thursday, December 17, 2026
- Spring 2027 tuition payment deadline
- Tuesday, January 19, 2027
- Spring 2027 bookstore credit program ends
- Friday, January 29, 2027
- Spring 2027 financial aid disbursement begins

Apply for Financial Aid

1. Complete the FAFSA or MASAA online

The FAFSA can be completed on the Student Aid website. Minnesota Alternative State Aid Application (MASAA) should be completed on the MN Office of Higher Education website.

Metro 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 2026–2027 is available beginning October 1 for enrollment in Fall 2026, Spring 2027, and Summer 2027.

[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 through the student's eServices account. 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.

Note: On July 1, 2026, the changes to Federal financial aid programs enacted as part of H.R.1 (the One Big Beautiful Bill Act) take effect. Learn more about how H.R.1 affects financial aid.

[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 with BankMobile Disbursements, a technology solution powered by BMTX, Inc. 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 SAI formula does not consider, you may request that Metro 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.

What to expect

After you have completed the FAFSA and applied for admission you will receive and need to respond to your aid offer and understand how your aid will work.

Accepting your loans

A Financial Aid Award Notice may include an amount from the William D. Ford Federal Direct Loan program. The Federal Direct Loan program is a low interest loan program that provides loan funds that are to be repaid after you complete your program of study or stop attending on an at least half-time basis (whichever occurs first). The funds for the Federal Direct loan come directly from the Department of Education.

Unlike the grants included in your Offer of Financial Assistance, there are additional steps you must take in order to receive a Federal Direct Loan. It is important to follow each of these steps to avoid delays in receiving your student loan funds. (Not having an accepted Federal Direct loan for the semester is a common reason for not being eligible for the bookstore credit program at Metro 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.

[Student Loan Advocacy](#)

The Minnesota Department of Commerce has recently completed the integration of a Student Loan Advocate to their staff as recently as the 2023 Minnesota Legislative session to implement and oversee a student loan borrower complaint process. The Student Loan Advocate may be reached by phone at 651.539.1022 or through their online complaint form. Visit their website which informs students on their rights with regard to student loans and additional information.

Check your aid status

To check your financial aid status or to review your awards, please follow the steps below.

- Login to eServices
- Click the "Financial Aid" link from the left-hand navigation
- Choose the semester you want to check near the top of the page
- There are five options available under "Financial Aid":
 - Aid Application Status: displays the current status of your financial aid application for the selected semester. If it's "Ready for Payment," your accepted aid for the number of credits you are enrolled for will apply to your student account on the published disbursement date for that semester. Remember, you must request your student loans by completing the Online Loan Request under the "Loans" link to receive your loan funding for the semester.
 - Awards: displays the awards you are eligible for at full time level only. Loans showing as "estimated" status will not be paid out to you. You must complete the Online Loan Request found within eServices.
 - Award by Credit Level: displays an estimate of your aid at varying credit levels for the selected semester.
 - College Financing Plan: displays your costs and estimated awards at full time status. The college financing plan disappears after aid begins to disburse for the academic year.
 - Loans: follow the onscreen instructions within eServices and be sure to complete all steps. Loan funds apply to your student account.

Disbursement of financial aid

Financial aid is disbursed starting the 14th day of each term and then regularly thereafter 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 Disbursements according to the student's selected refund preference.

If you have questions about BankMobile Disbursements or disbursement of financial aid, contact Gateway Student Services.

To view our third-party servicer contract for refund management, [click here](#).

Selecting your refund preference through BankMobile Disbursements

Metro State uses BankMobile Disbursements, a technology solution powered by BMTX, Inc., to disburse any refund money students may have. To select your fund disbursement preferences with BankMobile Disbursements, visit the BankMobile website.

Request a check

If you do not select a refund preference through BankMobile Disbursements, you can request a check.

- Check issuance requests must be made at least 24 hours in advance.
- Check requests cannot be made until BankMobile Disbursements has processed your refund.
- To request a check, send email from your university email account to 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.

What else should I know?

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 Metro 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.

Metro 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

Metro 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 applied to all categories of students, 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 and transfer credits are included in the calculation of Cumulative Grade Point Average.

Program Specific Requirements

Bachelor's Degree

- Maintain a cumulative grade point average of 2.0 or better
- Complete 67% or more of credit hours attempted at Metro State University including consortium and transfer credits
- Complete the degree program within the following Maximum Time Frame limits:

First Bachelor's 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

- Maintain a cumulative grade point average of 3.0 or better
- Complete 67% or more of credit hours attempted at Metro State University including consortium and transfer credits.
- Complete the degree program within 150% of the total degree requirements (e.g. Maximum Time Frame limits (excludes transfer credits)).

11.4 Evaluation Periods

A. Evaluation Periods

The academic year for programs at Metro 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 Metro State Student Conduct Code (Policy 1020).

Notification of Failure to Meet Standards

Students are notified by email to their official university email account 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 Metro State University email 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 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 Metro 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 Metro 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 Metro 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 the period of the academic plan.
- 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.

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.

Updated 1/09/2024

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 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](#)

Metro 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](#).

[Loan Reduction Due to Less than Full-time Enrollment](#)

- Institutions are required to reduce annual loan amounts in direct proportion to the percent of full-time status the student is enrolled.

- If a student drops a course or withdraws from a course at any point within the semester and they go below full-time, we will be required to reduce their loans in a subsequent term.
- This will be effective for the 2026–2027 aid year for ALL students. For more information, visit the [Loan Reduction Requirement link](#).

[Right to Revise Awards](#)

Metro 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.

Financial aid policies

In addition to being aware of the terms and conditions around financial aid, individuals 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 Metro 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.

[Statement of Misrepresentation](#)

Under the Higher Education Act, institutions are not permitted to misrepresent the nature of their educational programs, financial charges, or the employability of their graduates. Metro State University is prohibited from making any false, erroneous, or misleading statement directly or indirectly to a student, prospective student, member of the public, accrediting agency, state agency, or Department of Education. A misleading statement includes any statement with the capacity, likelihood, or tendency to deceive or confuse. A statement is any communication made in writing, visually, orally, or through other means. Misrepresentation includes disseminating a student endorsement or testimonial given under duress or as a condition of program participation. Further, substantial misrepresentation is any misrepresentation in which a person could reasonably be expected to rely, or has reasonably relied, to that person's detriment.

The regulations regarding misrepresentation describe misrepresentation concerning, the nature of the education program (major), financial charges, employability of graduates, and/or relationship with the Department of Education. A Title IV eligible school may not describe its participation in a way that suggests approval or endorsement by the Department of Education for the quality of its educational programs.

The Communications and Marketing Department maintains copies of all promotional materials. Directors of each department or division are

responsible for ensuring that this requirement is followed and that employees understand their responsibility when communicating with members of the public, students, and prospective students.

[Verification of Application for Financial Aid \(FAFSA\)](#)

It is Metro State's policy to verify all student applications selected by the FAFSA processor. Metro 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.

REGISTRATION AND REGISTRAR'S OFFICE

Registrar's Office

Location: Founders Hall

Telephone: 651.793.1300

The Registrar's Office provides services in the areas of document imaging, records retention, transfer evaluation, registration, graduation, term/curriculum records, class scheduling, grade recording and veteran benefit certification.

Academic records

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

Access to student information-FERPA

- Academic Records
- Access to student information-FERPA
- Update personal information
- Enrollment verifications
- Veteran Benefit Certification
- Duplicate diploma
- Certified Electronic Credentials (CeDiploma/CeCertificate)
- Request transcript
- Public information request

Student records, including Metro 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

Metro 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 Metro 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.

- Authorization to Grant or Revoke Access to Academic Records Form, May 2025 (PDF)

Students who do not wish to have their directory information disclosed to a third party, or students who previously requested nondisclosure but now wish to authorize the release of their directory information complete this form. Directory information is publicly available information contained in the education record. Each school has its own list of directory information. Metro State's list includes name, area of study, dates of attendance, most recent educational institution attended (prior to Metro State), grade level or enrollment status, degrees, honors, awards received, and date of graduation. Metro State does not provide any contact or other information in its list of directory information. By stopping the release of directory information, employers and others will not be able to verify your attendance and/or graduation as we will not be able to verify that you have had any relationship with Metro State.

- Non-disclosure of Directory Information Request Form, August 2026 (PDF)

Update personal information

[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 or 651.793.1300.

To change your address and phone information:

- Log into eServices using your StarID and password
- In the left-hand navigation, click Account Management
- Click on Address Info

- 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 to update that particular address type.

[Name or Social Security Number Change](#)

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

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

[Preferred Name Request](#)

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

- [Preferred Name Request](#)

[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

Metro State University is committed to getting you the documentation you need to verify your enrollment for student loan deferment, employment verification, or other purposes. If documentation from the National Student Clearinghouse is not accepted, please feel free to contact Gateway Student Services to request a letter on letterhead or ask us to send an In School Deferment Form.

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.

Duplicate diploma

To request a duplicate diploma, complete the [Duplicate Diploma Request Form](#) (eForm - must complete within 30 minutes or you will be timed out)

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.

Benefits

- **More than a paper credential**
 - An official, secure and verifiable PDF version of your accomplishment!
- **Different from a transcript**
 - Unlimited sharing with family, friends, employers and social media.
 - Proof of education with only the important details.
 - Simple for employers to read and understand.
- **Better than an eDiploma**
 - Each credential provides a unique [12-digit CeDiD \(Certified Electronic Document Identifier\)](#). The CeDiD allows for [instant proof of your accomplishment using Validation Services](#).
- **Enhances your resume**
 - Expedite the verification process by providing your CeDiD and validation URL on your resume.

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.

For additional information about the Certified Electronic Credential features, trademarks and patents, please visit cecredentialtrust.com.

Request Transcripts

Note: We are not affiliated with Metro 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 that will prevent the release of a transcript.

[Regular transcripts](#)

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

- Paper transcript: \$5.40 per copy
- e-Transcript: \$7.15 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 per copy
- [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 per copy + \$5 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 per copy + \$15 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.

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 Directory Information \(PDF\)](#)

Registration

All registrations should be completed online through your student [eServices](#). Gateway Student Services staff is available to answer your questions but is not able to process registrations.

Not a student yet? Get started and [apply today](#) by [selecting this link](#)

- Summer 2026: May 16–August 14, 2026
- Fall 2026 August 22–December 13, 2026
- Summer/Fall 2026 priority registration begins Monday, March 23, 2026
- Summer/Fall 2026 class schedule available in eServices Sunday, March 1, 2026

Summer/Fall 2026 Registration Windows based on completed and transfer credits (date will display in eServices)

- Monday, March 23, 8 a.m. Graduate Students
- Monday, March 23, 8 a.m. Select Cohort Students
- Monday, March 23, 8 a.m. 120+ CR
- Thursday, March 26, 8 a.m. 90-119 CR
- Tuesday, March 31, 8 a.m. 60-89 CR
- Friday, April 3, 8 a.m. 0-59 CR
- Summer Visiting Student Registration Opens Monday, April 6, 8 a.m.
- Summer Registration for Senior Citizens (62 and older) opens Monday, May 18, 8 a.m.
- Fall Visiting Student Registration Opens Monday, June 8, 8 a.m.
- Fall Registration for Senior Citizens (62 and older) opens Monday, August 24, 8 a.m.

Find your advisor

Your assigned academic advisor is listed on the top of your degree audit report (DARs). Also, the list of [Undergraduate Advising Centers for each college or school](#) is available for you to view.

Preparing to register

Plan ahead for the next registration period about one month after current classes start—when registration starts, advisors are often overloaded and some courses fill quickly.

Successful registration

- **Know your registration window:** Register as soon as possible after your window opens. Registration windows are assigned based on the number of completed credits you've earned.
- **Check for holds:** In eServices, click on "Registration Holds" in the menu on the left.
- **Keep requirements in mind:** Go over your degree audit report and clarify what course requirements are necessary for your major and for graduation.
- **Financial aid and tuition:** Have a payment plan in place and understand any restrictions or requirements you may have for financial aid.
- **Placement assessments:** Your results will help you select the math and writing courses to fulfill graduation requirements that are best for you.
- **Waitlists:** If a course is full, add yourself to the wait list.

Registration mistakes to avoid

- Don't take too many courses because you want to finish your degree quickly. If you withdraw or fail because you don't have enough study time, you'll waste time and money. Pace yourself.
- Don't ignore prerequisites. If you don't have the right preparation for a course, don't register for it.
- Don't take a course you already completed elsewhere.
- Don't repeat a course if you don't need to.
- Don't take courses that don't count toward fulfilling your degree's requirements.

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 Metro 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](#).

Choosing a major

As you think about a possible major, ask yourself these questions:

- Which is more important to employers in my field of interest: academic credentials or work experience?
- Do employers in my field of interest require a particular degree or major to progress in my career? Or is it more important to have a bachelor's degree and the major is less important? Does the employer prefer a generalist degree?
- What is important to professionals in my future career, my current employer and work peers? What is important to me and to other significant people in my life?
- How many credits beyond the minimum 120-124 will it take to complete my preferred major? Would it serve me better to choose a shorter major or program in order to finish sooner?
- Will I pursue a master's degree in the future? Will I need a bachelor's that prepares me for the master's? Do I need to build in graduate school prerequisites?
- Do I have strong credentials or a lot of experience in my chosen field? In general, those with weaker experience in a field are advised to select a focused major in that field rather than a general or individualized program.
- Am I selecting this degree because I don't know what else to choose?

Step 1

Become familiar with resources and services that can assist you in choosing your major and understanding your career options.

- [Visit the Career Center](#)
- Schedule an appointment with an academic advisor to discuss your questions
- [Get involved with student organizations](#) that can build transferable skills in your field

Planned Completion Date:_____

Step 2

Develop a list of all the academic majors and careers you want to explore

- [Read about majors](#) in which you have an interest
- Ask about career and interest assessments available at the Career Center
- Seek ideas from your instructors, relatives, classmates, friends, etc.

Think big. Think outside the box.

Planned Completion Date:_____

Step 3

Gather information about the majors and careers on your exploration list

- Learn about degree requirements for these majors by meeting with your academic advisor and [reviewing details about the program](#).
- Meet with faculty who teach in these majors to learn more about the curriculum, courses in the major, and what you can do with each major after graduation
- Talk with people who work in the careers you are interested in. Find out what they do, what they like about their career, what skills and knowledge they need, and how they got into that career.
- Read about the careers related to your potential majors at the Career Center and library
- Keep a journal as you go through your exploration with entries describing your activities, what you have learned, and your thoughts

Planned Completion Date:_____

Step 4

Evaluate majors and careers and narrow your choices

- Eliminate any majors or careers you have no further interest in considering
- List all the pros and cons for the remaining majors and related careers that you are considering

- Discuss with your academic advisor or the career center how your major and career choices connect and schedule a follow-up appointment
- Narrow your choices to 2 to 3 majors you will explore further

Planned Completion Date:_____

Step 5

Evaluate the majors on your "narrowed down" list

- Make a list of your interests, skills, and values. Which majors or careers do your interests, skills and values fit with?
- What are potential rewards or practical issues you need to consider when reviewing your list of majors and related careers
- Write down any additional pros and cons that you've learned about these majors and related careers
- Review and compare pros and cons
- Meet with the academic advisors, faculty and department chairs who work in these programs and find out about the course work and career opportunities
- Contact the [Alumni Association](#) for information by major about graduates who are available to talk to students about their studies and their careers since graduating
- Review your journal entries

Planned Completion Date:_____

Step 6

Choose your major and minors!

- Based on your evaluation of the majors on your narrowed down list, decide which major best fits your values, skills and interests
- Consider a double major, or adding a minor in other fields of study in which you are interested.
- Contact your academic advisor for help in determining requirements and the feasibility of your choice.
- Declare your major and plan what courses you should register for in the next semester.

Planned Completion Date:_____

Choosing and declaring a minor

Pursuing a minor gives you an opportunity to focus in an area of study apart from your major that is of particular interest to you, but without having to complete as many credits.

- Do I have interest in a subject that complements my major, such as organizational communication?

- Do I have a personal area of interest unrelated to my major, such as history?
- How many credits beyond the minimum 120 will it take to complete my preferred minor? Would it serve me better to focus my studies on a master's degree instead?

Wise planning early in your program may allow some courses in your minor to overlap with:

- General education requirements
- Liberal studies
- Courses in a major
- Free electives needed to meet the minimum credit requirement.

[How to declare a minor](#)

To formally declare a minor, [complete the Undergraduate Program Change or Declaration eForm](#).

Academic Forgiveness

Academic forgiveness is for students who are ready for academic success, but prior poor academic performance has prevented this success. If you think you could benefit from this forgiveness program, read the eligibility requirements of this one-time opportunity to establish a new undergraduate cumulative GPA.

[Application and Eligibility Requirements](#)

If you would like to apply for academic forgiveness, it is your responsibility to review the following eligibility requirements. If you meet all requirements, then submit the Academic Forgiveness Application found on the [Registrars Office Form Finder](#).

- You have been separated from Metro State University for at least six (6) consecutive semesters, including summer semesters
- You experienced academic challenges affecting your grade point average prior to separation
- You were readmitted through the regular readmission process
- You consulted your academic advisor
- You demonstrated academic success after readmission by successfully completing at least six (6) undergraduate credits within two semesters after readmission and earning a minimum average GPA of 2.75 for those 6 credits.

[Academic Forgiveness Impact to Records](#)

In compliance with Minnstate Procedure 2.9.1, Subpart B., Academic Amnesty, Metro State course grades earned prior to academic forgiveness will remain visible on your transcript but will not be included in the calculation of your cumulative GPA for the purposes of Satisfactory Academic Progress and minimum graduation requirements.

1. Academic forgiveness has the possibility of improving your grade point average and course completion rate which is used to determine Academic Standing and your achievement of the minimum grade point average required for graduation.
2. Due to federal financial aid regulations, academic forgiveness cannot impact financial aid eligibility
3. Academic forgiveness does not relieve minimum grade requirements of specific academic programs, such as majors.

Choosing classes

There is a lot to consider when choosing which courses you will register for. Your ultimate goal is to complete your courses with passing grades and continue to take classes in your next semester. To do this, you need to carefully consider several things when choosing your courses.

Your academic advisor understands your program requirements, course prerequisites, transfer courses, assessment scores, how to read the Degree Audit Report (DARs) and other important things to consider when choosing which courses to take and how many. For your first semester, your academic advisor can provide very useful guidance for a successful registration.

After your first semester, it can be helpful to re-connect with your advisor and make a degree completion plan. Here is a checklist of what you want to think about each semester when choosing courses to register for.

Checklist: How to choose the best courses for each semester

Choosing courses to register for is not often quick or easy. Use this checklist to prepare for registration by reviewing what is important to consider when choosing courses.

Keep in mind what the goal of your education is. Is it to:

- Engage in what you learn?
- Pass all your classes?
- Achieve the best grade possible for yourself?
- Not spend time or money on a course you aren't able to complete successfully?
- Apply your transferable skills and knowledge in your career?

Step one

Calculate how much time you must commit each week to be successful in your courses.

Time in class:

- 3 credit course = typical 3 hours of class time per week
- 4 credit course = about 4 hours class time per week
- Online classes = 3 to 4 hours per week of "class time." Even though you are not in a physical classroom, you must plan to spend "class time" reading instructions, understanding assignments, checking the syllabus and posting to online discussions.

Study time:

- 3 credit course = 6 to 9 hours of study time per week
- 4 credit course = 8 to 12 hours of study time per week
- Plan for more hours of study time if the course subject is difficult for you (i.e. math, science or writing can be easy for some students but difficult for others)
- Plan for additional time to work with tutors if you know tutoring will make you more successful

Commute time:

You may be taking courses on different campuses, depending on what section you choose and what courses are available. Plan drive time between campuses, work and your house. Remember rush hour takes more time. If you take public transportation, plan ahead.

Your weekly schedule:

Calculate what time you have available each week for all your activities using [this easy calculator](#) to plan your weekly schedule.

Decide and choose:

How many courses will you have enough study time for in your weekly schedule to do well?

Step two

Identify what courses you still need to take. To do this, you will need the following two items:

- DARs: Can be found in eServices
- Major checklist: Can be found on website program pages or from your advisor

What general education or liberal studies courses are remaining?

- Check DARs for goal areas 1 through 10 that are missing courses
- Check DARs for liberal studies: eight upper-division general education credits that you won't get from a community college
- "D" grades will transfer and fulfill a general education goal area, but not a major requirement

- Check DARs for general education credit requirements: are you missing credits?
- Total general education and liberal studies = 48 credits
- Check DARs for the degree requirement “Racial Issues Graduation Requirement”

What major courses are remaining?

- What transfer courses fulfill major course requirements?
 - Check your DARs to see if a transfer course is listed as a major requirement
 - Check with your advisor to see if there is anything missing
 - Check Transferology to see if previous course work is equivalent to a required course
- Be certain you don’t retake a course that was transferred or that you have already completed.
- A “D” grade will not meet the major requirement; you will have to repeat the course.
- Some majors have grade requirements that are higher than a “C.” Check with your advisor.

Step three

Know the major course sequence and course prerequisites.

- Take courses in the correct sequence.
- Always check the prerequisite course requirements found in the online course description.
- Major checklists may show a course sequence or will list courses in the order you need to take them.
- Students are responsible for knowing the course prerequisites and for following the course sequence. Do not depend on the registration system to keep you from registering.
- If you have a registration hold, contact your advisor or Gateway to find out about next steps.

Step four

Know when and where your courses are offered.

- Metro State University has multiple locations. Always look for the location of the course on the class schedule or in the course description.
- Be sure to check any notes in a course description. Notes explain if there are fewer class meeting times or if you are required to attend the first class
- If your courses are on different campuses, be sure there is time between classes to travel there.

- To find locations, use the key in the registration guide to understand the location name or abbreviation, and use the maps and location finder on the Metro State website.
- Check course start and end dates for half semester courses which may start or end mid-semester.
- Many classes are offered in the evenings, but there are also day time, online and weekend options

Step five

Make sure your registration is complete and you have registered for the right courses.

- If you complete online registration successfully, you will see a pop-up box that shows your course(s) and says “Registration Successful.”
- There are several places in eServices you can check to make sure you are registered:
 - Go to “View/Modify Schedule” and check to see that all your courses have been registered for.
 - Under “Grades & Transcripts” open up “Academic Record.” Your upcoming courses should be showing on your transcript.
 - View your DARs report and look under the section for Metro State credits.
- Double check dates, times, and class names and numbers to be sure you choose the class you wanted.

Other considerations

Twelve credits is considered full-time. Unless you are in academic difficulty, you may register for a maximum of 16 credits per term without special permission. This means that you are responsible for planning a credit load that works for you. You must request your academic advisor’s approval to register for more than 16 credits.

Financial aid recipients

Students normally must register for at least six credits to be considered for loans. Contact Gateway for questions about financial aid eligibility.

International students

Students on a visa must register for a minimum of 12 credits to be a full-time student. Check with the International Student Advising Office for questions about visa requirements.

Veterans

Because there are minimum registration requirements which can affect various education benefits, students who qualify for Veterans benefits should contact the Veterans and Military Student Services.

Delivery method (type) of courses

Metro State University offers an individualized approach to learning in a variety of delivery methods.

The delivery method refers to the instructional format the course will be presented by the instructor, such as in-person or online or a bit of both. 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, take quizzes, and more. Courses with defined online delivery methods may require intermediate computer/internet skills. For online learning and course access information, go to [Student Online Learning Resources](#).

Delivery methods differ depending on the amount of time you may need to spend in a seat at a particular time and how you will connect with course materials, your professor, and your peers.

Hyflex (if you wish to be remote), Blended/Hybrid, Mostly Online, and both forms of Completely Online require students to have a computer and internet. If the course includes proctored exams, a computer with a web camera is required. **Read the course notes in Student e-services course schedule carefully.**

[On Campus:](#)

Instruction is face-to-face on-campus. Classes meet at scheduled times and locations per Student e-services course schedule.

[Blended/Hybrid:](#)

A planned mix of in-person (in person on-campus) sessions and structured online learning. Look for the scheduled dates and times for in-person sessions and any scheduled online class sessions.

[Hyflex/Flexible:](#)

Meets weekly with a day, time, and assigned classroom. Students will have the option of attending each class in person or remotely through an online communication platform such as Zoom.

[Mostly Online:](#)

At least 75% of course instruction is online with up to two possible in-person meetings and up to four required proctored exams, which two may be a combination of meeting and testing. Look for the scheduled dates and times for in-person sessions and possible scheduled synchronous online class sessions.

Completely Online-Asynchronous:

Instructional learning activities are completely online. No required classroom or in-person proctor testing sessions. Students follow the syllabus for course assignments, due dates and exam schedules and possible remote proctor requirements. Online participation is required the first week of class.

Completely Online-Synchronous:

Course instruction is completely online and has required scheduled synchronous meetings and activities as a class. Look for online meeting details of day and time on the course schedule.

Correspondence:

Independent studies that are mostly handled through mail (e.g., U.S. Mail) in print format.

Metro State has computers available through check out through the library on a first come, first serve basis. The student loaner laptop program is an option for students who may need to borrow a computer for longer term. Go to [Student Laptop Loaner Program](#)

Online courses

Online learning enables you to take courses over the Internet. At Metro 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.

About Online Study

Online courses at Metro 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.

- [Take the Online Education Quiz](#)

[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.

- [NC-Sara Approved States](#)

[International Students](#)

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

Making registration changes

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

Dropping courses

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

- Log into Student [eServices](#)
- Select "View / Modify Class Schedule"
- From here, you can drop or withdraw from your course(s).

- Drop: If you decide you want to drop, you need to drop your classes by the deadline published in eServices each term to not receive a "W" on your transcript and receive a full refund.
- Withdraw: Dropping after the drop deadline results in a "W" for "Withdraw" on your transcript. There is no tuition refund. Receiving a "W" does not affect your GPA. It does impact your completion rate.

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

[Drop for nonattendance or non-participation](#)

Students are dropped for nonattendance/non-participation after either first two class sessions/end of second week of term or after first week/class meeting with a mandatory first class/week attendance requirement as noted on class schedule.

Many factors go into reporting of nonattendance and you should not assume it will get reported. If you have decided not to attend classes and want a refund, be sure to drop your classes online by the posted drop date found in the [academic calendar](#).

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...

Please contact Gateway Services at 651.793.1300 or gateway@metrostate.edu.

Registration appeals

This process exists for students who are seeking one or both of the following, due to unforeseen and extenuating circumstances that prevented successful completion of their course(s):

- Removal from course(s) after the drop or withdrawal deadline has passed
- Refund/reversal of the tuition and fees

The deadline to appeal is 90 days after the course(s) being considered has(have) ended.

Incomplete appeals will be denied

- The appeal form requires you to select one category from the below that best fits your circumstances
- All criteria indicated beneath your selected category must be met

Medical

- Statement written and signed by a healthcare provider
 - On business letterhead, or sent from their professional email address
 - Clearly indicating:
 - Nature and date of injury, diagnosis, or treatment
 - The circumstances prevented your participation in the course(s)
- The following **cannot** be accepted:
 - Post-visit documentation from clinic or online patient portal including:
 - After-visit summary, discharge statement, prescription, or medication list

Death of student or family member

- Evidence of passing, which could include:
 - Death certificate, obituary notice, or burial service program
- If decedent was a family member, and the documentation does not verify that relationship, also include:
 - Birth certificate, or signed statement from healthcare or legal professional

Military

- Copy of orders for deployment/active duty

University Error

- Complete description of circumstances in Personal Statement field (on the appeal form)
- Documentation from university representative that verifies error or misinformation, which could include:
 - Written statement or email, proof of service request/ticket you submitted, or copy of erroneous course information (from syllabus or online schedule)

Other

- Complete description of circumstances in Personal Statement field (on the appeal form)
- Relevant supporting documentation

For all categories, coursework from one semester will be considered. Only if circumstances escalated or changed would coursework from an additional semester be considered.

Contact your advisor if you have questions regarding the appeal form or supporting documentation.

Due to privacy laws, appeals cannot be discussed by phone.

[Begin the appeal process here.](#)

In addition to registration, you will be offered the option to appeal one or both of the below by following the process:

Academic Suspension

- If you were placed on academic suspension, wish to be reinstated, and have not attended the university for one academic year (3 consecutive semesters, including summers) and have not been out for more than two years (6 consecutive semesters, including summers).

Financial Aid Suspension

- If you wish to receive future aid for enrollment after suspension.

Common Market Passport

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

- Bemidji State University
- Metro State University
- Minnesota State University, Mankato
 - For College of Business courses, students should send the course and section in which they would like to enroll, proof of prerequisites, and why they need the course to cobadvise@mnsu.edu
- Minnesota State University, Moorhead
- Southwest State University
- St. Cloud State University
- Winona State University

To qualify for the Common Market program students must:

- Have at least a 2.0 cumulative GPA

- Be an undergraduate student
- Be classified as at least a sophomore

To take part in this program, you must

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

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

Registration holds

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

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

Questions regarding registration holds can be directed to the Gateway Student Services Center at 651.793.1300.

Registration/blocks that a student may encounter

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

[Orientation](#)

Student has not completed the Online Orientation

- The student cannot register for courses until the Online Orientation has been completed.
- Students must register for the [Online Orientation](#).
- To show that they have completed the Online Orientation, they must take both the survey and quiz at the end to validate that they have completed it.
- Contact [Student Life and Leadership Development](#) if you have completed the online Orientation but the hold has not been removed.

Placement Assessment

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

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

Registration Window not open

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

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

Class is full

All seats are registered for

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

Academic Warning or Academic Probation

Student is on Academic Warning or Academic Probation

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

Access Code (for no major declaration)

A student has been enrolled for 1 year, has at least 80 credits, and has not declared a major.

- A student will have an Access Code if:
 - they have been enrolled at Metro State for at least 1 year, and
 - have completed at least 80 credits, and
 - have not declared a major.

- Contact your academic advisor to discuss the major declaration process and to receive your Access Code.

Prerequisite is not met

A student has not taken the prerequisite for the class:

- Course prerequisites can be found in the course description on eServices.
- Some classes have prerequisites but do not have a registration hold, and some classes do have a hold for course prerequisites. It is important for the student to check the course description.
- Find the appropriate prerequisite class and create a degree plan that incorporates the correct course sequence.
- There are situations in which a transfer course does meet a prerequisite but is not correctly identified on the degree audit. In this case, contact your academic advisor to request a prerequisite override.
- Contact your academic advisor if you have any questions.

Not Enough Credits

Student does not have the required amount of credits

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

Unpaid balance

Student has not paid

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

Repeating a course

Undergraduate students may, without permission, repeat Metro State courses at Metro 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.

Undergraduate Students: 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.

Graduate Students: Any graduate student that wishes to repeat a graduate course will need to submit this form with their Dean's or Advisor's signature.

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

Waitlist and course cancellations

The waitlist 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 waitlist:

- Student's 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
- Waitlist function is shut-off 11:59 a.m. on the Wednesday prior to the start of any given term: course(s) are then available to anyone if a seat becomes available
- No petitions/overrides for full wait-listed courses are processed until the waitlist is shut off

Course changes and cancellations

[Course changes](#)

Any day/date/time/location or update to 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](#)

Metro 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, Metro 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.

Immunization record form

All students are required to complete a Metro State University [Student Immunization Record](#) form.

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

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.

Satisfactory academic progress: Academic standing

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

The goals of an Academic Standing Policy are to:

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

[Good academic standing](#)

To be in Good Academic Standing, all students are required to maintain a cumulative Metro State University GPA equal to 2.00 or higher and a cumulative completion rate equal to 67% or higher. Your transfer credits are included in the calculation of your completion rate.

[Academic warning](#)

Students whose GPA falls below 2.00 and/or cumulative completion rate falls below 67% will be placed on an Academic Warning status. Students who are placed on Academic Warning are required to complete an Academic Success Workshop and are required to meet with their assigned academic advisor to register future semesters or make registration changes. Students who enroll on Academic Warning are required to return to Good Academic Standing after the next semester they enroll. Students that do not return to Good Academic Standing are placed on Academic Suspension.

Academic suspension

Students who are placed on Academic Suspension are given an opportunity to immediately appeal their suspension. Students who do not submit an appeal by the deadline or whose appeal is denied are required to sit out of the university for three semesters (one academic year, including summers) before they can request Reinstatement from Academic Suspension.

Students placed on Academic Suspension who are currently registered in courses for future semesters who do not immediately appeal or their appeal is denied will be dropped from their classes and their tuition and fees will be refunded.

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

Request reinstatement from Academic Suspension

Students on Academic Suspension who have sat out from the university for at least three semesters (one academic year, including summers), but not more than six semesters (two academic years, including summers) can request Reinstatement from Academic Suspension. The deadline to request Reinstatement from Academic Suspension is 60 calendar days prior to the start of the semester you are requesting to return.

Students wanting to Request Reinstatement from Academic Suspension need to complete the [Appeal for Academic Suspension, Financial Aid Suspension and Registration Appeals eForm](#).

Request readmission and reinstatement from Academic Suspension

Students who on Academic Suspension who have not attended for more than six semesters (two academic years including summers), are no longer admitted to the university. Students on Academic Suspension who are no longer admitted must first complete a [readmission application](#) to the university and will go through a Readmission and Reinstatement from Academic Suspension process.

Academic probation

Students are placed on an Academic Probation status after their immediate Academic Suspension appeal is approved, their request for Reinstatement from Academic Suspension is approved after sitting out for one academic year or their request for Readmission and Reinstatement from Academic Suspension is approved after sitting out for two academic years. Students on Academic Probation are required to meet with their academic advisor to receive approval to register. Students enrolled on an Academic Probation status are required to either return to Good Academic Standing after the first semester they enroll or earn a semester GPA equal to 2.25 or higher AND earn a semester completion rate equal to 75 percent or higher each semester until

they return to Good Academic Standing. Students who meet the conditions of their Academic Probation but are not in Good Academic Standing can continue to register in courses after meeting with and getting approval from their academic advisor.

Grade Level Progression

As degree seeking students' complete coursework, they will progress in terms of the traditional grade levels as follows:

- Less than 30 credits, classification will be Freshman (FR)
- Greater than or equal to 30 credits but less than 60 credits, classification will be Sophomore (SO)
- Greater than or equal to 60 credits but less than 90 credits, classification will be Junior (JR)
- Greater than or equal to 90 credits, classification will be Senior (SR)

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.

Enrollment in online courses for students outside Minnesota



National Council for
State Authorization
Reciprocity Agreements

Approved Institution

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

Metro 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 Metro State online courses from other states should understand the following critical information:

Metro 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.

Metro State students who wish to resolve grievances are encouraged to follow the [Metro 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](#).

- [Nursing](#)
- [Accounting](#)
- [Urban Early Childhood Education](#)
- [Elementary Education](#)
- [Teaching English as a Second Language](#)
- [MS Urban Education ESL](#)
- [MS Secondary Education – English](#)
- [MS Secondary Education – Mathematics](#)
- [MS Secondary Education – Social Studies](#)
- [MS Secondary Education – Life Sciences](#)
- [MS Secondary Education – Curriculum and Pedagogy](#)

Attendance Verification and Non-Attendance Reporting University Policy 2259

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 circulating 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 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 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.

Section 3. Definitions

- 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:
 - For 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 submit 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.

Issued on August 3rd, 2017.

Academic and graduation requirements

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

A minimum cumulative GPA of 2.0 is required for graduation.

Course requirements

Credit requirements: 120 total credits

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

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

- **[Minnesota Transfer Curriculum: 40 credits.](#)** Goal areas 1–10 are met by Minnesota community college AA degree. They are *not* met by AS or AAS degrees or community colleges outside of Minnesota.
- **[Liberal studies: 8 credits.](#)**
 - These credits must be:
 - Upper-division general education courses (300 to 500 level)
 - Designated as a liberal studies (LS) course
 - These credits are not:
 - completed by AA, AAS or AS degrees or the Minnesota Transfer Curriculum
 - met by any community college course (all community college courses are lower division, including courses that meet major requirements)

GELS goals and courses meeting those goals:

- [Goal 1](#)
- [Goal 2](#)
- [Goal 3](#)
- [Goal 4](#)
- [Goal 5](#)
- [Goal 6](#)
- [Goal 7](#)
- [Goal 7A](#)
- [Goal 8](#)
- [Goal 9](#)
- [Goal 10](#)
- [Liberal Studies](#)
- [RIGR](#)
- [Gen ed and LS elective](#)
- [Community Engagement](#)

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

Racial Issues Graduation Requirement (RIGR) and transfer coursework

All new or readmitted undergraduate students admitted fall 2016 or later must complete an approved learning experience (at least 3 credits) with a significant focus on race and racism to graduate with a bachelor's degree from the university. Upon review, an approved prior learning, independent study, theory seminar or transfer course from other accredited institutions may also be used to meet this graduation requirement.

- [More about RIGR](#)

Major courses

- Check your major's requirements or meet with your academic advisor to learn about the requirements.
- Some majors have foundation or pre-admission courses. These courses must be completed first and they may have minimum grade requirements. You may have to wait to declare your major until foundation or pre-admission courses, if any, are complete.
- All majors have required courses.
- Many majors have specific course sequences.
- You must take prerequisite courses before more advanced courses. Prerequisites are found with course descriptions.
- Many majors have elective courses. These are usually upper-division (300 to 500 level) courses. While some majors let you select your own electives, others have a set list of electives to choose from.
- Many majors have capstone courses at the end. These are required for graduation and should be completed at the end of the degree. Capstones often have prerequisites or credit completion requirements.

Credit transfers

[Transferology](#) is a free online tool you can use to find how courses might transfer between educational institutions.

DARS: Your degree audit report

The Degree Audit report is a degree planning tool for students that includes both transfer and Metro State coursework. You can access your Degree Audit report in [eServices](#) under "Academic Records." The report includes:

- How your transfer credits have been accepted and applied to General Education and Liberal Studies, including the Minnesota Transfer Curriculum.
- All the requirements needed to complete a specific program.
- Courses that have already been completed, grades received and hours earned, both at Metro State and in transfer.

- Transfer courses that have been made equivalent to Metro State University courses.
- Exceptions to degree and program requirements that have been processed.
- What is still needed to complete a program, with a list of courses that will satisfy each requirement.

Newly admitted undergraduate degree-seeking students: Access your report approximately 12–14 business days from your date of admission (minimum 2 business days required).

Updates: If you have courses in-progress at the time of your initial evaluation, or if you take courses at another institution while you are a student at Metro State, request a transfer update (see below).

Need help?: [Watch this video](#) or contact your academic advisor with any questions.

[Transfer update requests](#)

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

- Please request a transfer update only after your transfer coursework has been graded; we cannot complete the transfer update if you have ungraded courses
- Requests are processed in the order we receive them
- Depending on volume, requests take approximately 10–20 business days to process
- Transfer GPA is not recalculated after the point of admission, and will not change when a transfer update request has been processed
- An e-mail notification is sent to your Metro State student email account when your transfer update request has been processed
- You will need to request a transfer update every time you have additional coursework to transfer to Metro State

For transfer updates from Minnesota State institutions

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

- Please only request a transfer update from institutions where you have additional or updated transfer work

For transfer updates from all other institutions

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

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

[Appeals](#)

Students have the right to appeal transfer credit evaluation decisions.

Before you appeal: Work with your advisor to review your Interactive Degree Audit/DARS report and to discuss appealing transfer credit decisions before submitting an appeal.

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

[Transfer policies and procedures](#)

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

Academic Appeals

[Academic Appeals Procedure #209](#) provides an orderly process of appeals for decisions related to grades, program requirements, 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 there are specific procedures and regulations governing the appeals process, and you are responsible for knowing these procedures. If you decide to initiate an academic appeal, please read this document carefully:

- [Academic Appeals Procedure #209](#)

[Filing an Academic Appeal](#)

- An instructor's grade will not be changed during the appeals process unless there is clear and convincing proof the evaluation had been arbitrary and/or capricious and was unfair to the student.
- Formal appeals must be initiated within 60 calendar days of the posting of grades or evaluations. During those 60 days, students have the right to, and are encouraged to, try to resolve the appeal informally.
- Appeals filed during the student's last term may result in graduation being delayed.

Steps in the Academic Appeals process

Step 1: Informal Resolution of Grade Disputes

You should first attempt to resolve an appeal issue informally with the instructor. An instructor shall respond to a student's informal appeal within 14 calendar days of receipt of the appeal. In response, the instructor may simply explain the origin of the grade or come to another mutually agreeable solution.

This attempt to resolve the grade dispute with the instructor of record is the only step in the informal appeal process for the student. At this point, the instructor may wish to contact the department chair and/or curriculum unit coordinator regarding the status of the appeal.

If the instructor has given no response to the student after 14 calendar days, the appeal is considered denied and the student may proceed to file a formal grade appeal.

Step 2: Formal Appeal Process

You must begin the formal appeal process within 60 calendar days of the posting of the grade or evaluation. Once the formal process has started, the student must use the appropriate university forms and meet deadlines as stated on the appeal form and in this policy.

- To begin the formal appeal process, you must complete and submit an appeal form, available from the ombudsperson's office. The written appeal must include relevant information, such as your requested resolution of the grievance and any evidence or reasons you believe supports your requested resolution. Do not include information that is not relevant to the course grade as it will not be considered by the committee. The burden of proof rests with the student filing the appeal. If requested, the ombudsperson can guide you in formulating and filing an appeal.
- Upon receipt of the appeal form, the ombudsperson forwards copies to the instructor and appropriate department chair and appropriate dean (and/or designee).
- The formal appeal is first reviewed by the appropriate department chair. If the chair does not respond to the ombudsperson within 14 calendar days of receiving the appeal form, the appeal is considered denied. If denied, the appeal is then forwarded by the ombudsperson to the appropriate dean (and/or designee).
- The appropriate dean (and/or designee) must notify the student and the ombudsperson in writing of their decision within 14 calendar days of receiving the notification. If the appeal is denied, the response needs to provide a rationale for the decision.

- Within 14 calendar days of receipt of the dean's decision, you must notify the ombudsperson in order to bring the appeal before the Academic Appeals Committee. If you do not communicate with the committee via the ombudsperson within 14 calendar days, the ombudsperson shall bring a summary of the case to the committee, which will vote on whether to consider the case without the student being present at an appeal hearing or to close the appeal.
- The Academic Appeals Committee hears the appeal at its next scheduled meeting. Faculty serving on the committee must remove themselves in cases directly involving their own classes. Following the hearing, the committee forwards its recommendation, in writing, to the provost within 14 calendar days of the hearing.
- The provost and/or designee notifies, in writing, the student, ombudsperson, Academic Appeals Committee chair, appropriate dean, and instructor of their decision within 10 calendar days of receipt of the recommendation. This is the final step in the appeal process. **Decisions of the provost (or designee) are not appealable.**

Graduation

Graduation is the official confirmation of the completion of all degree requirements, as maintained on your degree audit report, and is recorded on your official transcript, both of which are administered by the Registrar's Office. Degrees are posted for the term in which the student registers for the Graduation Workshop and successfully completes all coursework. Degrees are posted once per term, based upon the official academic calendar date assigned per university policy.

Commencement is a formal event, held twice annually (spring and fall), to celebrate and recognize the milestone of completing (or the anticipated completion of) a program or degree for a respective group of students. Participation in commencement is optional and does not confirm completion of degree requirements. Commencement activities (Commencement Expo, President's Outstanding Student Awards, and Commencement) are facilitated by Student Life & Leadership Development. For information related to Commencement, see the [Commencement page](#).

In short, a student **graduates** when they complete all of their degree requirements, and can choose to participate in a **commencement ceremony** to celebrate that!

Apply to graduate

In order to apply for graduation, you must register in [eServices](#) for the Graduation Requirements Workshop, [WKSP GRAD](#), along with your final courses before the beginning of the semester in which you intend to graduate. You must register by that semester's course add/drop deadline.

Please carefully review your degree audit and connect with your academic advisor to ensure eligibility before registering for the graduation workshop.

WKSP GRAD is an online workshop through D2L Brightspace. It contains all the information concerning graduation and a quiz where you can select your intention to participate in a commencement ceremony.

Once you are enrolled in the workshop, your student account will be billed a \$20 graduation fee, payable through eServices, which covers the cost of your original diploma.

Failure to enroll in and/or complete the Graduation Requirements Workshop may delay or prohibit you from graduating.

Throughout the semester you are registered for the Graduation Requirements Workshop, your academic advisor and the graduation office will review your academic record to ensure you are eligible to graduate. Please monitor your Metro State email closely this semester as your advisor or the graduation office may reach out with any questions. If it is determined that you are not eligible to graduate that semester, you will be dropped from the Graduation Requirements Workshop and will need to re-register for the Graduation Requirements Workshop in the future semester you plan to graduate.

If at any point in the semester you determine you will no longer complete all requirements and graduate that semester, please contact the Graduation Office at graduation@metrostate.edu so we can remove you from the Graduation Requirements Workshop. You will need to re-register for the Graduation Requirements Workshop the future semester you plan to graduate.

Appeal to graduate post deadline

If you missed the deadline to self-register for the Graduation Requirements Workshop, please complete the Appeal to Graduate Past Deadline form below. Please note that this appeal is only for students who are **not** registered for the Graduation Requirements Workshop. **If you missed the deadline for the workshop quizzes, please contact graduation@metrostate.edu.**

- [Appeal to Graduate Past Deadline \(eForm - must complete within 30 minutes or you will be timed out\)](#)

Once you are enrolled in the workshop, your student account will be billed a \$20 graduation fee, payable through eServices, which covers the cost of your original diploma.

If you are having difficulty accessing the Graduation Requirements workshop please contact the Graduation Office at graduation@metrostate.edu.

Degree posting and transcripts

During the semester you are registered for the Graduation Requirements Workshop, your academic advisor will provide the graduation office tentative approval for you to graduate, given that you successfully complete any in-progress degree requirements.

Once final semester grades are posted in accordance with the official academic calendar, the graduation office will again review your student record to ensure that all requirements have been successfully completed. If you have successfully completed all requirements, your degree will be conferred (or awarded) and posted to your Metro State transcript. This will appear at the top left of your transcript (example below). You can view your transcript in [eServices](#). Degrees are posted once per term, based upon the official academic calendar date assigned per university policy. You can generally expect your degree to be posted 1-2 weeks after official grades are due.

If you do not see this designation on your Metro State transcript, your degree has not yet been awarded and you have not officially graduated. Common Reasons Degree Posting May Be Delayed

- **Unmet requirements.** You did not apply to graduate by registering for the Graduation Requirements Workshop (WKSP GRAD) or it was determined you were not eligible to graduate in the given semester and you were removed from the Graduation Requirements Workshop. Requirements to graduate can be found at this webpage: <https://www.metrostate.edu/academics/requirements>. Please contact your academic advisor.
- **Withdrawn (W) courses.** If you withdraw from a course needed to complete degree requirements in the semester you are registered for the Graduation Requirements Workshop, please contact the graduation office at graduation@metrostate.edu. You will be removed from the Graduation Requirements Workshop. You will need to re-register for the Graduation Requirement Workshop in a future semester.
- **Incomplete (I) grades.** Until incomplete grades are resolved and replaced with a passing grade, your degree cannot be posted. Please contact the graduation office at graduation@metrostate.edu once any incomplete grades in your final semester have been resolved.
- **Failing (F or NC) grades or below minimum GPA.** If a failing grade is awarded in a degree requirement and/or you do not have minimum cumulative GPA of 2.0, you will be removed from the Graduation

Requirements Workshop as you are no longer eligible to graduate. You will need to re-register for the Graduation Requirement Workshop in a future semester.

- **Pending transfer coursework.** All in-progress (IP) grades must receive a completed grade in order graduate. If you have any transfer work that is not reflected on your degree audit, please submit a transfer update request for courses completed at Minnesota State schools or your official transcript for all others.
<https://www.metrostate.edu/academics/credit-transfers>. Please note that as schools have varying final grade due dates so completing transfer work in your final semester may slightly delay your degree posting.

If your degree is not reflected on your transcript as anticipated, please first check your Metro State email for any communication from the graduation office or your academic advisor. Contact your academic advisor and the graduation office at graduation@metrostate.edu with any questions or concerns.

Honors

The honors designations for undergraduate degrees and the respective cumulative GPA required for each are as follows:

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

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

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

Diplomas

Diplomas are mailed to graduates' permanent mailing addresses approximately 8–10 weeks after degrees are posted. While your diploma and other documents will not be withheld due to late or overdue payments, other holds may impact timely delivery.

As a reminder, your diploma is mailed to the permanent address listed in eServices at the time your degree is posted. Students should notify graduation@metrostate.edu within three months from their graduation term if they have questions or issues.

Updates to your permanent mailing address can be made through [eServices](#).
Important Diploma Notes:

Two (2) separate packages are mailed to graduated students: one package is shipped directly from our diploma vendor containing your diploma, and another package is sent from Metro State University with an official (stamped and sealed) and an unofficial (unsealed) copy of your transcripts.

Students will be financially responsible to have a diploma reprinted and mailed to a subsequent address if they did not have the accurate permanent address listed in eServices at the time of degree posting. Students are asked to verify this address in the Graduation Workshop prior to graduation. Students will also be financially responsible if they request a new diploma be ordered with a name different from what was entered as Diploma Name in the Graduation Workshop.

If you have questions about your permanent address, contact gateway@metrostate.edu. If you have questions about your diploma name, contact graduation@metrostate.edu.

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

Questions?

If you have questions regarding your eligibility for graduation, please contact your advisor.

If you have questions about the Graduation Requirements Workshop, diplomas, or degree posting, please contact the Graduation Office at graduation@metrostate.edu.

Important dates

[Fall 2026](#)

Friday, August 28, 2026

Fall 2026 Graduation Requirements Workshop (GRW) registration deadline

[Spring 2027](#)

Friday, January 15, 2027

Spring 2027 Graduation Requirements Workshop (GRW) registration deadline

ACADEMIC SUCCESS

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.

Undergraduate academic advising goals

- Establish and maintain an academic advising strategic plan that is aligned with university goals and mission, and is incorporated into the university's strategic plan and budget.
- Build an integrated and effective academic advising infrastructure with university administration's commitment and investment to secure necessary technologies, resources, assessments, and training tools.
- Improve student academic success and persistence through engagement in an effective academic advising process and academic advising curriculum.
- Motivate, strengthen, and expand student learning by challenging students to assess, reflect on, and connect their educational experiences to their personal, life, and career growth.
- Advance students' educational and advising experiences through clear and accessible academic information, efficient systems, and supportive academic advising relationships.

Find your advisor

[You're admitted: What's Next?](#)

Congratulations on your admission to Metro State University. Shortly after you are admitted, your Degree Audit Report (DARS) will be available to review and an academic advisor will be assigned to you. Your advisor specializes in your program and can help you plan your path to graduation. If you haven't declared a major yet, you will be assigned an advisor who specializes in

helping students explore majors and careers. You will receive a letter or an email through your university email account with contact information for your assigned academic advisor.

Contact your advisor early with any questions related to your major, career exploration, study habits, time management or degree planning. You can also find your advisor's name, email and phone number on your DARS in your [eServices](#) account. The advisors contact information is near the top of the DARS.

If you have no advisor assigned on your DARS, or if your advisor is out of the office for an extended time, email or call the advising center connected to your intended major. Please see the list below.

[Undergraduate Advising Centers](#)

College of Community Studies and Public Affairs
651.793.1341
CCSPA.advising@metrostate.edu

College of Individualized Studies
651.793.1937
CIS.Advising@metrostate.edu

College of Liberal Arts
651.793.1457
CLA.advising@metrostate.edu

College of Business and Management
612.659.7269
CBM.advising@metrostate.edu

College of Nursing and Health Sciences
651.793.1368
CNHS.Advising@metrostate.edu

College of Sciences
651.793.1641
COS.advising@metrostate.edu

School of Criminology and Criminal Justice
763.657.3749
SLCadvising@metrostate.edu

School of Urban Education

651.793.1341
UED.Advising@metrostate.edu

Not yet admitted to Metro State?

[Schedule an appointment with an Admissions Counselor](#) to discuss how to apply for admission to the university.

Improving academic skills and habits

Effective study and learning habits

- Attend all classes, arrive on time and stay for the entire session.
- Review the class syllabus carefully to assess the instructor's teaching style and your learning style.
- Enter due dates of assignments, quizzes and exams in your calendar and schedule time to work on them before the due dates.
- Go to class prepared to participate.
- Complete assignments on time.
- Schedule blocks of time to study before each session.
- Discuss academic skills with your advisor and find resources to enhance your skills.

Advising syllabus

This advising syllabus communicates the expectations of what you will learn and be able to do as a result of your academic advising experience at Metro State University. It outlines student responsibilities, advisor responsibilities, and the essential information and skills needed to navigate your education throughout your educational journey at Metro State.

Academic advising is central to Metro State's teaching and learning mission, in addition to the academic success of our diverse student body.

Professional academic advisors and faculty advisors will:

- 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 while promoting 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.

Expected student learning outcomes

As a result of your partnership with your academic advisor, you will be able to:

- discuss and clarify academic and career goals meaningful to you
- understand your degree and major requirements
- interpret and effectively use the Degree Audit Report (DARs) in your educational planning
- develop a degree plan and select appropriate courses and course loads to progress towards graduation
- understand how to use registration resources effectively to register for appropriate courses
- incorporate career and professional development activities into your educational plan
- understand when and how to declare your major program
- identify and access campus services and resources to support your success
- value the role of academic advising in your learning process
- articulate how your education has prepared you for your next career steps

Demonstrating your achievement of learning outcomes

You will demonstrate achievement of the student learning outcomes as you take responsibility for course registration, academic planning and completion of degree requirements.

Responsibilities in a student–advisor partnership

Advisor expectations include:

- Providing a safe environment for you to share your thoughts, questions and concerns.
- Respecting your individual values, goals, and choices. Ask you questions and listen respectfully.
- Providing you with accurate information about the University's programs, registration processes, academic policies, procedures, deadlines and degree requirements.
- Teaching you how to find and use important degree planning tools.
- Helping determine progress towards your degree. Providing an evaluation of how your transfer courses will apply toward your major. Assisting you in creating a degree completion plan. Helping you explore alternative course options, and determining a realistic course load that fits your life.
- Assisting you with major and career exploration. Help you clarify your academic and career goals, and make educational plans consistent with your goals, strengths and interests.
- Assisting you in gaining decision-making skills and in assuming responsibility for your educational plans and achievements.

- Being accessible to you via phone, email and in-person appointments. Keep appointments.
- Responding to your email and telephone messages in a timely manner:
 - Standard response time is within 48 hours or two business days.
 - Response time may be up to 4-5 business days during busy registration times and around the start of the term.
- Keeping accurate notes of your interactions and discussions.
- Maintaining student confidentiality in accordance with FERPA.
- Helping you determine your needs to refer you to appropriate campus resources and services for your academic, career, and personal development.
- Conducting them self ethically and professionally. Demonstrate intercultural competency. Represent the College and University by administering (enforcing) policies and procedures.

Student expectations include:

- Discussing your goals and educational plans during your meetings. Share your interests, concerns, and aspirations with your advisor. Ask questions and be involved in the advising process. Be prepared for your advising appointments.
- Learning how to find and understand your degree requirements, course prerequisites, college and university policies, and important deadlines and dates. Make informed decisions about your academic program by learning how to use the DARS report, Major Requirements Checklist, Course Sequence, and other University resources.
- Monitoring your progress towards completing your graduation requirements. Confirm that your transfer courses have been evaluated accurately. Inform your advisor of updates or changes to your educational plans. Learn strategies to balance your academic responsibilities with your personal, work and family commitments.
- Being open to exploring, developing and clarifying your personal, career, and educational goals. Be open and willing to consider advice from faculty, advisors, and other mentors.
- Learning to solve problems and make decisions. Improve priority setting, critical thinking, and study skills. Accept responsibility for academic decisions, progress, and successful completion of graduation requirements.
- Knowing where and how to access your academic advisor.
- Initiating contact with your advisor.
- Scheduling and attending advising appointments.
- Reading your university email daily for official communications, deadlines and messages from your advisor.
- Tracking and keeping notes of what you have discussed, requirements, deadlines, what actions you need to take.
- Asking questions.

- Locating and use student support resources and services. Understand, access, and use educational tools and resources. Ask your advisor for help. Follow through on referrals.
- Conducting yourself professionally, ethically and respectfully in dealing with your advisor and all university faculty and staff. Comply with university policies and procedures. Demonstrate communication skills by expressing yourself professionally verbally, non-verbally and in writing.

Tutoring and Testing Services

Tutoring Services Hours

In-Person Hours **Monday–Friday:** 10 a.m.–1 p.m., 2 p.m.–6 p.m.

Virtual Hours **Monday–Thursday:** 10 a.m.–8 p.m. and

Friday–Saturday: 10 a.m.–6 p.m.

Writing: LIB Suite 219, STEM+: SEC 122

- tutoring@metrostate.edu

- [651.793.1460](tel:651.793.1460)

Tutoring Guidelines and Info

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.

Writing

- Writing tutorials are available in-person, on Zoom, or through Written Feedback.
- Tutors can help students with any written document at any stage of the writing process.
- Students can have 1 tutorial per day and up to 3 tutorials per week.

Math and Science

- Math and science tutorials are available in-person and on Zoom.
- Quick questions can be answered through drop-off help.
- Tutors are specialists in specific subject areas and courses.
- Students can have 2 tutorials per day (1 per course) and up to 6 tutorials per week.

Computer Sciences

- Computer science tutorials are available in-person and on Zoom.
- Help with quick, specific questions is available through a drop-off form.
- Tutors are specialists in specific subject areas and courses.
- Students can have 1 tutorial per day and up to 4 tutorials per week.

Business

- Business tutorials in accounting, economics and finance are available in-person and on Zoom.
- Quick questions can be answered through drop-off help.
- Tutors are specialists in specific subject areas and courses.
- Students can have 1 tutorial per day and up to 4 tutorials per week.

Placement assessment

New Main, L205

testing@metrostate.edu

651.793.1538

In-Person Hours **Tuesday–Thursday:** 8 a.m.–4:30 p.m.

Virtual Hours **Monday:** 8 a.m.–4:30 p.m. and **Friday:** 8 a.m.–4:30 p.m.

More Info

Evening session occurs once a month on a Tuesday; business hours on evening session days will be 12–8:30 p.m. Please check with the Testing Office for details on the specific date.

All testing is by appointment only.

Minnesota State course placement guidelines

Metro State University follows Minnesota State Board Policy 3.3 – Assessment for Course Placement and System Procedure 3.3.1.

Course placement is determined using multiple measures of academic readiness, which may include standardized test scores, high school GPA, prior coursework, and placement assessments such as Accuplacer. Guided self-placement may also be available in consultation with an academic advisor.

Assessment testing

Accuplacer testing at the Testing Center is available to admitted students and individuals affiliated with Metro State University. If you need an alternative testing location, visit accuplacer.org for additional options.

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.

Appeals process

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

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

Questions?

If you have any questions regarding course placement, please email [**testing@metrostate.edu**](mailto:testing@metrostate.edu) or call 651.793.1538.

Accuplacer Testing

In-person Accuplacer testing

- Available to Metro State University students
- Appointments are required and seating is limited
- To schedule an appointment, email [**testing@metrostate.edu**](mailto:testing@metrostate.edu) and include your Student ID or StarID. Alternately, register through [**RegisterBlast**](#).

Remote Accuplacer testing

To complete Accuplacer testing remotely, follow these steps:

- Verify technology and environment requirements:
 - Desktop or laptop computer (no phones or tablets)
 - Stable internet connection
 - Webcam
 - Quiet testing environment
- Download and install Zoom
- Confirm Zoom is working properly ("Join with Video")
- Verify your computer meets [Accuplacer system requirements](#)
- Email testing@metrostate.edu to schedule an appointment (include Student ID or StarID)
 - Register through [RegisterBlast](#) (note: only complete this step after receiving a test voucher from the Testing Center)

Preparation for the Accuplacer test

The purpose of ACCUPLACER tests is to provide you with useful information about your academic skills in math, English, and reading. The results of the assessment are used to determine your course selection.

You cannot "pass" or "fail" the placement tests, but it is very important that you do your very best on these tests so that you will have an accurate measure of your academic skills.

To ensure that test scores accurately represent your skill levels, you may wish to review basic concepts in reading, grammar, arithmetic, trigonometry, and algebra before taking ACCUPLACER, especially if you have been away from school for some time.

The Accuplacer website provides [practice tests and preparation resources](#) for Next-Generation Accuplacer tests. You can print out the results as soon as you complete the tests. The results will be loaded into the university student records system in about 1-2 work days during the registration period.

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.

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.

Community Engagement

Community Engagement embodies 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. Community Engagement provides students and faculty with the resources to connect student learning and faculty scholarship with community knowledge and expertise through civic engagement, community partnerships, and public programming.

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

Shared definition of community engagement

Community engagement describes collaboration between institutions of higher education and their larger communities (local, regional/state, national, global) for the mutually beneficial exchange of knowledge and resources in a

context of partnership and reciprocity. The purpose of community engagement is the partnership of college and university knowledge and resources with those of the public and private sectors to enrich scholarship, research, and creative activity; enhance curriculum, teaching, and learning; prepare educated, engaged citizens; strengthen democratic values and civic responsibility; address critical societal issues; and contribute to the public good.

From the [Carnegie Classification](#).



Civic engagement

The Institute for Community Engagement and Scholarship works closely with faculty, staff, and students to build civic knowledge, skills, and attitudes by integrating civic education into campus life and academic coursework.

The university vision states that the faculty, staff, and students of Metro 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. Community Engagement works closely with faculty, staff, and students to build civic knowledge, skills, and attitudes by integrating civic education into campus life and academic coursework. Student- and course-centered activities that enhance exploration of current issues in the classroom are typically also open to and benefit from the diverse perspectives of the broader community.

Read more about the American Democracy Project, Citizen Alum, Metro State Votes, the GROW-IT Center, Community-Engaged Scholarship grants for faculty, and what it means for Metro State University to be an “anchor institution.”

Community-engaged learning

The Institute for Community Engagement and Scholarship provides consultations with faculty who are designing or redesigning community-engaged courses. One-to-one consultations provide resources and expertise on best practices for high quality community-engaged learning including equitable partnership development, syllabi integration, student preparedness, critical reflection, risk and liability, and evaluation and assessment.

An effectively designed community-engaged course represents a high-impact teaching practice that promotes deep, integrative learning.

Faculty can consult with an Institute for Community Engagement and Scholarship team member by emailing community.engagement@metrostate.edu.

Benefits of community engaged courses

For students:

- Engages different learning styles
- Provides an opportunity for students to identify and dissect biases and stereotypes, empowering them to develop new understanding
- Enhances work-force development and students' employability through applied learning and professional network development
- Encourages civic engagement and social responsibility, and decreases effects of cultural and political apathy
- Offers opportunities for students to learn and practice leadership, communication, critical thinking, and problem solving
- Integrates new ways of thinking and community knowledge
- Expands meaning and understanding of disciplinary knowledge

For community partners:

- Supports the organization's mission and goals and increases visibility
- Provides access to university resources
- Meets community-identified needs
- Allows organizations to play a role in educating and challenging students
- Engages the community in mutually beneficial work

For faculty:

- Enlivens and invigorates teaching
- Generates new avenues of community-based research, scholarly projects, and publication
- Supports professional development by engagement of faculty and students as both teachers and learners in creative and innovative practice
- Enhances potential for strong faculty/student relationships

- Increases engaged student participation in class, and increases students' ability to internalize course material through application of objectives.

Resources for faculty

To provide assistance to faculty who incorporate community-engaged learning into current or new university courses, the Institute for Community Engagement and Scholarship will:

- Connect faculty to a broad network of relationships in diverse communities and organizations
- Organize site visits with prospective partners to discuss shared interests and collaboration
- Assist faculty in selecting appropriate community-based sites for courses, faculty-designed and student-designed independent studies, scholarly research, and capstone projects
- Provide community-based learning course models and assistance with syllabus design
- Share ideas and methods for integrating reflection into the learning process
- Act as liaison between faculty, community organizations/agencies and students
- Orient students to, and, if needed, provide/facilitate training for community-based projects
- Disseminate assessment and evaluation tools
- Inform faculty of funding opportunities for course development and other community-engaged scholarship
- Link faculty to national, regional, and local resources and professional development options such as training, conferences, and speakers

Types of academic community engagement

Community-engaged learning isn't one type of pedagogy, but an umbrella term for a broad set of teaching and learning methods that typically combine mutually beneficial relationships with community organizations, academic learning, critical reflection, and civic skill development.

Community-engaged research: An opportunity for students to collaborate with a community partner to conduct research. Community organizations often determine the research question and co-collaborate on the analysis and dissemination of findings.

Clinical: An experience where students apply and practice academic skills in a professional setting, often health-related or legal fields. Typically, the experience is offered in a credit-bearing course related to other more theoretical courses, or is offered as a culminating experience after a sequence of theoretical courses.

Critical service-learning: An optional or required out-of-classroom service experiences or projects connected to the learning goals of the course and

asks students to interrogate systems of inequality, question the distribution of and their relationship to power, and develop authentic relationships with community partners.

Disciplinary capstone projects: A culminating course where students demonstrate the integration of disciplinary knowledge through a project that is of benefit to the community.

Entrepreneurship: Students explore and build skills in planning and/or developing businesses, enterprises, or social ventures that address a societal need.

Field study: Students practice skills, conduct research, and/or explore academic content in an off-campus setting. The setting is primarily a context to benefit and enhance student learning.

Internship/co-op: An uncompensated or compensated off-campus activity in a student's field of study in which the student explores industry-related or work-related issues and/or develops professional and para-professional knowledge and skills. Typically, the student's work is supervised and evaluated by a site coordinator or the instructor.

Practicum: A course involving practical experience in a professional or other work-related setting in which the student applies learning gained from theoretical or other academic study. Activity might include supervised opportunity as part of a pre-service professional experience.

Student teaching: Pre-professional and/or pre-service experience, usually as part of a teacher education program through which a student conducts experiential learning within a formal education school setting. The student participates in supervised teaching that is evaluated by a supervising teacher or instructor.

**adapted from University of Minnesota's Office for Public Engagement and Vanderbilt University's Center for Teaching.*

Community partnerships and outreach

Metro State University is committed by its mission to academic excellence and community partnerships through curriculum, teaching, scholarship, and services designed to support our urban mission.

Partnerships and outreach describe two different but related approaches to community engagement.

Partnership focuses on collaborative interactions between campus and community for the mutually beneficial exchange, exploration and application of knowledge, information and resources. Partnership examples include the St. Paul Public Library which operates its Dayton's Bluff Branch in a co-located university library and information center on the Saint Paul campus; or

the GROW-IT Center, a community-university hub for knowledge exchange, research and teaching about food security and urban agriculture.

Outreach focuses on the application and provision of university resources for community use with benefits to both campus and community. For example, reduced rental rates for community and nonprofit use of campus facilities; or The Zone Homework Help Center, where university students tutor neighborhood youth to assist in mutually beneficial academic development.

[We want to hear your ideas](#)

If you have an idea for a community-university partnership or would like more information, please contact us by email at community.engagement@metrostate.edu or call 651.793.1285.

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.

[Library and Learning Center](#), 150
career.center@metrostate.edu
[651.793.1528](tel:651.793.1528)

What is an internship?

An internship is a structured, credit-bearing field experience in which a student acquires and applies knowledge and skills while working within a community, business, or government setting. Internships can be paid or unpaid and should contribute to the student's academic learning goals.

Internships help students integrate theory and knowledge gained in the classroom with real world applications to develop professional skills, increase confidence, better understand interests, and build valuable networks. In some cases, an internship experience can lead to a job offer with the organization.

Internships are opportunities that students participate in with an organization (nonprofit, business, or government agency) that provide an experiential learning opportunity aligned with their learning goals. Depending on the academic department's internship guidelines, this could include a current place of employment when new learning occurs. Many organizations have internship programs developed with existing position

descriptions while others may develop an internship experience specifically for a Metro State student.

Why complete an internship for academic credit?

- Earning credit for your internship contributes to your degree completion.
- It is an opportunity for a faculty member to get to know you and your work beyond the classroom experience.
- It is easier to commit the required time to complete the internship if it is built into your course load and schedule.
- Many employers prefer their interns earn credit because they have greater confidence the student will be more reliable and engaged.
- You will have the support of the Career Center and a faculty member, so if problems arise, we are able to help resolve them.

Finding an internship

To register for an academic internship, Metro State University students must be currently registered and have a minimum cumulative 2.0 GPA and be in good academic standing. Metro State students have several resources available to them to identify internship opportunities that align with their learning goals and major/minor. **Please note that Metro State University does not place students in internships, but rather provides resources to identify an internship opportunity that is right for you.** Students should plan to begin their internship search at least one semester before they start the experience, and often sooner. For example, many companies hire summer interns in September or October of the previous year.

STEM career and internship resources

College of Sciences encourages students to plan their approach in exploring options of internship and undergraduate research. Doing an internship or participating in undergraduate research not only gives you a sense for what certain careers are like, but also provides valuable experience to include in your job and graduate school applications.

Preparing for a Career in STEM Regardless of whether you intend to get a job or pursue graduate studies after you graduate, you will find yourself in a competitive market. Doing an internship or participating in undergraduate research not only gives you a sense for what certain careers are like, but also provides valuable experience to include in your job and graduate school applications.

- Many companies hiring STEM majors list prior work experience related to the position as a minimum or preferred qualification.

- Graduate programs now routinely ask about undergraduate research experiences and research publications as part of the application process.

[Paid versus credit-bearing internships](#)

Both paid internships and credit-bearing internships provide valuable work experience in preparation for a future career. You should not assume that companies without established internship programs are not open to hiring interns. Such companies may still be interested in having an intern, particularly if the student is receiving college credit for the internship rather than monetary compensation.

Within the College of Sciences, program specific internship requirements and guidelines can be found:

- [Computer Science and Cybersecurity Department Internship](#)
- [Mathematics and Statistics Department Internship](#)
- [Natural Sciences Department Internship](#)

[Undergraduate research](#)

Students interested in pursuing graduate studies in any STEM-related field or intending to work in a research laboratory after graduation are strongly encouraged to seek out research opportunities, ideally in their junior year. Such opportunities are also valuable experiences for math and science teaching majors.

Working with your faculty advisor once you've been accepted into STEM major, it's good to share with them your post graduate academic plans and research interests. Within the College of Sciences, research options depend on major program/discipline of study and can be done on or off campus.

[On campus](#)

Many faculty in the College of Science are working on research projects and would be very interested in supervising undergraduate students. Talk with faculty in your program to discuss research options and how to incorporate it towards degree completion and future post-graduate academic planning.

[Off campus](#)

Explore some of these STEM off campus research options and work with your faculty advisor on next steps to apply and get credit for your research experience.

- [National Science Foundation Research Experiences for Undergraduates](#)
- [Howard Hughes Medical Institute HHMI](#) (science research)
- National Institute of Health (science research) [NIEHS summer research internship](#)

- Stanford Research Internships for Students from Other Schools [Stanford U science outreach](#)
- University of Minnesota Medical School [Life Sciences Summer Undergraduate Research Program \(LSSURP\)](#)
- Research internships in Neuroscience at UMN (contact Professor Cindy Harley)
- [Air Force Research Labs](#)

Learning strategy options

While courses provide students with a familiar learning environment, Metro 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](#).

Faculty-Directed Learning Options

[Courses: Face to face, Online, Hybrid/Blended](#)

Face to face refers to those courses held in a classroom. While listed as “Lecture” or LECT in the Class Schedule, activities may also include class discussions, exercises, team work, projects, and more, plus the opportunity to talk with and learn from an instructor regularly.

Online courses offer students a flexible learning environment that is balanced with structured assignments and due dates, and frequent online contact with instructors and fellow students. Internet courses are offered on the online course platform, which enables students to work asynchronously (different times/different places) at their convenience. Fully online courses have the designation AYSN for asynchronous.

Hybrid or blended courses refer to those that have both an element of face to face and online work. This format shows the designation BLHY in the class schedule. Students taking online courses should have easy access to the internet, be comfortable doing reading and writing online and browsing the internet, and have basic word processing and file management skills.

Online and Blended/Hybrid courses are identified in the advanced search menu of the class schedule and eServices, under 'Delivery Method'.

[Faculty-Designed Independent Study](#)

As the name suggests, a Faculty-Designed Independent Study (FDIS) is developed and led by Metro State faculty members. FDIS are available in almost every area of the curriculum. There are no class or face-to-face meetings; most communication is completed through mail, email or the university's online learning platform.

An FDIS may be an alternative approach to learning, with the same learning outcomes as the course of the same name, or an FDIS may have a unique subject area or address a specialized subject, not offered in a classroom or online format. Although faculty have designed these independent studies with specific learning objectives in mind, students can sometimes negotiate individual learning objectives and fine-tune other aspects of the independent study to meet their individual needs.

FDIS are offered in the Class Schedule, designated as INDS and section 21,. They can be found by sorting for Faculty Designed Independent Study under "Delivery Method" in Advanced Search menu of the online or [eServices](#) Class Schedule.

[Deadlines](#)

An FDISs must be completed by the end of the semester for which it is registered. If you choose to register after the start of the semester for an independent study, you will have a shorter amount of time to complete. Work is due on the schedule set up by the instructor; grades are posted at the end of the semester.

[Theory Seminars](#)

Theory seminars are designed specifically for students with significant experience and practical knowledge in a subject, but limited theoretical knowledge. The seminar provides an accelerated format to augment prior learning with related new learning, and to integrate practical knowledge with new theory. Seminars are offered in subjects such as Communications, Travel and Culture, Student-Directed Learning, and Community Leadership. Some specialized subjects like child psychology/child care and Perspectives 301 for the Individualized B.A. program are also offered as seminars.

Qualifying for a theory seminar generally involves completing a diagnostic survey or short quiz, which may be self-scoring. The diagnostic is typically submitted to the seminar instructor for advice about whether the seminar is the correct format. A diagnostic or syllabus may also be requested from the instructor, or from the student-directed learning [advisor](#).

Find Theory Seminar information in the [Class Schedule](#). Under “Advanced Search,” do a keyword search for “theory seminar.”

Student-Directed Learning Options

Student-Directed Learning (SDL) is an umbrella term that covers a number of ways to earn credit in a topic of your choice or for what you already know.

If you are interested in incorporating one of these options into your degree program, consult with your advisor or the SDL office. It is important to make sure that you choose options that will work for your program.

Make sure to review the [Frequently Asked Questions](#).

[Independent study/exam programs](#)

Well known national testing programs whose results are accepted for transfer credit at Metro State include:

- [College Level Examination Program, CLEP](#) If you decide to take a CLEP test, consider starting with [Modern States](#). Modern States provides prep courses for each test, practice exams, and vouchers to pay for CLEP tests.
- [DSST](#), Get College Credit exams
- [Thomas Edison Credit by Exam](#)

These programs also offer test prep materials that you can review before you decide to take an exam.

[Alternative credit providers](#)

These options provide self-paced courses that are accepted as transfer credit:

- [StraighterLine](#)
- [Sophia Learning](#)

[Credit for certificates, licenses, and other credentials](#)

Do you hold a certificate or other credential? You may be able to [earn credit for it at Metro State!](#)

[Theory seminars](#)

Sometimes, students have some practical experience in a subject, but haven't learned the theoretical aspects. Theory seminars were developed to fill in those gaps. Theory seminars are described at metrostate.edu/academics/success/strategy/faculty-directed.

Department specific options

Some departments have developed student-directed learning options specific to their areas. Check with the SDL office for specific information.

Student-designed independent study and prior learning assessment

- Are you interested in a subject that isn't taught at Metro State?
- Do you have prior learning from work, volunteering, or other experience?
- Do you want to earn credit for your expertise or prior learning?

Metro has options for you.

Student-Directed Independent Study—Think of this like proposing a course that only you will take. You propose a course title, description, learning outcomes, and activities—readings, research, projects. Then, get matched with a faculty member. Once you and the faculty member agree, you get registered and actually do the learning activities you proposed. The faculty member will grade it just like a regular course.

(Note: if you find that fields in the pdf version of this form are appearing misaligned, try opening in a different browser or downloading the file to work offline):

- [**SDIS proposal form-PDF**](#)

Prior Learning Assessment—PLA is for students who already have college level learning that hasn't been assessed for credit. You can match an existing course or draft a proposal that matches your specific expertise. In either case, you and a faculty member will decide how to demonstrate that you have met the learning outcomes.

(Note: if you find that fields in the pdf version of this form are appearing misaligned, try opening in a different browser or downloading the file to work offline):

- [**PLA proposal form-PDF**](#)

For both PLA and SDIS, keep the following in mind:

- Tuition for these options is lower than regular tuition, but the fees are the same. [**metrostate.edu/finances/tuition**](https://metrostate.edu/finances/tuition)
- If you are using financial aid, contact Gateway about how it will apply to SDIS or PLA.
- Follow the Student-directed learning checklist as you prepare your proposal:
 - [**Student-directed Learning Checklist**](#)

Support

SDL has lots of options and it can be a challenge to navigate. The SDL office can help!

- Advising Sessions: The SDL director is available to meet with you. [Schedule an appointment.](#)
- Student-Directed Learning (SDL) Resource site in D2L. This site provides information about SDL processes. Log into D2L and go to Discover. Search for “Student-Directed Learning.”
- [METR 100 Getting Credit for What You Know](#): This one-credit course helps students examine the various SDL options.
- Email: Contact SDL@metrostate.edu with questions.

Library

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

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.

Student Online Learning Resources

Computer System Requirements for Online Students

Taking online classes at Metro State University, as a student 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.

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. However, you may be able to use the [virtual lab](#) to complete most, if not all, of your computer-needed tasks.

Metro State has computers available through check-out through the library on a first come, first served basis. The student loaner laptop program is an option for students who may need to borrow a computer for long-term use. Go to [Student Laptop Loaner Program](#).

Instructors may require you to submit assignments using software you do not have. Microsoft 365 is provided to our students, which gives access to software such as Word, Excel, and PowerPoint (You can even [install Microsoft 365 on your mobile devices](#), though these are not always the best for completing schoolwork or accessing your online courses). Students can [download and install the suite on their personal devices](#) and make use of these programs. Contact the Service Center at 651.793.1240 with any questions.

D2L Brightspace Assistance

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

- [D2L Brightspace Login Page](#)
- [Student Introduction to the Tools within the Learning Environment](#)

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

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

Contact the Service Center at 651.793.1240 or by email at service.center@metrostate.edu.

General Online Learning Resources

- [Academic Advising](#)
- [Tutoring and Testing Services](#)
- [Library](#)
- [LinkedIn Learning](#)
- To understand how courses are delivered, (some are fully online, some are fully in-person, and some are somewhere in between) see [Delivery Methods](#)

- Remote Proctoring with Respondus Monitor: Metro State uses Respondus Lockdown Browser and Monitor for Remote proctoring; find out more at [Remote Proctoring: How to take an exam with Respondus LockDown Browser and Monitor](#).

STUDENT 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 basic needs support and resources, please [email us](#). If you are a current or incoming student who has dependent children, please reach out to our navigator/coordinator in the [Student Parent Center](#) who can serve as a resource.

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

Mantra Health: Virtual Mental Health and Wellness

We're thrilled to partner with digital mental health provider Mantra Health to bring students diverse, high-quality mental health support via Mantra's Student Care Hub. This all-in-one platform gives students access to a number of virtual services, including but not limited to:

- Single Stop—a screening tool that can help students access support, including SNAP, housing assistance, and even childcare assistance
- Togetherall—our peer support program
- Clinical counseling, including 12 free clinical mental health appointments every academic year

[Mantra's Student Care Hub](#) (only for students) is the one-stop access point where students can find and access **all** these services.

211 Basic Needs Resource Hub

[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 your zip code to 898211 (for example: text 55106 to 898211, if you live near the Saint Paul campus) or call 211 (toll free at 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 Resources

Child care resources

Childcare grants

Metro State students may be eligible for the MN Post-Secondary Child Care Grant (CCG) program.

MN Child Care Grant

The [**MN Post-Secondary Child Care Grant \(CCG\) program**](#) provides funding directly to students who need assistance with childcare expenses while attending school. The grant funding is limited and is available to Minnesota resident undergraduate and graduate students who have not completed 10 full-time semesters (or its equivalent) of enrollment in post-secondary education. Students also must [**complete the FAFSA**](#) or [**Minnesota Alternative State Financial Aid Application**](#) to be considered.

How to apply:

1. Login or create an account on the [**MN Aid Student Portal**](#)
2. Click on 'Online Applications' and find the 'Post-Secondary Child Care Grant Application'
3. Fill out the online portion and hit 'Save'. The next page will instruct you to print your application - you must click the **'Print CCG Application'** button and print out the actual application. We have free printing for all students on campus.
4. Take the printed application your child care provider—they need to complete Section B.
5. Turn in the completed application to Gateway Student Services (first floor of Founders Hall on campus).

NOTE: Additional verification for this program is **required** by the Financial Aid Office with your provider to verify child care information, resolve any conflicting information in students' aid application (Example: county benefits reported, exemption discrepancy between taxes filed and number of children receiving child care, etc). Child Care Grant applications are considered complete and evaluated for eligible students only **after** provider verification and other necessary documentation is received by the university. If funding limitations are reached, a waitlist is established and students will be notified of their standing on the waitlist. Visit the [**MN Office of Higher Education webpage**](#) for additional eligibility criteria that must be met and other frequently asked questions.

Other resources

- [**Parent Aware**](#): offers free tools and services to help families find quality childcare and early education programs to help their children succeed in school and life.

- [Help Me Connect](#): A navigator connecting pregnant and parenting families with young children (birth – 8 years old) with services in their local communities that empower families to be healthy and safe.
- [Think Small](#): offering tools for parents and early childhood educators including finding affordable childcare and grants.
- [County Child Care Assistance](#): The Child Care Assistance Program provides financial assistance to help families with low incomes pay for childcare so that parents may pursue employment or education leading to employment, and that children are well cared for and prepared to enter school.
- [Women, Children, and Infants \(WIC\) program](#): Helps eligible pregnant women, new mothers, babies and young children eat well, learn about nutrition, and stay healthy. Eligible families will receive support with food, nutrition, and more.

Lactation support and resources

Metro State University has multiple lactation spaces for people who are lactating. The [Student Parent Center](#) also provides lactation supplies and resources for pregnant and parenting students. We have multiple different types of spaces for people who are lactating to utilize, including Mamava Pods and Lactation Rooms.

Mamava pods

Lactation pods on campus include a private space to lactate. Each pod has a seating bench and mini fridge.

To use the pod, [download the Mamava app](#). Use the app to schedule a time, unlock the pods, and find other pods and resources for lactation.

If you are having trouble accessing the pod, contact:
student.parentcenter@metrostate.edu.

Saint Paul Campus Mamava Pod Locations:

- Student Center Lobby
- New Main Lower Level 1

Lactation rooms

We have multiple private rooms on our campuses for people to lactate that include a comfortable seating space and mini fridge.

Lactation rooms on the Saint Paul Campus require card access. You can request access to the lactation rooms here: [Lactation Room Card Access Request](#)

Saint Paul Campus Lactation Room Locations:

- Founders Hall Room 162

- Library Room 201

Other locations

- **Minneapolis:** Use [Minneapolis Community and Technical College's Student Parent Center](#) in room T1000.
- **Public Safety and Police Science Center:** Request an empty room for lactation from the Public Safety and Police Science Center Safety Officer.

Off-campus resources

- **[Fairview Lactation Services](#):** Staff provide support for all breastfeeding, chest feeding and human milk feeding families. We will care for you in a way that promotes and supports lactation. Support is also available for families unable to give their babies human milk or choose not to do so. Check with your insurance regarding costs.
- **[Twin Cities Birth Center](#):** Provides many comprehensive services including maternity care, lactation services, water birth and pediatric services. Health insurance is accepted.
- **[Amma Parenting Center](#):** Offers classes and products that support infant development, provides solutions to everyday parenting and makes life easier. Many free and low-cost options.
- **[Everyday Miracles](#):** Committed to reducing health disparities in communities at risk for poor outcomes. Provides compassionate, culturally aware support and a nonjudgmental, welcoming community. Most services are available at no out-of-pocket cost to those on a Medicaid health care plan.
- **[Childbirth Collective](#):** Free evening discussion groups in Saint Paul on subjects including breastfeeding, Doulas, labor preparation and postpartum health.
- **[La Leche League](#):** Helps breastfeeding mothers through mother-to-mother encouragement, information and education.

Community health resources

- **[Community Dental Care](#):** The Community Dental Care is a nonprofit practice in Minnesota that provides accessible and affordable care to anyone who needs it.
- **[Minnesota Community Care](#):** Minnesota Community Care clinics provide full-service healthcare for all people, regardless of income or insurance.

Emergency grant resources

Metro State has limited funding to support students with unforeseen basic-need related emergencies. Note that requests cannot be related to tuition, books, or fees.

- The SAFE Emergency Assistance Grant: this grant is limited in funding and will only consider requests for unforeseen emergency situations

related to a student's basic needs. Students can only receive this grant on a one-time basis. To be considered, students must be experiencing an unforeseen financial emergency related to their basic needs, be enrolled and taking courses, and be able to provide third-party documentation of the need. To determine if you are eligible to apply, [contact the coordinator](#).

- The Random Act of Kindness Grant: this grant is limited in funding and will consider a basic need-related emergency that does not involve a recurring expense. For more information and or how to apply, [contact the coordinator](#).
- McCabe Emergency Grant for Veteran and Military Students: this emergency grant is only available to veteran and military students who maybe facing an emergency related to their basic needs. For more information or to apply, [contact the coordinator](#).
- The Phillips Loan: students who are not eligible or have been denied emergency funding can request to apply for a Phillips loan in order to cover an urgent basic-need related emergency. The loan does have a small fee and is due to be repaid by the end of the semester. For more information or to apply contact [Gateway Services](#).

Food resources

[Metro State food pantry](#)

The [Metro State food pantry](#) offers drop-in hours for students and community members to pick up food. The food pantry utilizes a food choice model so visitors select their own items. The food pantry is located on the Saint Paul Campus (Dayton's Bluff) in Student Center Room 106 and is open to all Metro State University students, staff, and community members. There is no cost to use the pantry.

[Community Resources](#)

Looking for food resources in your community? The following resources can help you locate food help in your area.

- [Foodpantries.org](#): Find local pantries, soup kitchens, food banks, and additional food help.
- [Hunger Solutions](#): Offers support with locating local food pantries and supplemental food programs.

[Supplemental Nutrition Assistance Program \(SNAP\)](#)

Did you know that as a limited-income college student you could be eligible for the Supplemental Nutrition Assistance Program?

The Minnesota Supplemental Nutrition Assistance Program (SNAP) provides supplemental income for purchasing food for low-income households. An eligible person or family receives an Electronic Benefits Transfer (EBT) card, which is used like any other debit card at the grocery store. The card uses

money from a SNAP account set up for the eligible person or family to pay for food items.

Students, 18–49, attending an institution of higher education, like a college, university, trade school, or technical school more than half-time are eligible for SNAP if they meet an exemption and meet all other SNAP eligibility requirements, including income guidelines.

As of January 130 2026, a student may be eligible if they meet one of the qualifications:

- They are eligible to participate in state or federally financed work study during the regular school year. Your school determines if you are eligible for work study or
- They have an Expected Family Contribution (EFC) of 0 in the current academic year (based on the FASFA- Free Application for Federal Student Aid).

SNAP eligibility depends on household size and income.

Students who are interested in getting help with apply for SNAP benefits can email student.parentcenter@metrostate.edu. A staff member will respond and help you get connected to the appropriate resources.

You can also apply directly through your local county office. For residents of MN, you can complete the online application for benefit determination [online](#). The application process can be completed in 20 minutes or less and takes up to 30 days to process.

Housing resources

Although Metro State does not offer traditional on-campus housing, our Resource Center can get students connected to community agencies that can help with locating affordable housing options. For assistance with housing resources, contact student.parentcenter@metrostate.edu. Here are some resources that can get you started with your housing search:

- [Housing Link](#): offers information regarding affordable and public housing options. Also provides free resources, tips, and handouts to help renters when searching for affordable housing.
- [Housing Benefits 101](#): not sure where to start in your housing search, try this website and use the many tools available to help you find a safe and affordable housing option.

Students who are facing a housing emergency and need to locate a safe place in a short amount of time can connect with one of the community agencies below:

- [Youth Services Network \(YSN\)](#): helping youth, ages 16–24, find shelter and programs
- [Catholic Charities of Saint Paul and Minneapolis](#): offers help with locating shelter, food, housing, and more
- [MN Department of Human Services](#): offers support with housing for homeless or highly mobile individuals/families including financial programs to help them get back on their feet

Mental Health and Wellness Resources

Please call 911 for immediate help if you or someone you know is in danger or needs immediate medical attention.

Students, to find out how stress and depression may be affecting you, select this link for [Mental Health America](#), which offers screenings for anxiety, depression, eating disorders, PTSD, addictions, and more. You may also select this link for [Active Minds](#), which offers information about mental health signs and symptoms as well as self-care strategies.

[Campus Resources:](#)

- Metro CARES 24/7 Support Line: 651.793.1568, press option 0
- Metro State Domestic and Sexual Violence Crisis Line: 651.793.1500
- Metro State Campus Security: 651.793.1717 or 651.775.0444

[Twin Cities Crisis Resources:](#)

- Ramsey County Crisis: 651.266.7900
- Hennepin County Crisis: 612.596.1223
- Crisis Text Line: Text “MN” to 741741
- Minnesota Farm & Rural Helpline: 833.600.2670, or text “FARMSTRESS” to 898211

[National Crisis Resources:](#)

- **[National Suicide Prevention Lifeline](#)**: Dial 988 or you may call 800.273.TALK (8255)
- **[National Suicide Prevention Lifeline](#)**: Options for Deaf and Hard of Hearing; For TTY Users: Use your preferred relay service or dial 711 then 800.273.8255
- **[National Crisis Text Line](#)**: Text “HOME” to 274747
- **[National Domestic Violence Hotline](#)**: 800.799.SAFE (7233)
- **[Substance Abuse and Mental Health Services Administration National Helpline](#)**: 800.662.4357
- **[Rape and Sexual Violence Hotline](#)**: 612.825.HELP (4357)
- **[The Trevor Project/LGBTQIA+ Specific Crisis Support](#)**: 866.488.7386, or text “START” to 678678
- **[National Veteran Crisis Line](#)**: 800.273-8255, press option “1”, or text 838255

[Healthcare and Insurance Resources:](#)

- **[Portico Health Net](#)**: 651.489.2273

- **[Open Cities](#)**: 651.290.9200
- **[MNSure](#)**: 651.539.2099 (855.366.7873 outside the Twin Cities)

Minnesota Housing and Shelter Resources:

- **[Adult Shelter Connect](#)**: 612.248.2350
- **[United Way](#)**: Call 211 or 651.291.0211
- **[Metro Shelter Helpline](#)**: 888.234.1329
- **[Minnesota Day One Crisis & Shelter Support \(Domestic Violence\)](#)**: 866.223.1111

Additional Support:

[The Jed Foundation](#) is the nation's leading organization working to reduce emotional distress and prevent suicide among college students. ULifeline is a program of The Jed Foundation. It is an anonymous, confidential, online screening center available to all college campuses and universities, free of charge.

[Mantra Health](#) is available for counseling, coaching, skill-building, and support 24/7/365. Mantra provides confidential support to students in conjunction to Metro State's Counseling Services. You can speak to a counselor right away or find resources outside of counseling.

[The National Alliance on Mental Illness](#) (NAMI) is a national organization that provides advocacy, education and support for people with mental illness and for their family and friends. NAMI Minnesota provides local and online resources for understanding and dealing with mental illness such as support groups, workshops and literature.

If you would like to make a case management appointment to review any of these resources, please contact Metro State's Counseling Services at 651.793.1568

Transportation resources

Low-cost public transportation options

- **[The TAP Program](#)**: Ride for \$1 with the transportation assistance program (TAP). The TAP program is designed to make public transportation more affordable for lower income residents. This program provided a reduced fare on a Go-To card and allows customers to use a bus or train for just \$1.
- **College Go-To Bus Pass**: unlimited rides for one low price. College students can purchase an unlimited Metro Transit bus card each semester. To learn more about the college go-to bus pass contact Gateway services [here](#).
- **Transit Link** is shared-ride public transportation for the Twin Cities metro area where regular route transit service is infrequent or unavailable. It's for trips that can't be accomplished on regular transit routes alone. Call 651-602-LINK (5465) to make Transit Link reservations in advance or schedule a pick-up [here](#).

Low-cost car repair programs and grants

- [The Lift Garage](#): located in Minneapolis, the Lift Garage is a 501c3 nonprofit aimed to move people out of poverty and homelessness by providing low-cost car repair, free pre-purchase car inspections, and honest advice that supports our community on the road to more secure lives.
- [Community Action Partnership Car Repair Programs](#): The Car Repair Grant offers help to households who have been financially impacted by COVID-19 and need car repairs or maintenance. We provide one-time grants to households who rely on their car to continue working or to get back into the workforce.
- Other: Students who have a one-time emergency need related to transportation can connect with the [resource center](#) to find additional options for support.

Utilities, technology, and internet access

Help with utility costs

[MN Energy Assistance Program](#): The Energy Assistance Program helps pay for home heating and water costs and furnace repairs for income-qualified households.

Technology access

Metro State [Student Laptop Loaner Program](#): A limited number of loaner laptop computers are available to currently enrolled undergraduate and graduate students on a first-come, first-served basis.

Internet access and low-cost programs

- [Lifeline Support](#): Lifeline is a federal program that lowers the monthly cost of phone or internet services.
- [PC's for People](#): This is a non-profit organization that offers affordable computers and low-cost internet to eligible individuals.

Community Student Resources

Black, African and African American Support Services

- Location: [Founders Hall](#) FH 139, Associate Vice President of Student Success suite
- Telephone: [651.793.1541](#)

"Education is the most powerful weapon which you can use to change the world."

-- Nelson Mandela, Former President of South Africa

Black, 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 Black, African and African American students, however, all students are welcome to access the services and resources available. If you are interested in our services, please call or email for an appointment.

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

- Provide advocacy and coaching
 - Foster a successful transition and empower leadership capabilities
 - Familiarize students with university (campus) and off-campus resources
- Provide cultural programming and hold brave spaces
- Increase intercultural awareness and competency
- Help with scholarships and grants
 - Connect with university organizations, and make referrals

Contact us: blackstudents@metrostate.edu

Alumni Association

The Metro State University community is bigger than just the students, faculty, and staff. Alumni are a critical part of the community, exemplifying Metro State's values of excellence, engagement, diversity, inclusion, respect, and integrity in the Twin Cities and beyond. The Metro 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

- Location: [Founders Hall 201A](#)
- Telephone: [651.793.1308](tel:651.793.1308)

American Indian Student Services (AISS) recognizes the tremendous importance of focused recruitment and retention efforts geared towards urban and reservation American Indian students, however, all students are welcome to access the services and resources available.

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

[Core values](#)

- Academic success
- Cultural competence

- Community connections
- Family involvement

Scholarships

- [Tiwahe Foundation](#)
- [Ethel Curry Scholarship](#)
- [Minnesota Indian Scholarship Online](#)
- [Directory of federally recognized tribes](#)

Campus resources

Voices of Indian Council for Educational Success (VOICES)

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

American Indian faculty and staff

On campus, there is an active American Indian community dedicated to making Metro State accessible to American Indian students.

- **[Pauline Danforth](#)** (White Earth Ojibwe): Community faculty in the Department of Ethnicity, Gender, History, Philosophy Studies and academic advisor in the College of Sciences
- **[Nicholas Metcalf](#)** (Sicangu Oyate, or Burnt Thigh People—Rosebud Sioux Tribe): assistant professor, Social Work Department
- **[Margaret Vaughan](#)** (Mi'kmaq descendant): American Indian Studies specialist in the Department of Ethnicity, Gender, History, Philosophy Studies

American Indian Advisory Committee (AIAC)

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

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

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

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

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

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

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

Asian American Student Services

Asian American and Native Pacific Islander Student Services assist students by helping them balance life and education, navigate personal challenges, and continue to persist and graduate. These services and resources are available to all Metro State Students.

We offer:

- Advocacy and coaching
- Leadership development
- Cultural programming and hold brave spaces
- University and community resources
- Increase intercultural awareness and competency
- Help with scholarships and grants
- Referral assistance

Contact us: aanpistudents@metrostate.edu

Student Success Coordinator for AANPI Students: [MaiMoua Vang](#)

Community resources

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

- **Asian Pacific Americans for Progress**: A national network of progressive Asian Americans and allies. APAP count on the support of members and friends to continue the work of advancing progressive ideas.
- **CAPI**: Community-based social justice organization and a direct implementer of anti-poverty programs to create jobs, housing, food, health education, and youth and senior social services, to promote economic independence, self-advocacy, and determination of 3,000 African and Asian refugees and immigrants, annually.
- **Chinese Association of Minnesota**: Nonprofit and nonpartisan community organization, working to promote Chinese culture in Minnesota communities.
- **Council on Asian-Pacific Minnesotans**: Deals primarily with problems unique to non-English speaking immigrants such as access to benefits, affordable housing, and healthcare, and helping prepare Asian-Pacific Minnesotans for the workforce.
- **Cultural Society of Filipino Americans**: Works to preserve, promote, and share Filipino customs and traditions through a variety of means.
- **Hmong American Partnership**: Provides services and support to help Hmong and other refugee communities adapt to life in America.
- **Japan America Society of Minnesota**: Uses programs and interchange to enhance understanding, respect, and cooperation between communities.
- **Lao Assistance Center of Minnesota**: Works to enhance the quality of life of Minnesota Lao families through increasing self-reliance and youth development, reducing social isolation, and promoting cultural equity.
- **Southeast Asia Resource Action Center**: Advocates for the interests of Cambodian, Laotian, and Vietnamese Americans.
- **Vietnamese Social Services of Minnesota and KAREN and New Refugee Support**: Maintains Minnesota Vietnamese cultural identities while working to address basic economic, educational and health needs.

Latinx and Undocumented Student Support Services

- **Founders Hall** FH 139, Associate Vice President of Student Success suite
- Telephone: [651.793.1552](tel:651.793.1552)

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 all students by providing them with safe spaces and resources that can help them thrive and meet their fullest potential.

Student Services

- Referrals to on- and off-campus resources for health care, housing, internships and employment, food security, transportation, law, student support programs, and other needs.
- Advice on how to navigate college and family expectations.
- A safe space to reflect on yourself, your family, and your community experiences.
- Culturally relevant programming and events.
- In collaboration with the Career Center, information on and referrals for internships and employment.
- Individual assistance to complete applications for financial aid (FAFSA) and the Minnesota Dream Act State Grant (note: as of October 1, 2026, the Minnesota Dream Act will be renamed the **Minnesota Alternative State Financial Aid Application**).
- Financial aid award letter review.
- Information on Metro State University scholarships such as IME BECAS.
- Information about Pueblo, the Latino student organization on campus.

Hours and appointments

Office hours are Monday–Friday, 9 a.m.–5 p.m. MAIR Coordinators are in the office three days per week and work remotely two days per week. If you wish to meet with a coordinator, please [email to schedule an appointment](#).

Scholarships

- [Metro State University Foundation Scholarships](#): Application Period: February 15–March 15 and September 15–October 15 of every year.
- [IME BECAS SCHOLARSHIP](#): Offered in partnership with Metro State University and the Mexican Consulate's Institute of Mexicans Abroad (IME-BECAS) Application Period: TBD.
- [Page Grants](#): Awarded to students of color, regardless of immigration status, who graduate from a Minnesota high school and attend a Minnesota post-secondary institution. Application Period: January 1–April 1 of every year.
- [Free-4U](#): Scholarship database for high school, college, and graduate students.
- [Latino Scholarship Fund](#): Available to high school seniors and non-traditional students. See website for application availability.
- [Mexican American Legal Defense and Educational Fund \(MALDEF\)](#): The nation's leading Latino legal civil rights organization offers a scholarship resource guide and a scholarship for law school students.
- [Hispanic Scholarship Fund Scholarship](#): Assists high school, undergraduate, and graduate students of Hispanic heritage to obtain a university degree.

Resources

- [Minnesota Dream Act](#) (note: as of October 1, 2026, the Minnesota Dream Act will be renamed the **Minnesota Alternative State Financial Aid Application**): The application for in-state tuition and state grants to undocumented and DACAmented students who meet certain criteria.
- [NAVIGATE MN/Unidos MN Education Fund](#): Resources to help immigrant students regardless of immigration status who are pursuing higher education in Minnesota.
- [Immigrant Law Center of Minnesota](#): A nonprofit agency providing immigration legal assistance to low-income immigrants and refugees in Minnesota.

For more information contact:

[Janice Denny](#), Student Success Coordinator for American Indian Students and Latinx and Undocumented Students

LGBTQIA+ Student Services

• **Founders Hall 140**

• Telephone: [651.793.1544](tel:651.793.1544)

LGBTQIA+ Student Services provides programming, advocacy, support, outreach, information, and referrals to educate and empower LGBTQIA+ members of Metro State University, however, all students are welcome to access the services and resources available. We value all women and LGBTQIA 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, LGBTQIA+ support services are designed to enhance the educational experience of all LGBTQIA+ students and their allies at Metro State. The office serves all members of the Metro State community interested in gaining a better understanding of the LGBTQIA+ community.

Resources

- Preferred Name Request Form: Metro State recognizes and supports the members of its community who wish to use preferred names where legally permissible.
- [Preferred Name Request](#)
- Metro State has an impressive library collection of books and media about women's and LGBTQIA+ topics. Start with the [Library Guides](#).
- [Women's and LGBTQIA+ Resource Center](#)

All-gender restroom directory

- **Student Center:** One on each floor next to the gendered restrooms

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

[The Lavender Bridge](#)

The Lavender Bridge is Metro State's LGBTQIA+ student organization. This organization strives to provide a safe, accepting environment for university students through mutual support and informational social activities.

Lavender Bridge is an active organization that offers a variety of opportunities for the university's LGBTQIA+ students, their friends, families, and allies. Join us for:

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

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

[Ally development program](#)

Please visit our [Eventbrite page](#) for workshop schedule.

The Metro State LGBTQIA+ ally training program began in spring 1996 and has trained over 200 students, staff and outside community members to be allies to the LGBTQIA+ community. An ally is a person who works toward combating homophobia, biphobia and heterosexism on both a personal and institutional level. Members of the university community who want to become recognized allies attend a three-hour workshop and are provided with ally stickers to display in their offices.

[LGBTQIA+ listserv](#)

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

[Support the LGBTQIA+ and Allies Student Scholarship Fund](#)

Help Metro State deliver quality, accessible and affordable education for all students—make a gift today. Please designate LGBTQIA+ and Allies Program or Scholarship with your gift.

The Landing

[A space for students](#)

We are excited to offer **The Landing** as a welcoming and inclusive space for students to connect, collaborate, do homework, and relax. This space was named by students.

Founders Hall 1st Floor, room 139 Open Space (enter near Admissions Desk)
Tuesday through Thursday, 10 a.m.–4 p.m.

Veteran Services

Metro State University welcomes its veteran and military students and appreciates their service. Our veteran's center is open to all students, regardless of military status. 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.

You can find us at the **Veterans and Military Student Center**, a dedicated space offering our students a place to take a break, study, meet and socialize with other veteran and military students, as well as access resources. The center is staffed by the Veterans and Military Student Services coordinator and knowledgeable student workers, and it often hosts service providers from the VA and other veteran organizations. The coordinator and student workers can help you apply for your benefits, retrieve military transcripts, figure out which benefits are best for you, set academic and career goals, and access the priority course registration available to all veterans, service members, and eligible family members.

Located in Founders Hall, Room 201, on the Saint Paul Campus, the large lounge allows for students to decompress in-between classes, grab a free snack or heat up a quick meal in our kitchenette, access resources, and meet other military connected students.

[Next steps for veteran students](#)

Here are the steps you should take to make sure that your benefits application and required documentation are in place for next semester.

Whether you are currently serving or separated from the service, you may be eligible for certain education benefits. Education benefits will vary depending on your branch of service, length and type of service, and current military status. Some examples of military education benefits are the GI Bill®, Federal Tuition Assistance, State Tuition Assistance and MN GI Bill®.

It is also recommended that all students complete a FAFSA for possible additional financial aid. Federal Tuition Assistance and State Tuition Reimbursement are branch-specific benefits. The MN GI Bill® is based on

financial need. FAFSA can be used in conjunction with your military education benefits.

Eligibility for multiple chapters of the GI Bill® are dependent on individual circumstances.

While you are the only person who can choose which program meets your needs, meeting with Higher Education Veterans Program Regional Coordinator Duane Bauer II, duane.bauer@state.mn.us or 612.310.0492, can help you to better understand your options.

[ROTC Resources](#)

The resources and programs of ROTC are available to Metro State University students. These resources include scholarships and other forms of financial aid. All credits earned in the program will transfer to Metro State. For full information, please review the information on the [University of Minnesota Army ROTC page](#) or contact the Department of Military Science at the University of Minnesota Twin Cities at 612.625.3602.

University of Minnesota
Department of Military Science (Army ROTC)
101 Armory Building
15 Southeast Church Street
Minneapolis, MN 55455

[Veterans Services contact information](#)

Contact the Veterans Services and the Veteran and Military Student Center at:

651.793.1561

veterans.services@metrostate.edu

Saint Paul Campus, Founders Hall 201
387 Maria Avenue
Saint Paul, MN, 55106

[VA certifying official contact information](#)

Contact Metro State's Veterans Affairs certifying official, Joshua Ploetz, at: 651.793.1225 (office), 800.442.4554 (VA toll-free)

veteranedbenefit@metrostate.edu

Metro State University
c/o Registrar's Office- Veterans School Certifying Official
700 East Seventh Street
Saint Paul, MN 55106-5000

Women's Support Services

• **[Founders Hall](#) 140**

• Telephone: [651.793.1544](tel:651.793.1544)

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 Support 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. These services and resources are available to all Metro State University students, staff, and faculty.

Life on and off Campus

Alcohol and Drug Abuse Prevention Program

[Founders Hall](#) 221

The Student Health and Basic Needs department, Counseling Services, and the Associate Vice President for Student Success 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 provides 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. Metro State University complies with, and supports, the Minnesota State Colleges and Universities Board of Trustees policy governing alcohol and other drugs on campus, the Drug Free Schools Community Act, the Drug-Free Schools and Communities Act (1986), the

Drug Free Workplace Act, the Campus Security Act, Minnesota State Law and Federal Legislation.

[Self-assessment screenings and educational programs](#)

Online alcohol and drug awareness self-assessment modules provide you with an opportunity to learn more about the impact of alcohol and other drugs in your life. One example of a website with tools and support for you includes:

- [Quitplan](#) provides an array of services designed to assist you in conquering your tobacco addiction and become 100 percent tobacco-free. The program provides support, free services and tools, and the ability for you to pick the ones that are right for you.

[Educational and treatment programs](#)

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

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

For additional information, go to the [MN Management and Budget website](#) or to speak to an EAP Counselor by phone at: 651.259.3840 or 800.657.3719. You may also contact the university Human Resources Department.

Community area substance use disorder treatment center referrals include:

Fairview Recovery Services

2450 Riverside Avenue, Mpls, MN 55454

Intake: 612.672.2736

Hotlines: 612.672.6600; 612.672.2736

fairview.org

St. Joseph Hospital Healtheast Behavioral Care

69 West Exchange Street

Saint Paul, MN 55102

651.232.3305

healtheast.org

Regions Alcohol and Drug Abuse Program

445 Etna Street
Saint Paul, MN 55106
651.254.4804
regionshospital.com

Hazelden Foundation

15245 Pleasant Valley Rd
Center City, MN 55012
800.257.7800
hazelden.org

Juel Fairbanks Chemical Dependency Services

806 North Albert Street
Saint Paul, MN 55104
651.644.6204
juelfairbanks.org

Additional substance use disorder treatment centers can be found at the [Substance Abuse and Mental Health Services Administration](#) official website.

Career Center

In-Person Hours Monday–Thursday: 8 a.m.–5 p.m.
Virtual Hours Monday–Thursday: 8 a.m.–5 p.m.

- [Library and Learning Center](#), 150
- Career.Center@metrostate.edu
- [651.793.1528](tel:651.793.1528)

[Help yourself to a better career](#)

Career Center helps you develop your career building 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 you to explore options, search for jobs and internships, and develop your career competencies:

Collegiate Recovery Program

Hours

Drop-ins:

Mondays, 12–1 p.m., (hybrid): [Zoom link](#), and Founders Hall 117 (enter near Admissions on 1st floor)

All Recovery Meetings:

Thursdays, 4:30–5:30 p.m., [Zoom link](#) and Founders Hall 117 (enter near Admissions on 1st floor)

Need to meet one-on-one? Email us at collegiate.recovery@metrostate.edu.

Drop-in Space Founders Hall 117 (enter near Admissions)

Our drop-in space has computers, snacks, a microwave and small refrigerator, beverages and opportunities to connect with other CRP students. Our current hours are listed (subject to change based on need). Students are welcomed to use the space at any time during the open hours.

Monday–Thursday, 10 a.m.–4 p.m.

[Upcoming Events](#)

Wednesday, November 5, 2025, 3:30-5:30 p.m.

Open House and Coin In Ceremony

Founders Hall Reception Area

[Registration and other information](#)

[Mission](#)

Metro State University's Collegiate Recovery Program (CRP) 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 Metro 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.

Recovery Related Resources

This list includes [information about related resources](#) in the community, organized by city.

Become a member of CRP/request more information

To become a member and/or request more information, please complete the [CRP member/info request form](#) and someone will follow up with you.

In addition, you can connect with [CRP on Engage](#).

Email CRP at collegiate.recovery@metrostate.edu, or phone for more information at 651.793.1579.

Counseling Services

In-Person Hours Monday–Friday: 8 a.m.–4:30 p.m.

Virtual Hours Monday–Friday: 8 a.m.–4:30 p.m.

[Founders Hall](#), 221

[651.793.1568](tel:651.793.1568)

Phone

[651.793.1530](tel:651.793.1530)

Fax

Counseling.Services@MetroState.edu

Email

Please stop by our office, call, email, or [go to our online portal](#) to schedule an appointment.

Services Provided:

- Individual Counseling
- Consultation
- Case Management
- Telepsychiatry Services
- Academic Skill Development

Common Concerns:

- Anxiety and Depression
- Interpersonal Relationships
- Academic Concerns
- Stress & Time Management
- Grief and Loss
- Trauma

Students can still receive care and support via:

- Metro CARES (our 24/7/365 support line)
- United Way 211
- Limited case management
- [Togetherall](#): Peer-to-peer support

Information about each of these can be found below. You can also find additional resources and support via Metro State by [selecting this link](#). Attached you will also find a crisis support handout you may reference, created by a member of our counseling center.

Note: For academic concerns, please contact your advisor. For career counseling, please contact the [career center](#).

Student Parent Center

Hours Monday–Friday, 10 a.m.–4 p.m.

student.parentcenter@metrostate.edu

[651.793.1564](tel:651.793.1564)

[Student Center](#), 105

The Student Parent Center at Metro State offers space on-campus to currently enrolled undergraduate and graduate student parents to study for classes, complete course assignments, and access other basic needs resources while accompanied by their children. The Student Parent Center is not a drop-off daycare center, but aims to provide a safe, inclusive environment for student parents.

The Student Parent Center understands the challenges of parenting, whether new, expecting, or seasoned and the extenuating unexpected circumstances that can occur. Therefore, we are committed to partnering with our students to gain access to resources, on-campus and off-campus, to maximize their experience and remain on a path toward graduation.

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 support 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!

[Student Parent Support Initiative](#)

Metro State has received \$125,000 for the Student Parent Support Initiative. Services and programs provided at least partially by the grant will include: childcare grants (to approximately 20 students), basic needs through the Student Parent Early Childhood program, student parent and education groups, winter gear distribution, winter gift giving, and other student parent programming.

The individuals responsible for overseeing this grant include:

- **Student Inquiries:** student.parentcenter@metrostate.edu
- **Project Director:** Tasha Bartz, Director of Student Health and Basic Needs
- **Leadership:** Bobbie Anderson, Vice President for Student Success

TeleHealth Services

Telehealth services are offered through Zoom. To schedule a telehealth appointment, call 651.793.1568 or email at counseling.services@metrostate.edu.

University Student Services

Center for Accessibility Resources

[Founders Hall 228](#)

Telephone: [651.793.1549](tel:651.793.1549)

In-Person Hours **Tuesday–Thursday:** 9:30 a.m.–6 p.m.

Virtual Hours **Monday–Friday:** 9 a.m.–6 p.m.

More Info

On-campus: Founders Hall 228

Additional availability by appointment

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

Gateway

[Gateway Student Services hours](#)

Saint Paul campus

Monday–Thursday

Walk ups: 8 a.m.–5:30 p.m.

Phone, email, and text: 8:30 a.m.–5 p.m.

Fridays

Walk ups: 8 a.m.–4:30 p.m.

Phone, email, and text: 8:30 a.m.–4 p.m.

Minneapolis campus

Monday and Wednesday

Walk ups: 9 a.m.–6 p.m.

Phone, email, and text: 9 a.m.–5:30 p.m.

Available via phone, email, texts, and AskUs

Monday–Thursday: 8:30 a.m.–5:30 p.m.

(Closed every Tuesday, 3–4:30 p.m.)

Friday: 8 a.m.–4:30 p.m.

TEXT your questions to Gateway at 651.571.4130

Gateway Student Services locations

Saint Paul Campus: Founders Hall, first floor, east lobby

Minneapolis Campus: T Building, Suite T2101

Call 651.793.1300

Press option 5 to be connected to Gateway

[Gateway can help you with:](#)

- Financial aid
- Financial aid disbursement and BankMobile Disbursements
- 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

Get an ID

Students, faculty, and staff of Metro State University need their university ID card to:

- access parking and other university facilities;

- check out library materials at Metro State and other Minnesota State college and university libraries; and
- access other services, such as printing.

Community members may also obtain a borrower card which allows them to check out materials and access computers at the Metro State University Library.

[How to Get Your Card](#)

To get your ID in person, visit the first-floor Information Commons Desk in the Library and Learning Center. Be prepared to provide your Star or Tech ID (students and employees only) and show an accepted form of ID from the list below. We will take your photograph and print your ID in a few minutes.

To get your ID online (students and employees only), complete the [ID request form](#) in the Service Portal. IDs requested online can be mailed to you or held at the library for pickup. Allow 7 to 10 days for mailing and processing.

[Accepted Forms of ID](#)

To obtain a card, patrons must present a government or business-issued photo ID.

- Examples: Driver's license, passport, employee or school photo ID card, tribal ID, IDs issued by Union Gospel Mission and Catholic Charities, IDs issued by the Consulate of Mexico.
- May be expired if photo can be reasonably matched to the person applying for the card.

If a patron does not have a photo ID, acceptable alternatives include:

- Other government-issued identification, such as a receipt or temporary printout issued by DMV dated no earlier than 6 weeks (42 days) from today's date, Social Security card, or birth certificate.

If a Community Borrower is under 18 years old and does not have a photo ID, the minor's legal guardian may vouch for their identity. The legal guardian must be present to show their own current or expired photo ID to prove their own identity.

[Obtaining a Replacement Card](#)

If your card has been lost or stolen, you can request a replacement in person or complete the [ID request form](#) in the Service Portal (students and employees only). Replacement cards can be issued without photo ID if:

- Library staff can verify student/faculty/staff/patron photo in the system **AND**

- The student/faculty/staff/patron can confirm any of the following: Tech ID, StarID, address, or phone number.

In certain cases, a replacement fee may be charged.

Note: Nursing badges are issued by Institutional Effectiveness and Technology (IET).

Policy Created: January 2019

Last Reviewed: November 2025

International Student Services

[Founders Hall](#), FH 139, next to Admissions

[651.793.1316](tel:651.793.1316)

international.studentservices@metrostate.edu

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 Metro 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 metro state university departments to promote cross-cultural awareness and to provide quality service to international students.

Please feel free to contact us at any time or come to the office and meet us in person. We wish you continued success in your studies and are here to help in any way we can.

All official international admissions materials should be mailed to:

International Student Admissions

Attn: Kristy Nelson Ramos

Founders Hall, Room 138

Saint Paul, MN 55106

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.
- 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.

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.
- **Minneapolis:** Call or text [Minneapolis College's Public Safety office](#) at 612.659.6910.

Tech help

Need Technology Support?

Visit our searchable [knowledge base](#) or contact the [Service Center](#).

Help getting started

[Student Resource Guide](#): Basic information and resources to get you started.

On-campus wifi

[Learn how students, visitors and employees can connect to on-campus wifi.](#)

Help with eServices

Minnesota State's eServices system is where students find course registration, degree audit reports, financial aid documents, address changes, and more.

- **[How to register](#):** Step-by-step instructions for registering for courses
- **[Check your financial aid status](#):** Where to find and how to read your financial aid application's status
- **[Accepting your financial aid loans](#):** Instructions for completing the loan acceptance procedure through eServices
- **[Update personal information](#):** Use eServices to change your home address or telephone number

Help with D2L Brightspace

- [D2L Brightspace login](#)
- [Brightspace video tutorials](#)

If you need help with viewing course content, quizzes, submitting assignments, or posting in class discussions, contact Institutional Effectiveness and Technology at service.center@metrostate.edu or call at 651.793.1240.

Help with student email

- Check your [email](#) on the web
- Use: StarID@go.minnstate.edu and StarID password
- Additional [email setup articles](#) and instructions

Other information technology help

For technology assistance, contact the Service Center at service.center@metrostate.edu or 651.793.1240.

Visit the Service Portal at services.metrostate.edu.

Search the knowledge base 24/7 to get the information you need.

TRIO programs

TRIO Student Support Services provides enhanced retention services to Metro State University undergraduate students who are first-generation, from low-income backgrounds, and/or have a disability. Metro State's TRIO SSS program is federally funded through three TRIO SSS grants from the U.S. Department of Education with an annual total budget of \$851,242 to serve 380 continuing and new students.

TRIO Services Applications

- [2026–2027 Application for TRIO-Student Support Services](#) (Please use this application if you are enrolling for Fall 2026, Spring 2027, and Summer 2027)

Student Support Services

TRIO Student Support Services (SSS) offers structured and enhanced academic support to degree-seeking undergraduate students to stay in college and graduate. TRIO Student Support Services (SSS) are federally funded programs through the U.S. Department of Education. TRIO SSS targets degree-seeking undergraduates, who meet eligibility requirements and the acceptance into the program is based on priorities set up the Department and Metro State University.

Our TRIO Student Support Services programs has established certain priorities for eligible students who are first-generation and students coming

from limited income backgrounds. TRIO students are committed to engage with the college experience, need to enhance their academic success, desire to complete their personal, professional, and educational goals.

Metro State has three TRIO Student Support Services Programs

- TRIO Student Support Services (First-Generation college students/PELL eligible students)
- TRIO Student Support Services-CARE (students with disabilities)
- TRIO Student Support Services-STEM (students in STEM majors)

Selection Priorities

- Previously in TRIO Program at another institution (SSS, Upward Bound, EOC)
- New to the college experience or have limited previous college experience (typically 0-15 credit first-year students)
- Returning to college after being away for more than five years
- Students with disabilities
- Students majors in STEM areas of study

Program Services

- Academic Advising and Academic Success Development
- Career Exploration, Development and Readiness
- Community Services and Community Building
- Cultural Events and Activities
- Financial Aid Checkpoint and Financial Literacy
- Graduate School Visits and Preparation
- Leadership Development
- Navigating the College System
- Peer Mentoring
- Peer Tutoring and Study Lab
- Transfer School Transition
- Summer Bridge Course - for first-time students

Travelers EDGE Scholars Program

In partnership with Travelers, EDGE Scholars Program provides a unique, holistic approach to college and career readiness for underrepresented students. Travelers EDGE increases access to higher education and provides students with opportunities to excel. Travelers EDGE scholars benefit from a broad range of services, including scholarships and financial support, career and business mentoring from employees, internships and job shadowing, and professional development workshops. Along with Travelers leadership team, Metro State selects 3-4 new students to become EDGE Scholars and continue support the scholars until they graduate and enter into the workforce. Applications usually open in January/February for the following cohort of EDGE Scholars.

Program Goals:

- Increase the number of underrepresented students attending and succeeding in college.
- Help underrepresented students graduate from college through scholarship support, personal development and advising.
- Build awareness of careers in insurance and financial services by providing a combination of professional development, internship and mentorship opportunities.

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. Metro 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.

Founders Hall 240E

651.793.1525

trio.upwardbound@metrostate.edu

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.

Bookstore

You can get books, supplies, electronics, university swag, and snacks at the bookstore located in the Student Center.

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 Metro 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

For more information about getting involved, visit our [Engage portal](#) or contact us via [email](#).

- **[Student Center 204](#)**
- Telephone: [651.793.1550](#)

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 Metro 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.

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 Metro State and provide important spaces for community building.

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

1. written mission statement,
2. a Metro State faculty or staff advisor,
3. at least eight members who have been registered Metro 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 Metro 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 or student.life@metrostate.edu.

To contact SAFAC, email:
msusa@metrostate.edu or student.life@metrostate.edu.

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

Metropolitan State University Student Association

The Metro State University Student Association (MSUSA) is a student governing body comprised of up to 20 dedicated student leaders who are focused on strengthening Metro 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 Sunday of each month at 4 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 or 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 Sunday Meetings](#)
- [Third Sunday 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 or 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 Metro 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 or student.life@metrostate.edu.

Student Activity Fees

The Metro 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 Metro State University are appropriately supported. MSUSA applies consistent unbiased funding decisions to represent the interests of Metro State undergraduate and graduate students and enhances campus life by supporting the educational mission of Metro 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 Metro 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 or 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 Metro 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 Metro State, contact the UAB Coordinators and Student Organizations and Activities Coordinator at: 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 Metro 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 Metro State University Star ID today!

For more information about getting involved on campus, contact:
student.life@metrostate.edu

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.

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.

Metro 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.

Student Center services

The Student Center serves as the heart of student involvement on Metro State University's Saint Paul Campus, with amenities available to all students such as:

- family-friendly study rooms
- 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.

New student orientation

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

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

What is online orientation?

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

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

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

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

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

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

GRADUATE PROGRAMS

College of Business and Management

Business Administration (MBA)

The objective of Metro 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.

Metro 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), and Microeconomics and Macroeconomics or ECON 611, which combines 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 students 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 Business and Management Graduate Program Office. The student can declare up to two concentrations with advisor approval.

Doctor of 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 Metro State University DBA program provides a rare opportunity for professionals to earn a high quality, applied doctoral degree on a part-time basis.

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

- Offers you a part time program, approved by the Higher Learning Commission, that matches your work schedule.
- Engages you in a Web-enhanced model in which you enroll in one to two courses per semester and attend classes on alternate Saturdays with web exercises in between classes.
- Brings you into a community of business professionals who share your professional interests and career goals.
- Offers you an outstanding cohort program at an extraordinary value. Allows you to conduct an applied research project, advised by experienced faculty, that will bring up-to-date theory to bear on real issues of importance to managers and organizations.

- Allows you to develop advanced financial and managerial skills through applied, rigorous seminars, and enhances your ability to develop and execute business strategies.
- Provides you with the opportunity to complete coursework in a condensed two-year timeframe, leaving more time for self-paced research pursuits.

Enrolling in this program

Program eligibility requirements

The next DBA cohort will start Fall 2026. The application will open in summer 2025. We welcome all applications and encourage interested applicants to reach out to the DBA Director Jun Li at jun.li@metrostate.edu or graduate.studies@metrostate.edu for information.

All applications are reviewed by the College of Business and Management DBA Admissions Committee. Admission criteria include:

- An earned MBA or 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 masters 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 or GMAT/GRE.
- Professional and academic references.
- Admissions and research essays.

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, please include a rationale that helps to explain the connection between the DBA program and the coursework in question. Provide a 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 Metro State College of Business and Management without being admitted to a College of Business and Management 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.

GMAT/GRE or Doctoral level MBA math is required for admission. Please review instructions on how to register for DBA math.

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 may include the following:

- 20 credits of masters 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.

Global Supply Chain Management Graduate Certificate

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

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

Enrolling in this program

Program eligibility requirements

- Must have earned a baccalaureate degree.
- Prerequisite undergraduate course in statistics with grade of B or higher or completion of MBA Math.

Program requirements

The Global Supply Chain Graduate Certificate can be completed independently as a stand-alone certificate or it can be completed in addition to any graduate program at the University.

Management Information Systems (MSMIS)

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.

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 a high-quality applied MIS education along with solid theory.

The MS in MIS program will help you:

- Plan 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
- Make ready 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

[For Working Professionals: The MS in Management Information Systems](#)

The MS in Management Information Systems program promotes Metro 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 Metro State are STEM-related (CIP 11.XX Computing/Information Technology).

The MS in MIS 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 security management, knowledge management, managing the IT function (operationally), project management, systems analysis and design, business/information analytics and business intelligence technology management, and telecommunications.

MS in MIS Curriculum

The **Prerequisite Phase** assesses and ensures your readiness to begin graduate work in the MS in MIS program. You are required to have completed an undergraduate or graduate course in Statistics or MBA Math prior to joining 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 your choice of electives. You must complete 14 graduate level credits of MIS coursework. You should meet with your faculty advisor and choose electives that best meet your own educational and career needs.

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 capstone course 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:

- 12 credits of undergraduate or graduate credits in IT/IS/MIS related coursework as part of any major
- Earned industry certification in an IT/IS/MIS-related area, such as CCSP and Google Analytics

- 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

Students have up to 5 years to complete program requirements. If additional time is needed, please inform the Graduate Program Director.

Management Information Systems Generalist Graduate Certificate

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

If you are a general business graduate with workplace experience in information systems or an MIS or other IT technical professional, the MIS Generalist Graduate Certificate brings you up to speed on important MIS management issues. The program helps you understand new MIS technologies and how to manage them and be aware of important new strategies for managing many architectures including internet-based or distributed computing environments, and many others. You also learn project management skills that are crucial in the MIS environment and in great demand in the marketplace. Finally, you will learn how to integrate many new MIS and management models.

The expected outcomes include:

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

Enrolling in this program

Program 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 requirement completed within the Certificate, and can then take an alternate 4 credits, agreed upon with the Director).

Project Management Graduate Certificate

Project management is one of the fastest growing career fields in business. Organizations are increasingly using projects as a means of achieving their strategic objectives. In response to this need, the College of Management is offering a graduate certificate and concentration in Project Management. The required courses prepare students for the challenging field of Project

Management by providing them with tools, skills, and knowledge necessary to initiate, plan, and implement projects successfully.

Some of the major skills areas covered include:

- Project planning, implementation, and control using Microsoft Project
- Request for Proposal (RFP) formulation
- Earned Value Analysis
- Computer-aided problem solving and decision making methodologies
- Systematic approaches to risk identification, risk modeling, risk impact assessment, response planning, and documentation
- Simulations using Microsoft Project, Crystal Ball, and Excel
- Techniques in data mining and visual display of quantitative data
- Team building, negotiation, and conflict resolution in projects
- Project management organizational options

Enrolling in this program

Program eligibility requirements

- Must have earned a baccalaureate degree.
- Prerequisite undergraduate course in statistics with grade of B or higher or completion of MBA Math.

Program requirements

The Project Management Graduate Certificate can be completed independently as a stand-alone certificate or it can be completed in addition to any graduate program at the University.

Systems Analysis Graduate Certificate

Metro State offers programs with courses designed to meet the rapidly-evolving needs of information systems and business professionals in the field of management information systems (MIS) analysis.

The MIS Systems Analysis and Design Graduate Certificate program is tailored towards 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.

Program learning outcomes for students who complete the MIS Systems Analysis and Design Graduate Certificate program coursework include:

- Apply ethical decision-making in the development, implementation, and management of information systems
- Apply current technical concepts and practices in the core information technologies and computer security

- Interpret the role of information systems to enhance organizational strategy
- Manage information systems using current methodologies
- Analyze business problems to develop appropriate technological solutions
- Demonstrate professional skills in leadership, teams, and communication

Enrolling in this program

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 requirement completed within the Certificate, and can then take an alternate 4 credits, agreed upon with the Director).

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. (Exceptions: Applicants may be accepted into MAPL with grade point averages below 3.0 as long as they have accomplished significant community-oriented service activity; applicants may be accepted into MAPL based on completion of a master's program.)
- Accomplished at least some community-oriented service 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 and in the MAPL Program Handbook.

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.

March 15 priority application deadline. Completed applications received after March 15 will be reviewed on a rolling basis until the cohort is full.

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 dharsini.goonetilleke@metrostate.edu. General questions about the application process can be directed to graduate.studies@metrostate.edu.

Licensure

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

Student licensure

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

Criminal Justice and Public Safety Leadership (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 Criminology 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 SCJ 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](#)

To be eligible for admission, all candidates must have:

- A four-year Bachelor's degree with a cumulative grade point average (GPA) of at least 3.0 on a 4.0 scale.

- *Exception:* Applicants entering via the **Minnesota Chiefs of Police Association's (MCPA) Executive Leadership College** partnership pathway.
- 600-level CJS courses are open to any Metro State graduate student. Students enrolled in the Individualized and Interdisciplinary Studies (MA/MS) may take them for a "focus area" in criminal justice. Contact the College of Individualized Studies with questions.

Program requirements

- Candidates who complete the **MCPA Executive Leadership College** program will receive 12 elective credits awarded toward the Criminal Justice and Public Safety Leadership MS.
- Students must remain in satisfactory academic standing to continue in the program.
- A cumulative grade point average (GPA) of 3.0 is required for graduation.

Nonprofit Leadership and Management (MNLM)

[Program overview](#)

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

Metro State University's Master of Nonprofit Leadership and Management (MNLM) program prepares students for a wide range of career and leadership opportunities in the nonprofit sector. The state-of-the-art curriculum addresses the most critical challenges faced by nonprofit managers and leaders, program professionals, and directors on nonprofit boards. The MNLM program 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 masters 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 CurriculumThe MNLM 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 MNLM program. Applicants who meet some, but not all admissions requirements, may be granted conditional admission to the program. Conditionally-admitted students must complete selected prerequisite courses prior to registering for any graduate course work. Applicants denied admission may not take graduate level courses.

Program requirements

Orientation

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

Transfer credits

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

Academic standing

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

cumulative grade point average (GPA) of 3.0 and passing grades (i.e., C or better) for all required courses are required for graduation.

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

Dismissal due to unsatisfactory academic standing

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

Appeal of dismissal due to unsatisfactory academic standing

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

Readmission after dismissal

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

Time to completion

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

summary of the student's plan to finish graduation requirements and a specific date for the extension to expire. Extension decisions are made by the Graduate Admissions Committee, are not automatic, and cannot be appealed.

Public Administration (MPA)

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

Metro 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.

5. **Program Fundamentals:** Fundamental concepts and skills that undergird the entire MPA program.
6. **Strategic Skills and Knowledge:** Core competencies for all public and nonprofit professionals.
7. **Focus Areas:** Public Policy Analysis and Public Budgeting and Finance courses, plus electives in specific areas of practice.
8. **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 masters 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.

Public and Nonprofit Administration (MPNA)

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

Metro 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.

9. **Program Fundamentals:** Fundamental concepts and skills that undergird the entire MPNA program.
10. **Strategic Skills and Knowledge:** Core competencies for all public and nonprofit professionals.
11. **Focus Areas:** Public Administration or Nonprofit Management track or a mix of the two tracks, plus electives in specific areas of practice.
12. **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 masters 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.

College of Individualized Studies

Adult Education Graduate 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 eligibility requirements

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.

Program requirements

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.

Program sequence

- *ADED 620: Introduction to Adult Education* is a prerequisite and must be taken before any of the other courses.
- *ADED 640: Techniques and Approaches to Teaching Adults* must be taken before enrolling in *ADED 690: Field Experience*.
- ADED 640 cannot be completed at the same time as *ADED 660: Assessment in Adult Education*.

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 (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 ProgressStudents must maintain satisfactory academic progress to remain in the program.Only courses with a letter grade of C+ (2.33 or better count toward certificate requirements; however, a cumulative grade point average of 3.0 is required for

completion.

- Only courses with letter grades (AC+) are applied to the graduate certificate, with the exception of ADED 690, which is graded as Satisfactory/Not Satisfactory (SNS).
- 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 ADED 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.
- Lastly, in addition to failing to meet academic requirements, students can be removed from the program for violating academic integrity. Please carefully review the University's Academic integrity policies and procedures. In the case of dismissal from the program due to a violation of academic integrity, students have the right to appeal their dismissal in writing to the ADED program director within 30 days of the dismissal. In the case of an unfavorable decision, students have 30 days to appeal the program director's decision to the Dean of the College and subsequently to the Provost, following the proper sequence. All appeals and determinations shall be provided in writing.

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 a year, must reapply to the program. If readmitted, students are required to satisfy the program 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 within three semesters. However, students may take up to five years from the semester of admission to fulfill their program certificate requirements. 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. Finally, with the exception of the ADED 690 field experience, which should be completed in the final semester of the program, the initial courses can be completed in any order. If unable to complete the program within five years from the first semester of admission, students can request an extension in writing from the director of the Adult Education Graduate Certificate program. This request must be made before the five-year limit is reached. In the case of a negative decision, students have the right to appeal within 30 days to the Dean of CIS. Additionally, students in this program have the right to request a leave of absence for unforeseen personal reasons by submitting a written request to the College of Individualized Studies. An extension of the time limit may be requested by writing to the Graduate Certificate Program Director. Such requests must be received before the expiration of the time limit and should include:

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

The program director shall respond to this request within 30 working days.

Individualized and Interdisciplinary Studies (MA/MS)

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 bachelors 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 that 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 students 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 Committees review and approval).

PartTime Graduate Studies: This program is designed for parttime students, including those who are employed fulltime 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 masters program to design a course of study and Capstone Project/Research that spans disciplines, subject areas, and professional studies. One student might design a researchbased capstone that studies women and microloans, 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 students interests and creativity!

The scope and design of a students 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 Committees recognition of special circumstances for the lower GPA, and the applicants clear demonstration of additional compensatory strengths. In case of a GPA lower than 3.0, applicants may submit a supplement letter along with the admissions essay addressing the reasons for the lower GPA and their plan to be successful in graduate school. Admission is not guaranteed.

Program requirements

Transfer Credits

- Students outside of Metro State University can transfer up to 8 graduate credits earned from an accredited institution.
- Current students enrolled in graduate coursework at Metro 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 Committees review and approvals).

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 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. 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 admitted status and will need to reapply to the program.

Similarly, students who started the program and are in good academic standing but have not registered for courses for three calendar years, must reapply to the program. If readmitted, students are required to satisfy the degree requirements listed in the catalog at the time of readmission, if those requirements differ from the catalog requirements listed 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 MA/MS Handbook for additional important details.

College of Liberal Arts

Design of User Experience Graduate Certificate

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

This program:

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

Enrolling in this program

Program eligibility requirements

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

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.

Learner Experience Design Graduate Certificate

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.

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, the certificate may be earned by international students studying on a student visa only if they are admitted into a degree-granting program. 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 Metro State University dashboard from Duolingo.

Program requirements

Academic Standing/Satisfactory Academic Progress

You must maintain satisfactory academic progress to remain in the LXD 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 may 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 may be dismissed from the LXD program.

[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 Learner Experience Design program director, who has 30 days to respond in writing. The appeal must be in writing, it must provide specific reasons for the appeal, and it's due within 30 days of the date of the letter notifying you of the decision to remove you from the program.

[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 program director, and your request must be received before the two years pass. 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 director 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 request to reactivate into the certificate program. Submit your request in writing to the Learner Experience Design program director. The program director 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.

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. Metro 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 seminars outcomes is analysis and refinement of each students educational objectives within the framework of MLS program resources. MLS 600 should be taken in a students 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, Metro 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 at least 3 to 5 courses in Liberal Arts disciplines: Arts, History, Philosophy, Communications, Humanities, Religious Studies, Ethnic Studies, Linguistics, Social Sciences, Gender Studies, Literature, or Writing.
- 3.0 GPA (Exceptions to this standard are based upon the MLS Admissions Committees recognition of special circumstances for the lower GPA and the candidates clear demonstration of additional compensatory strengths.)

Transfer credits

Up to 8 graduate credits earned at another accredited institution (or at Metro State University before Liberal Studies, MA admission) may be applied to the Liberal Studies, MA (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

For important details contact the Director for a copy of the Master of Liberal Studies (MLS) Handbook or ask questions at mls@metrostate.edu.

Academic progress For Liberal Studies, MA 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. The College of Liberal Arts 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 Metro State University Graduate Catalog or other official program materials in place at the time of admission to Metro State.

Time limit

You must meet all graduation requirements within the specified time-limits. Starting with the semester for which they are admitted, students shall have up to five (5) years from the first date of enrollment to complete their Master's degree. Alternatively, you may petition the MLS Director and the Dean of the College of Liberal Arts to extend the specified time limit. Please note that the Liberal Studies, MA credits do not expire.

Transfer policy

The Liberal Studies, MA (MLS) Program accepts up to 8 transfer credits if those are:

13. clearly pertinent as Supporting Study in the judgment of the MLS director,
14. 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 Policy 2080: Grading Policy regarding repeating courses with failing grades applies exactly as it does for undergraduates. There is no limit on retakes.

[Dismissal due to unsatisfactory academic standing](#)

Students who receive a grade below a C 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 Policy 2080: Grading Policy or Policy 2300: Graduate Programs although there are still time-limits for completing the Program.

The MLS Program does not dismiss for one grade below a C; 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 Program Director and 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. If needed, then students can appeal next to the Provost.

[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.

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 exciting, challenging, and evolving profession, within a global marketplace;
- enable you to solve complex communication problems for a variety of audiences, in a variety of media.

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

To individualize the master's program, you select four 4-credit electives. You may choose electives that lead to you earning a graduate certificate in the Design of User Experience, Learner Experience Design, or Project Management. Also, 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.

Enrolling in this program

[Program eligibility requirements](#)

[How to Apply to the MS in Technical Communication](#)

To be eligible for admission, you'll need:

- A **bachelors degree** from an accredited college or university
- **Relevant coursework or professional experience** in technical communication, professional writing, or interaction design. Don't have this background? You may still qualify. In some cases, professional experience can substitute for coursework. If you're missing both, we may ask you to complete specified courses before or during the program.
- A **minimum undergraduate GPA of 2.75** (on a 4.0 scale)

International Applicants

International students must meet the same academic and program requirements and provide **proof of English proficiency** via one of the following:

- **TOEFL:** 80 (Internet), 550 (paper), or 213 (computer)
- **IELTS:** 6.5 overall
- **Duolingo English Test:** 105 (sent directly to Metro State)

[Application Checklist](#)

To complete your application, submit the following through the GradCAS website:

- **Online application**
- **\$38 nonrefundable application fee**
- **Official transcripts**

- **Statement of goals** (12 pages)
Describe how the MS in Technical Communication supports your personal, professional, or academic goals.
- **Portfolio of work** (up to 20 pages or a link to a digital portfolio)
Your portfolio should showcase your skills in technical writing, editing, design, and/or user experience.
- **Two references**
We recommend one academic and one professional reference, but other combinations are accepted.
- **Proof of English proficiency** (for international applicants only)

How to Submit

15. Visit the GradCAS website
16. Select your intended start term
17. Create or log in to your account
18. Choose **Technical Communication (MS)** as your program
19. Upload all required materials and submit your application

Note: You can only submit once. If you need to update your application after submission, contact graduate.studies@metrostate.edu.

Application Fee Waiver

Active-duty military, veterans, and Metro State alumni are eligible for an application fee waiver.

To request one, email graduate.studies@metrostate.edu.

Program requirements

Academic progress / academic standing

To earn the masters degree in Technical Communication, your local/Metro 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

A student who is dismissed from the program may appeal, in writing, the dismissal to the MSTC program director, and the program director has 30 days to respond, in writing. The appeal must be submitted within 30 days of the date of the letter notifying them of the decision to dismiss them from the

program. In addition, the appeal must provide specific reasons for 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.

Technical Communication Graduate Certificate

Make complex information clear advance your career with practical, high-impact skills

The **Graduate Certificate in Technical Communication** is designed for professionals who want to strengthen their writing, editing, and content design skills for the workplace especially when working with complex topics, digital tools, and diverse audiences. Whether you're new to the field or looking to deepen your expertise, this certificate offers a flexible, applied, and academically grounded pathway into one of today's most in-demand communication careers.

This **hybrid program includes in-person seat time**, meaning you'll benefit from **face-to-face engagement with faculty and peers** while also enjoying the flexibility of online components. You'll join a learning community that values collaboration, creativity, accessibility, and real-world application. In just three graduate-level courses (which also make up the **core of the MS in Technical Communication program**), you'll gain essential skills in:

- Writing task-oriented and procedural documents, like instructions and user guides
- Creating content that meets regulatory and industry standards
- Designing reusable and intelligent content
- Preparing documents for translation and localization
- Collaborating effectively with subject matter experts and cross-functional teams

This certificate is a great fit for:

- **Professionals entering or transitioning into technical communication**
- **Writers, editors, educators, and designers** who want to enhance their workplace communication skills
- **Employees in tech, healthcare, nonprofit, or corporate settings** seeking formal training in user-centered communication
- **Prospective MS students** this certificate serves as a strong entry point, with all credits transferable toward the full degree

Graduates will be equipped to produce clear, accessible, and actionable content that meets the needs of real users and advances the goals of the organizations they serve.

Note: As the Technical Communication Graduate Certificate program is only a 12-credit program, students in the program are not eligible for financial aid.

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

International Students

Because this is not a degree-granting program, the certificate may be earned by international students studying on a student visa only if they are admitted into a degree-granting program.

Program requirements

Satisfactory Academic Progress

You must maintain satisfactory academic progress to remain in the Technical Communication graduate 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 may 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 may be dismissed from the program.

Appeal

If you are removed from the program for unsatisfactory academic progress, you may appeal the removal to the Technical Communication graduate program director, who has 30 days to respond, in writing. The appeal must be in writing, it must provide specific reasons for the appeal, and it's due within 30 days of the date of the letter notifying you of the decision to remove you from the program.

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 Technical Communication graduate program director, and your request must be received before the two years pass. 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 director and are not automatic.

Re-activation 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 request to reactivate into the certificate program. Submit your request in writing to the Technical Communication graduate certificate program director. The program director 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.

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 Metro 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 Metro 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

Metro 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, 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 using the common application for graduate programs (GradCAS) to Metro State University and paid Application Fee
- Completed baccalaureate degree from an accredited college or university. Students in the final term of their baccalaureate degree may petition to apply. 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 or a combination of dental hygiene and dental assisting experience totaling at least 2,000 hours
- Official Academic Transcripts from all institutions attended after high school including transcript(s) reflecting completion of an accredited dental hygiene program and a bachelors degree from any field. Applicants may be in their final term of their bachelor's degree if successfully petitioned. 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 Metro State reserves the right to determine admissions status.

Program requirements

Before MSADT students begin the program, the following must be provided:

- Appropriate documentation of an active Minnesota dental hygiene license;
- 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 admitted to the program, you will be required to attend a graduate program orientation session.

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

Doctor of Nursing Practice, 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 and the American Holistic Nursing Credentialing Corporation. Graduates waive the post-graduate practice and continuing education hours necessary to be eligible to take the holistic nursing certification exam. 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-

3000Fax: 651-688-1841Toll Free: 888-234-2690 FREE (MN, IA, ND, SD, WI) TTY: 800-627-3529Nursing Board - email

Enrolling in this program

Program eligibility requirements

Students who meet the following admission criteria are encouraged to apply:

- Earned Bachelors or Entry-Level Masters 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 a state with eligibility for licensure in Minnesota
- 1 year of RN work at 0.6 FTE or higher by time of program start
- 3.0 cumulative GPA across all previous post-secondary and degrees, including any courses completed that did not lead directly to a completed degree.

Statistics Requirements: 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. This course may be taken in the summer semester prior to program start.

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 or by planning the timing with DNP Program Director. **Meeting with the DNP Program Director to determine a unique progression plan must be done prior to registration of classes for 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.

Doctor of Nursing Practice, Nurse Anesthesia (DNP)

[Program accreditation](#)

Program accreditation Graduates earn their Doctor of Nursing Practice (DNP) 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 Childrens, and Masonic Childrens 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 Metro 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. **This 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: 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 **Accreditation Agencies** Commission on Collegiate Nursing Education (CCNE) 655 K Street, NW, Suite 750 Washington, DC 20001 aacnnursing.org/CCNE Council on Accreditation of Nurse Anesthesia Education Programs 10275 W. Higgins Road, Suite 906 Rosemont, IL 60018-5603 Phone: 224-275-9126 coacrna.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 Metro State University College of Nursing and Health Sciences in partnership with the Minneapolis School of Anesthesia. These include:

20. Complete an application file and be verified by August 31 through **NursingCAS**.
21. Graduate from High School (or possess GED).
22. Possess an appropriate degree from a regionally accredited institution. Degrees must be completed and final transcripts submitted through NursingCAS prior to application. Appropriate degrees include: Baccalaureate/Bachelor's Degree in Nursing Master's degree in Nursing
23. Possess a Natural Science GPA of 3.0 or higher and a cumulative grade point average of 3.0 or greater.
24. Possess an unencumbered license as a registered professional nurse and/or APRN in the United States.
25. **Prior to the application deadline**, complete a minimum of one year (1 FTE), two years preferred, of nursing experience in a critical care setting within the last three years. Employment in a critical care setting must be maintained until at least 90 days prior to matriculation into the program. Operating room, emergency room, and post-anesthesia recovery DO NOT fulfill this requirement. Ground/flight transport nursing experience may be considered on an individual basis.
26. A chemistry course must be completed from an accredited college or university within 5 years of starting the DNP-NA program. It can be an online course and no lab is required. A passing grade of B or higher is required; pass/fail courses will not be accepted. (Example: For Summer 2025 start date, a chemistry course must be taken Summer semester 2020 or after).
27. 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.
28. Complete the interview process.
29. Complete a physical examination (if accepted).

Program requirements

The Doctor of Nursing Practice (DNP) Nurse Anesthesia program comprises 78 total credits (29 masters credits and 49 doctoral credits). Please review the admission and program-specific information at <http://www.nurseanesthesia.org>.

Doctor of Nursing Practice, Post-Master's (DNP)

Enrolling in this program

Program eligibility requirements

Effective **May 1, 2025**, the Post-Masters DNP program at Metro State University is **suspended for applications until further notice**.

We appreciate your interest in advancing your nursing education with us. This suspension applies only to the Post-Masters DNP track and does not affect other DNP program options.

Please check back for future updates regarding program status. For questions or additional information, contact the College of Nursing & Health Sciences at school.nursing@metrostate.edu.

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.

[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 Metro 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 Metro State University.

- Applicants must have completed a non-nursing 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. The bachelor's degree must be completed at the time of application to the Entry Level MSN program.
- 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.

Students should carefully review the applicant policies for more specific information on transcript requirements, including criteria for transcript exclusion. Please contact CNHS Advising (cnhs.advising@metrostate.edu) for information on filing a petition to request to exclude a transcript that meets the requirements listed in the applicant policy.

Prerequisite Courses

- Chemistry with laboratory component
- Human Anatomy with laboratory component
- Human Physiology with laboratory component
- Microbiology with laboratory component
- Nutrition
- Lifespan 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

- 2024 19 taking exam, pass rate of

95%2023 29 taking exam, pass rate of 86%2022 27 taking exam, pass rate of 89%2021 31 taking exam, pass rate of 97%2020 21 taking exam, pass rate of 90%2019 27 taking exam, pass rate of 100%2018 28 taking exam, pass rate of 96%

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.

30. 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.)

31. Two positive recommendations from people qualified to judge the applicant's ability for graduate studies
32. 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
 - Further details about other available tests and exemptions can be found at International Student Services graduate student admissions.

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 the solution of a 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 presentation of the work. (4 credits)

Computer Science (PSM)

The Professional Science Masters in Computer Science (PSM) is a 38-credit program that combines advanced coursework in computer science with courses in professional skill areas such as team and project management, as well as verbal and written communications. As part of a masters 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.

33. 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.)
34. Two positive recommendations from people qualified to judge the applicant's ability for graduate studies

35. 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. Further details about other available tests and exemptions can be found at International Student Services graduate student admissions.

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)
- one course in Team and Project Management (4 credits)
- two courses in writing and communications (6 credits)
- a set of elective courses covering advanced material in computer science and information technology. (12 credits)
- completion of a project/study on a contemporary issue in computer science and information technology through either a Student Designed Independent Study (SDIS) course or an internship

with a CSC department graduate faculty member as the evaluator along with a written/documented report and a public presentation (4 credits)

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. Governments 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.

Metro 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 Institutes 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 masters 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

Admission to the Master of Science in Cyber Operations (MSCyOps) program is based on a comprehensive review of each applicants academic background, professional experience in computing and cybersecurity, competency statement, and letters of recommendation. Final admission decisions, including the evaluation of transfer course equivalency, are made by the Graduate Program Director.

Meeting the minimum requirements outlined below does not guarantee admission. All applicants are evaluated holistically for evidence of academic preparedness and their potential for success in graduate study.

Minimum Admission Requirements:

- **Academic Background:**

A bachelors degree, preferably in Cybersecurity, Computer Science, Information Technology, or Computer Forensics, with a minimum cumulative GPA of 3.00 on a 4.00 scale.

Note: GPA requirements may be waived on a case-by-case basis for applicants who demonstrate strong potential for academic success through other achievements or qualifications.

- **Competency Statement (3-5 pages):**

Applicants must submit a written statement addressing the following areas: **Knowledge and Interest**

in Cybersecurity: Demonstrated understanding of and interest in cybersecurity, with particular attention to the role of human factors in personal use policies and monitoring. **Analytical and Problem-Solving Skills:** Ability to analyze and solve problems, differentiate between relevant and irrelevant information, and develop logical, effective solutions to both individual and organizational challenges. **Communication Skills:** Proficiency in communication, including the ability to deliver clear and persuasive oral presentations, actively listen, clarify complex information, and foster open and effective exchange of ideas..

- **Letters of Recommendation:**

Applicants must submit two letters of recommendation from individuals (e.g., faculty members or supervisors) who are well qualified to assess the applicants readiness for graduate-level study in Cyber Operations.

- **English Language Proficiency:**

Applicants must demonstrate proficiency in English by meeting one of the following criteria: U.S. citizenship or permanent residency. Completion of a bachelors, masters, or doctoral degree from an English-speaking institution in the United States, Canada, the United Kingdom, Ireland, Australia, or New Zealand. A TOEFL score of at least 80 (internet-based) or 550 (paper-based), achieved within 24 months of the intended enrollment date. An IELTS score of 6.5 or higher, earned within 24 months of the intended enrollment date. Further details about other available tests and exemptions can be found at International Student Services graduate student admissions.

[Additional Requirements for Applicants with Non-Technical Undergraduate Degrees:](#)

Applicants holding a bachelors degree in a non-technical field may be considered for admission, provided they meet the following criteria:

- Completion of undergraduate-level courses in **Discrete Mathematics, Statistics, and Computer Organization and Architecture** each with a minimum grade of B.
- Successful completion of undergraduate coursework in **Cybersecurity** (minimum grade of B), and demonstrated proficiency in: Python and C Programming Assembly Language Linux Fundamentals PowerShell Systems Administration Computer Networking Basic Data Structures and Algorithms
- A minimum of **one year of verifiable professional experience** in the information technology or cybersecurity field.

Exceptional cases may be considered based on the overall strength of the applicants portfolio.

Program requirements

[Guidelines for completing the Cyber Operations MS Program](#)

The Master of Science in Cyber Operations (MSCyOps) is a cohort-based graduate program that emphasizes advanced technical training, ethical frameworks, and applied research in cybersecurity. Students progress through the program as a unified cohort, following a prescribed sequence of courses with no elective options; each course is a required component of the

degree. This structure promotes collaboration, continuity, and a cohesive learning experience.

Program Requirements

The MSCyOps program comprises **36 credits** of graduate coursework, distributed as follows:

- **29 credits** in cyber operations and related technical subjects
- **4 credits** in risk assessment, cybersecurity law, policy, and ethics
- **3 credits** dedicated to the capstone experience, distributed across multiple semesters of the program

Capstone Experience

The capstone spans multiple semesters and serves as the culminating academic requirement of the program. Students must enroll in capstone courses throughout the cohort sequencetypically one credit per designated semester (Fall, Spring, Fall). The capstone requirement may be fulfilled through one of the following pathways:

- **Practical Research Project:**
Students complete a hands-on research or applied project, culminating in a formal written report evaluated by a graduate committee. In the final semester, students present and defend their work through an oral examination.
- **Advanced Industry Certification (Alternative Option):**
In lieu of a research project, students may satisfy the capstone requirement by earning an approved advanced industry certificationsuch as **CISSP, CMMC, or OSCP**subject to approval by the Graduate Program Director.

Regardless of the selected pathway, all students are required to participate in a set of common capstone activities during the **first semester** of the program. These shared experiences establish a foundation for the capstone process and include training in research methods, professional communication, and project planning.

Academic Standards

To maintain good academic standing, students must:

- Hold a **minimum cumulative GPA of 3.0**
- Achieve a **grade of B or higher in all graduate courses**

Advising and Course Planning

Students enrolled in the Cyber Operations program are encouraged to consult with the Graduate Program Director to gain a clear understanding of the program structure, course sequencing, and academic expectations.

Prerequisite Knowledge and Skills

Due to the programs accelerated format and technical rigor, incoming students are expected to possess foundational knowledge and practical experience in key areas of computing and cybersecurity. Specifically, applicants should demonstrate proficiency in the following areas:

- Python and C programming
- Assembly language
- Linux fundamentals
- PowerShell scripting
- Systems administration
- Computer networking
- Data structures and algorithms

Students lacking proficiency in these areas should complete preparatory coursework or equivalent training before beginning the program to ensure their readiness for success.

Cyber Operations Graduate Certificate

Enrolling in this program

Program eligibility requirements

Admission to the Cyber Operations Graduate Certificate Program is determined through a holistic review of each applicants academic background, professional experience in computing and cybersecurity, and Competency Statement. Final admission decisions, including the evaluation of transfer coursework, are made by the Graduate Program Director. Meeting the minimum requirements outlined below does not guarantee admission. All applications are assessed for evidence of academic preparedness and the potential for success in this advanced, technical program.

Minimum Admission Requirements

- **Bachelors Degree:**

Applicants must hold a completed bachelors degree, preferably in Cybersecurity, Computer Science, Information Technology, or Computer Forensics, with a minimum cumulative GPA of 3.00.

Exceptions to the GPA requirement may be considered on a case-by-case basis for applicants who demonstrate strong potential through other academic achievements or relevant professional experience.

Additional Requirements for Applicants with Non-Technical Backgrounds

Applicants who hold a bachelors degree in a non-technical discipline may be considered for admission, provided they meet all of the following conditions:

- Successful completion of undergraduate coursework in Discrete Mathematics and Statistics, each with a minimum grade of B

- Completion of undergraduate-level cybersecurity coursework with a minimum grade of B
- Demonstrated proficiency in the following technical areas: Python and C programming, Assembly language, Linux fundamentals, PowerShell scripting, Systems administration, Computer networking, Basic data structures and algorithms
- A minimum of one year of verifiable professional experience in the information technology or cybersecurity field

Exceptions may be made based on the overall strength and completeness of the application.

International Student Policy

Please note that this is a non-degree-granting program. As such, it is not eligible for enrollment by international students on F-1 student visas. Applications from individuals seeking to study under an F-1 visa cannot be considered for this program.

Program requirements

Prospective students interested in the Cyber Operations Graduate Certificate program are encouraged to consult with the Graduate Program Director to gain a clear understanding of the program structure, course sequencing, and academic expectations.

Academic Standards

To remain in good academic standing and successfully complete the program, students must:

- Maintain a minimum cumulative GPA of 3.0
- Earn a grade of B or higher in all graduate-level coursework

Prerequisite Knowledge and Skills

Due to the program's accelerated format and technical rigor, incoming students are expected to possess foundational knowledge and practical experience in key areas of computing and cybersecurity. Specifically, applicants should demonstrate proficiency in the following areas:

- Python and C programming
- Assembly language
- Linux fundamentals
- PowerShell scripting
- Systems administration
- Computer networking
- Basic data structures and algorithms

To ensure success in the program, students lacking experience in any of these areas are strongly encouraged to complete relevant undergraduate coursework or short preparatory courses prior to enrollment.

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 ones 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 Bachelors 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 students choice related to urban education. The capstone project may be a traditional, formal written thesis, or a 30 minute presentation.

Research options for a traditional, formal written thesis include: An extensive literature review, action research or empirical research (qualitative, quantitative or mixed methods).

Options for the capstone project presentation include: summary of an extensive literature review, summary of an action research project, or an equity proposal/plan project.

For more information about these options, see the MS Urban Education Handbook, as well as, speak with your advisor.

Note: Capstone project, if selected, requires that an additional 3 credit elective course be completed.

- **Formal written theses** completed by M.S. Urban Education degree earners
- **Presentations** completed by M.S. Urban Education degree earners

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](#)

[Eligibility Requirements for Initial Licensure](#)

- Earned bachelors degree or higher from an accredited institution with a GPA of 2.75 or higher.
- Upon acceptance to the School of Urban Education, students are required to complete the following: Meet with an ESL advisor or the ESL Program Coordinator to develop a plan to complete the licensure program Complete EDU 600 with a grade of a B or higher Provide documentation for

knowing and/or learning an additional language through two years of language instruction in a high school setting, or one year of additional language instruction in a postsecondary setting, or the equivalent level of multilingualism Complete at least 3 credits in Ethnic Studies or a transferred in equivalency Complete at least 40 hours of field experiences in urban settings that include engagements with ESL/ELL youth Activate a subscription to the programs assessment system (connect with advisor for details)

Eligibility Requirements for Additional Licensure

- Earned bachelors degree or higher from an accredited institution with a GPA of 2.75 or higher.
- Already have earned a current Minnesota teaching license in another field or be pursuing another license and finish before or with the additional ESL licensure program.
- Upon acceptance to the School of Urban Education, students are required to complete the following: Meet with an ESL advisor or the ESL Program Coordinator to develop a plan to complete the licensure program Provide documentation for knowing and/or learning an additional language through two years of language instruction in a high school setting, or one year of additional language instruction in a postsecondary setting, or the equivalent level of multilingualism Activate a subscription to the programs assessment system (connect with advisor for details)

Program requirements

For Initial K12 ESL Licensure

Practicum experiences working with students are required at the elementary, middle and high school level (at least 120 hours total). Student Teaching (EDU 650) includes 12 weeks, full-time at one school level (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 ESL licensure:

- Passing all required performance assessments
- Licensure application with fee

For Additional K12 ESL Licensure

When possible, practicum experiences may be completed where a student works as a teacher. However, ESL practicum experiences must be completed in an inclusive classroom settings *working with students who are multilingual language users* 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 ESL licensure program:

- Licensure application with fee

For the Master's Degree (minimum of 34 credits earned at the graduate level)

To earn a master's degree, students in addition to course requirements; earning at least 34 graduate credits and maintaining a cumulative GPA of 3.0 or higher, are required to complete a capstone project. The project must demonstrate significant mastery in understanding related to a central question on a particular topic associated with ESL and relevant to urban education. The capstone project may be a traditional, formal written thesis, or a 30-minute presentation.

Research options for a traditional, formal written thesis include: An extensive literature review, action research or empirical research (qualitative, quantitative or mixed methods).

Options for the capstone project presentation include: summary of an extensive literature review, summary of an action research project, or an equity proposal/plan project.

For more information about these options, see the MS Urban Education Handbook, as well as, speak with your advisor.

Note: Capstone project, if selected, requires that an additional 3 credit elective course be completed.

- **Formal written theses** completed by M.S. Urban Education degree earners
- **Presentations** completed by M.S. Urban Education degree earners

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 Bachelors 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 20 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 performance assessments.
- 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.

Research options for a traditional, formal written thesis include: An extensive literature review, action research or empirical research (qualitative, quantitative or mixed methods).

Options for the capstone project presentation include: summary of an extensive literature review, summary of an action research project, or an equity proposal/plan project.

For more information about these options, see the MS Urban Education Handbook, as well as, speak with your advisor.

Note: Capstone project, if selected, requires that an additional 3 credit elective course be completed.

- **Written theses** of M.S. Urban Education degree earners
- **Capstone project presentations** of M.S. Urban Education degree earners

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 Bachelors 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 20 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 performance assessments.
- 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.

Research options for a traditional, formal written thesis include: An extensive literature review, action research or empirical research (qualitative, quantitative or mixed methods).

Options for the capstone project presentation include: summary of an extensive literature review, summary of an action research project, or an equity proposal/plan project.

For more information about these options, see the MS Urban Education Handbook, as well as, speak with your advisor.

Note: Capstone project, if selected, requires that an additional 3 credit elective course be completed.

- **Written theses** of M.S. Urban Education degree earners
- **Capstone project presentations** of M.S. Urban Education degree earners

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 Bachelors 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 20 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 performance assessments.
- 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.

Research options for a traditional, formal written thesis include: An extensive literature review, action research or empirical research (qualitative, quantitative or mixed methods).

Options for the capstone project presentation include: summary of an extensive literature review, summary of an action research project, or an equity proposal/plan project.

For more information about these options, see the MS Urban Education Handbook, as well as, speak with your advisor.

Note: Capstone project, if selected, requires that an additional 3 credit elective course be completed.

- **Written theses** of M.S. Urban Education degree earners

- **Capstone project presentations** of M.S. Urban Education degree earners

Social Studies Teacher Preparation for Grades 5-12 licensure: Urban Education (MS)

Want to share your passion and enthusiasm for learning social studies with an active classroom (i.e., history, political science, economics, geography, anthropology, ethnic studies, sociology) filled with urban youth? Get a Minnesota teaching license for grades 5-12 Social Studies and your master's degree. As a Social Studies teaching candidate, learn to help students who speak English as a second language (ESL), 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 Bachelors 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 20 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 performance assessments.
- 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.

Research options for a traditional, formal written thesis include: An extensive literature review, action research or empirical research (qualitative, quantitative or mixed methods).

Options for the capstone project presentation include: summary of an extensive literature review, summary of an action research project, or an equity proposal/plan project.

For more information about these options, see the MS Urban Education Handbook, as well as, speak with your advisor.

Note: Capstone project, if selected, requires that an additional 3 credit elective course be completed.

- **Written theses** of M.S. Urban Education degree earners
- **Capstone project presentations** of M.S. Urban Education degree earners

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 Bachelors 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 performance assessments.

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 students choice related to urban education. The capstone project may be a traditional, formal written thesis, or a 30-minute presentation.

Research options for a traditional, formal written thesis include: An extensive literature review, action research or empirical research (qualitative, quantitative or mixed methods).

Options for the capstone project presentation include: summary of an extensive literature review, summary of an action research project, or an equity proposal/plan project.

For more information about these options, see the MS Urban Education Handbook, as well as, speak with your advisor.

Note: Capstone project, if selected, requires that an additional 3 credit elective course be completed.

- **Formal written theses** completed by M.S. Urban Education degree earners
- **Presentations** completed by M.S. Urban Education degree earners

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GRADUATE COURSES

ACCT

ACCT 515G - Financial Statement Analysis (4 credits)

This course provides a framework to analyze organizational performance using financial statements to evaluate past organizational performance including past, estimate future performance and support management decisions regarding investments, credit and financial performance. The course will focus on data-driven formats using current analytical tools including data visualizations, goal seek analysis, predictive analysis, statistical analysis, etc. and software tools such as Excel, Tableau and Power Bi.

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.

ACCT 660I - Accounting Student-Designed Independent Study (SDIS) (1-8 credits)

Student-designed independent studies give Metro 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.

ADED

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.

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.

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.

ANES

ANES 623P - DNP Anesthesia Practicum I (1 credit)

Students build on skills developed throughout simulation to further develop integration of scientific and anesthetic principles. Novice nurse anesthesia students apply evidence-based practice and safety & quality guidelines for American Society of Anesthesiologists (ASA) or Physical Status (PS) I & II. Students apply evidence-based practice, safety & quality guidelines in psychomotor skills, critical thinking and decision-making as novice nurse anesthesia students. The novice student requires continual verbal and physical cues from the preceptor. The student has limited theoretical knowledge and psychomotor skills and clinical judgement related to anesthesia practice. Students gain clinical experience caring for the patient with minimal to mild physiological derangements.

ANES 629 - Advanced Pharmacology for DNP Anesthesia I (3 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 - Anatomy, Physiology and Pathophysiology for Nurse Anesthesia I (3 credits)

This course will combine anatomy, physiology, and pathophysiology into a 3 part series, taking place over the first 3 semesters of the program. They will cover all body systems across the lifespan, with emphasis on anesthetic considerations.

ANES 635 - Anatomy, Physiology and Pathophysiology for Nurse Anesthesia II (3 credits)

The structure of this course is examination of advanced anatomy, physiologic concepts and the complex relationships with clinical correlation across the lifespan. This is an in-depth exploration of specific human normal and abnormal physiology for health promotion and clinical correlation across the lifespan. Specific content areas include pulmonary, endocrine, genitourinary, renal, gastrointestinal, and hepatic systems function in homeostasis and pathophysiologic adaptation in disease.

ANES 638 - Anatomy, Physiology and Pathophysiology for Nurse Anesthesia III (3 credits)

The structure of this course is examination of advanced anatomy, physiologic concepts and the complex relationships with clinical correlation across the

lifespan. Specific content areas include musculoskeletal, metabolism and thermoregulation, hormones, reproductive, integumentary and immune system's function in homeostasis and pathophysiologic adaptation in disease.

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 - DNP Anesthesia Practicum II (1 credit)

The second practicum student continues as a novice learner. The student builds on practices learned in the first practicum course. The reliance on the clinical preceptor has lessened but continues to require constant supervision. Students build on skills developed in Practicum I to further develop integration of scientific and anesthetic principles. Students gain clinical experience in caring for patients with minimal to mild physiological

derangements who present for emergency surgical or medical care (PS IE and IIE).

ANES 735P - DNP Anesthesia Practicum III (1 credit)

The third practicum student is termed Advanced Beginner. The term reflects a student who has developed basic competency for the patient with mild physiologic derangements but is beginning to recognize potential problems and starting to demonstrate efficient time and motion behavior. Students build on skills developed in practicum II to further develop integration of scientific and anesthetic principles.

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 functionally incapacitated patient who may present emergently (PS IV & IVE). The student works more independently on PS 1 and 2 patients but requires more supervision in specialty procedures and population management.

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. 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 in this practicum require rare supporting and directive cues from preceptors while exhibiting more confidence and application of clinical judgement. 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).

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. Expert nurse anesthesia students apply scientific and anesthetic principles, evidence-based practice and safety & quality guidelines to psychomotor skills, critical thinking and decision-making. The term reflects a student who synthesizes the anesthetic process using analytical judgment for all types of patients within the life span. Students gain clinical experience in caring for patients across the lifespan, special populations, and special procedures.

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.

ANES 741 - Pre-Scholarship (1 credit)

This course focuses on building the structure of the students 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.

ANES 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.

ANES 745 - Principles of DNP Nurse Anesthesia Practice II (3 credits)

The course focuses on the study of safe, evidence based nurse anesthesia care management in normal human physiologic and pathophysiologic states. Anesthesia care will range from preoperative evaluation through completion of anesthesia services, including preop evaluation, deep sedation and PACU, basic regional techniques, ambulatory and office-based complications, hepatic and endocrine system. Topics of discussion include care management strategies based on ethical, scientific and pharmacologic principles, safety, quality and evidence based guidelines and cost effectiveness.

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.

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. Anesthesia care will range from preoperative evaluation through completion of anesthesia services including peripheral and neuraxial nerve blocks, acute and chronic pain management, radiation safety, and POCUS. Topics of discussion include care management strategies based on ethical, scientific and pharmacologic principles, safety, quality and evidence-based guidelines and cost effectiveness.

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 normal human physiologic and pathophysiologic states. Anesthesia care will range from preoperative evaluation through completion of anesthesia services, including neonatal, OB/GYN, pediatrics, obesity, geriatrics and the neurological system. Topics of discussion include care management strategies based on ethical, scientific and pharmacologic principles, safety, quality and evidence-based guidelines and cost effectiveness.

ANES 750 - DNP Scholarship I (2 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.

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 normal human physiologic and pathophysiologic states. Anesthesia care will range from preoperative evaluation through completion of anesthesia services, including integumentary, musculoskeletal and neuroskeletal diseases, orthopedics, renal/genitourinary, psychiatric disease, hematology, extrathoracic procedures, critical illness and transplants. Topics of discussion include care management strategies based on ethical, scientific and pharmacologic principles, safety, quality and evidence-based guidelines and cost effectiveness.

ANES 760 - DNP Scholarship II (1 credit)

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.

ANES 770 - DNP Scholarship III (1 credit)

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.

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%.

ANES 793 - Synthesis of Essential Anesthesia Concepts III (2 credits)

The focus of this course is the synthesis and integration of critical nurse anesthesia concepts necessary for transition into nurse anesthesia, independent practice and lifelong learning. This course is the third in a series of three synthesis courses and is based on self-directed review of topics as directed by the NCE outline.

ANSO

ANSO 660I - Anthropology and Sociology Student-Designed Independent Study (1-9 credits)

Student-designed independent studies give Metro 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.

ARTS

ARTS 660I - Arts Student-Designed Independent Study (SDIS) (1-8 credits)
Student-designed independent studies give Metro 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

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 Metro 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 Metro State University. Competence is demonstrated by passing the final examination of the corresponding course. Students should contact their appointed advisor for more information.

BLAW

BLAW 660I - Business Law Student-Designed Independent Study (SDIS) (1-8 credits)

Student-designed independent studies give Metro 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.

CC

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

CHEM

CHEM 660I - Chemistry Student-Designed Independent Study (1-6 credits)

Student-designed independent studies give Metro 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 Metro State University. Competence is demonstrated

by passing the final examination of the corresponding course. Students should contact their appointed advisor for more information.

CJS

CJS 600 - Foundations of Graduate Study and Professional Practice in Criminal Justice (2 credits)

This course introduces students to writing at the graduate level. Students learn to search, retrieve, evaluate and document sources and prepare papers using writing and citation styles expected in criminal justice graduate courses. Students are also introduced to critical thinking and problem-solving on current issues in the criminal justice system and required to complete writing assignments using these skills.

CJS 610 - Applied Research and Data Analysis in Criminal Justice (3 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 - Applied Program and Policy Evaluation in Criminal Justice (3 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? (3 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 (3 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 - Emergency and Crisis Management in Criminal Justice (3 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 - Public Safety Workforce Leadership and Management (3 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, Innovation, and Technology in Criminal Justice (3 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 Metro 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 - Crisis Response, Mental Illness, and Working with Special Populations (3 credits)
This course focuses on justice system responses to victim and offender special populations, including: women; children; the elderly; LGBTQ+ people; immigrants; and people with disabilities (physical, developmental, behavioral, and sensory). This course teaches critical incident stress management for first responders and crisis intervention, de-escalation, and other skills necessary to respond to the signs of mental illness and substance use.

CJS 680 - Special Topics in Criminal Justice and Public Safety (3 credits)
This seminar offers in-depth study of selected topics in criminal justice and public safety. Specific content varies by offering and may focus on emerging issues, specialized areas of practice, policy challenges, or theoretical developments. The course emphasizes critical engagement with contemporary issues relevant to criminal justice and public safety.

CJS 690 - Criminal Justice and Public Safety Capstone (3 credits)
This course serves as the culminating experience for the Master of Science in Criminal Justice and Public Safety Leadership. Students integrate theory, research methods, and professional practice to complete a substantial, applied capstone project addressing a real-world public safety problem. Projects may take multiple forms such as applied research, curriculum development and teaching, program or policy analysis, strategic planning, or practice-based interventions and are developed in consultation with faculty and, where appropriate, external partners. Emphasis is placed on analytical rigor, professional standards, and the translation of evidence into actionable recommendations for criminal justice and public safety leadership.

COMM

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)
Internships offer students opportunities to gain deeper knowledge and skills in their chosen field. Students are responsible for locating their own internship. Metro faculty members serve as liaisons to the internship sites supervisors and as evaluators to monitor student work and give academic credit for learning. Students are eligible to earn 1 credit for every 40 hours of work completed at their internship site.

COMM 660I - Communication Graduate Student Designed Independent Studies (1-8 credits)

Student-designed independent studies give Metro 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.

CRIM

CRIM 500G - Advanced Police Communications (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.

CRIM 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.

CRIM 502G - Advanced Ethical Policing (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.

CRIM 620 - The Politics of Policing (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.

CRIM 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.

CRIM 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.

CYBR

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.

CYBR 611 - Vulnerability Discovery and Exploitation (3 credits)

Understanding vulnerability discovery and exploitation is fundamental to cyber operations, equipping professionals with the skills to identify, analyze, and mitigate security weaknesses across various computing environments. This course provides an in-depth exploration of vulnerability analysis, emphasizing the patterns of vulnerabilities and attack methodologies to help students develop a comprehensive security mindset. Students will analyze various types of vulnerabilities, assess their root causes and impact on security, and explore exploitation techniques and mitigation strategies. Key topics include buffer overflows, privilege escalation attacks, input validation flaws, fuzzing, crash dump analysis, exploit development, and security mitigations such as DEP and ASLR. The course also delves into security design principles, guiding students to integrate proactive security measures into system architecture, software development, and risk mitigation frameworks. Through hands-on exercises, students will identify and exploit vulnerabilities in software utilizing common security mitigations, developing proof-of-concept exploits to demonstrate feasibility. Additionally, the course critically examines vulnerability disclosure ethics, analyzing the legal, ethical, and security implications of publicizing discovered vulnerabilities. By the end of the course, students will have developed the technical proficiency and strategic awareness necessary to assess and mitigate security risks, enabling them to effectively protect and strengthen system defenses in real-world environments.

CYBR 621 - Secure System Programming and OS Theory (4 credits)

Operating systems form the backbone of modern computing and play a pivotal role in cybersecurity and cyber operations. This course comprehensively introduces operating system theory while integrating essential security concepts. Students will learn core OS fundamentals

including process management, memory management, and file systems through a combination of theoretical study and practical exercises. The curriculum includes hands-on experience with low-level programming using Assembly and C, as well as the utilization of Unix-like operating system APIs. Emphasis is placed on understanding OS architecture, identifying common vulnerabilities, and applying basic mitigation strategies through secure coding practices. This balanced approach establishes a solid foundation in OS principles and security, preparing students for more specialized studies in malware analysis, reverse engineering, and vulnerability assessments in advanced courses.

CYBR 635 - Applied Cryptography (2 credits)

Cryptography is a cornerstone of modern cybersecurity, protecting data across wireless networks, cloud computing, and next-generation applications. This course provides an in-depth exploration of advanced cryptographic techniques, focusing on their practical implementation in securing real-world systems. Students will analyze cryptographic security mechanisms in SSL/TLS, Virtual Private Networks (VPNs), military applications, cryptanalysis, and cryptographic backdoors. Emphasis is placed on evaluating cryptographic frameworks in vehicular ad hoc networks, smart grids, e-health systems, and mobile social networks. Students will also design and implement encryption-based defense strategies to enhance data confidentiality, integrity, and authentication. Additionally, the course examines the threat posed by quantum computing to modern cryptographic systems and explores post-quantum cryptography solutions. By the end of the course, students will have the expertise to apply, evaluate, and develop cryptographic solutions to address emerging cybersecurity and privacy challenges.

CYBR 641 - Cyber Operations Fundamentals (4 credits)

Cyber operations encompass both offensive and defensive security strategies, requiring a deep understanding of network security, system vulnerabilities, and operational tactics. This course provides a comprehensive foundation in cyber operations, focusing on security principles, network architecture, protocol analysis, and strategic cyber engagements. Students will analyze fundamental cybersecurity principles and evaluate how failures in security design lead to system vulnerabilities that can be exploited in offensive cyber operations. The course covers network traffic analysis, TCP/IP protocols, and cyber operations phases, including planning, execution, authority considerations, and post-operation assessment. Students will design defensive network architectures with multi-layered security controls, ensuring mission security objectives are met. Additionally, the course examines the balance between usability and security, addressing human behavior risks that undermine system security. Emphasis is placed on ethical decision-making and professional conduct in cyber operations, ensuring

compliance with legal and policy frameworks. By the end of this course, students will be prepared to analyze, defend, and strategically engage in cyber operations in real-world security environments.

CYBR 645 - Cyber Threat Hunting and Intelligence (2 credits)

In an era of sophisticated cyber threats, organizations rely on proactive threat intelligence and hunting strategies to defend against advanced network intrusions and data breaches. This course equips students with the knowledge and practical skills to collect, analyze, and apply Cyber Threat Intelligence (CTI) at tactical, operational, and strategic levels to enhance cyber threat-hunting operations and defensive cybersecurity mechanisms. Students will evaluate cyber threat intelligence frameworks, including MITRE ATT&CK, to identify adversary tactics, techniques, and procedures (TTPs) and detect advanced cyber threats. The course covers correlating Indicators of Compromise (IoCs) from multiple intelligence sources, including Open-Source Intelligence (OSINT), to strengthen proactive threat detection and response. Emphasis is placed on implementing intelligence-sharing frameworks and protocols to facilitate active cyber defense through threat-hunting and coordinated threat mitigation. Additionally, students will explore ethical considerations in cyber intelligence, ensuring compliance with legal, policy, and organizational standards when collecting, analyzing, and disseminating intelligence. By the end of this course, students will have the expertise to leverage cyber threat intelligence for proactive security measures, enhancing organizational resilience against evolving cyber threats.

CYBR 650I - Cybersecurity 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 Metro State University for more information.

CYBR 660I - Cybersecurity Student Designed Independent Study (1-5 credits)

Student-designed independent studies give Metro 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)

As wireless and mobile technologies continue to evolve, they play an increasingly critical role in global communications, cybersecurity, and cyber operations. This course provides an in-depth exploration of cellular and wireless network architectures, emphasizing their security features, vulnerabilities, and risk mitigation strategies. Students will analyze the core architectures and security mechanisms of various generations of cellular networks, assessing operational differences and security challenges unique to wireless environments. The course covers modern encryption standards, authentication protocols, and access control policies, equipping students with the skills to design and implement secure wireless networks. Additionally, students will assess security protocols used in wireless communications to ensure authentication, data integrity, and confidentiality. Through hands-on exercises, students will investigate and mitigate threats to wireless and mobile networks, identifying attack vectors, protocol weaknesses, and countermeasures to enhance network defense. Emphasis is placed on ethical and professional responsibility in securing wireless and mobile technologies ensuring compliance with industry standards and regulatory frameworks. By the end of this course, students will have the expertise to secure modern wireless infrastructures, defend against evolving threats, and apply cybersecurity principles to emerging mobile technologies and networks.

CYBR 671 - Digital Forensics I (2 credits)

This course explores digital forensic methodologies, legal considerations, and investigative techniques used in modern forensic analysis. Students will develop the expertise to analyze forensic images, identify suspicious or concealed files including those hidden through steganography and data obfuscation and implement advanced strategies for evidence recovery across diverse digital environments, including Windows, macOS, smartphones, memory, and network systems. Emphasizing the use of cutting-edge forensic tools and bootable utilities, students will learn to extract and preserve digital evidence while maintaining data integrity. The course also examines contemporary methods used for hiding, encrypting, and scrambling data, equipping students with the skills to develop effective countermeasures in forensic investigations. Additionally, students will gain proficiency in preparing legally admissible documentation, maintaining a proper chain of custody, and drafting forensic reports that meet evidentiary standards. Emphasis is placed on effectively communicating findings through technical reports and courtroom presentations, ensuring clarity, precision, and compliance with legal protocols.

CYBR 672 - Digital Forensics II (2 credits)

This course provides an in-depth examination of forensic techniques for investigating digital evidence across modern operating systems, including

Windows, Linux, and macOS. Students will develop expertise in analyzing file systems to identify critical forensic artifacts and data structures essential to investigations. The course covers advanced memory forensics techniques to extract and interpret volatile data, including active processes and encryption keys. Students will also conduct network forensic investigations, utilizing packet analysis and decryption techniques to uncover hidden or encrypted malicious communications. Emphasizing correlation and interpretation of forensic evidence from multiple sources, students will integrate log analysis, system artifacts, and event timelines to reconstruct digital incidents. Hands-on experience with state-of-the-art forensic tools will enable students to perform forensic acquisitions of locally attached storage devices while ensuring data integrity and image validation. Additionally, students will gain proficiency in extracting and analyzing key Windows Registry artifacts, including user activity, network configurations, and system metadata, to build comprehensive forensic timelines. Through practical exercises and case studies, students will refine their ability to conduct sophisticated digital forensic investigations and effectively communicate findings in technical reports.

CYBR 675 - Virtualization and Cloud Security (2 credits)

This course provides a comprehensive examination of virtualization architectures and cloud security, with a focus on enterprise and cloud environments. Students will analyze the security implications of hypervisors, virtual machines (VMs), networking, storage, and management interfaces, gaining an in-depth understanding of the risks and challenges associated with virtualized infrastructures. The course also explores cloud service models including Infrastructure as a Service (IaaS), Platform as a Service (PaaS), and Software as a Service (SaaS) as well as deployment strategies, evaluating security trade-offs and risk management considerations for diverse workloads. Students will gain hands-on experience in securing cloud-based workloads in environments such as AWS and Microsoft Azure, addressing deployment, configuration, scalability, and security challenges. Emphasizing compliance and governance, students will assess and apply industry security standards, audit policies, and regulatory requirements for cloud infrastructures and virtualization technologies. Additionally, the course covers best practices for securing Web, Mobile, and Internet of Things (IoT) applications in cloud environments, ensuring robust protection against evolving threats. Through practical lab exercises and real-world case studies, students will develop the skills necessary to implement, secure, and manage modern cloud and virtualization solutions effectively, preparing them to address the dynamic security landscape of cloud computing.

CYBR 679 - Industrial Control Systems Security and Resilience (2 credits)

This course provides a comprehensive exploration of Industrial Control Systems (ICS) and Supervisory Control and Data Acquisition (SCADA) systems,

which serve as the backbone of critical infrastructure across manufacturing, energy, transportation, and utility sectors. Students will develop an in-depth understanding of ICS/SCADA architectures, their operational environments, and the evolving cybersecurity threats targeting these systems. The course examines the vulnerabilities inherent in industrial automation, the complexities of embedded systems, and the security frameworks designed to mitigate attacks. Through hands-on exercises, case studies, and industry-standard tools, students will gain practical experience in securing and assessing ICS environments.

CYBR 681 - Malware Analysis and Reverse Engineering (4 credits)

The increasing interconnectedness of digital systems and the rapid evolution of malicious software (malware) pose significant threats to individuals, businesses, and critical infrastructure. As cyber threats grow more sophisticated, the ability to analyze, dissect, and reverse-engineer malware is essential for threat intelligence, incident response, and cybersecurity defense. This course provides an in-depth exploration of malware analysis and reverse engineering methodologies, equipping students with the technical skills to investigate, understand, and mitigate malicious software. Students will analyze the characteristics, propagation methods, and impact of various types of malware, assessing their persistence mechanisms and interaction with host systems and networks. Using modern forensic tools, students will apply advanced static and dynamic analysis techniques to deobfuscate and reverse-engineer malware samples. The course also covers attacker techniques designed to evade detection, including anti-disassembly, anti-debugging, anti-virtualization methods, and countermeasures for overcoming these challenges. Students will extract Indicators of Compromise (IoCs) to support threat intelligence efforts and develop skills essential for ethical and responsible malware analysis within legal and professional security research standards. Through hands-on exercises and real-world case studies, students will understand malware behavior comprehensively, strengthening their ability to defend against emerging threats and contribute to cybersecurity resilience.

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.

CYBR 698 - Cyber Operations Capstone Project (1-4 credits)

The Cyber Operations Capstone Project is a culminating experience where students synthesize, apply, and critically evaluate cybersecurity concepts in a real-world context. Throughout the graduate program, students identify, formulate, and develop their capstone projects, producing a comprehensive, scholarly, and professional-level research project that reflects their advanced knowledge and technical expertise. This capstone follows a phased approach, where students solidify their project scope and research methodology in the initial phase and design, develop, and implement their solutions in the final phase. The project emphasizes evidence-based decision-making, integration of industry best practices, and rigorous academic research to address complex cybersecurity challenges. Students will critically analyze and synthesize relevant scholarly and professional literature, ensuring their work contributes meaningfully to the field of cyber operations. The capstone experience culminates in a formal written report and an oral defense, where students present and justify their findings, methodologies, and technical contributions before a faculty panel. Ethical reasoning, legal compliance, and professional responsibility are central components ensuring students adhere to cybersecurity standards and policies. The final project demonstrates students' ability to integrate theory, principles, methodologies, and emerging technologies to effectively solve contemporary cyber operations challenges.

DATA

DATA 611 - Data Science and Analytics (3 credits)

The purpose of this course is to provide students with a sound conceptual understanding of the role that data science and analytics play in the decision-making process. The availability of massive amounts of data, improvements in analytic methodologies, and substantial increases in computing power have all come together to result in a dramatic upsurge in the use of data science and analytical methods. This course can be taken by students who have previously taken a course on basic statistical methods as well as students who have not had a prior course in statistics. Topics include models for summarizing, visualizing, and understanding historical data to assist in gaining insights for predicting possible future outcomes using descriptive, predictive and prescriptive data analytic techniques. Examples include applications in finance, human resources, marketing, health care, supply-chain, government and nonprofits, and sports.

DBA

DBA 700 - Doctoral Seminar in the Development of Management Thought (4 credits)

This course examines the history of the development of management theory and practice and its relationship to significant issues and challenges of today's managers. The works of both classical and contemporary management theorists will be analyzed, with students developing and

defending models of management practice for their use in business organizations.

DBA 705 - Foundations of Research Inquiry (4 credits)

This course introduces students to the assumptions, theories, and processes of qualitative and quantitative business research methods. It requires students to develop a preliminary prospectus for their doctoral research project, identifying a practice-anchored research problem, a brief literature review, and an appropriate research methodology.

DBA 708 - Advanced Qualitative Methodology (3-4 credits)

DBA 708 Advanced Qualitative Methodology is an extension of DBA 705 Introduction to Research Inquiry, and covers qualitative research methodologies 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 qualitative methodological techniques that require the collection, and analysis of data and reporting of results for qualitative studies.

DBA 709 - Advanced Quantitative Research Methodologies (3-4 credits)

DBA 709 Advanced Quantitative Methodologies is an extension of DBA 708. In this course, students will gain practical research experience by applying varying advanced quantitative methodologies using student-generated data. Students will be responsible for the design, data collection, statistical analysis, and reporting of results of their self-designed quantitative study. Students will practice such methodological processes as survey design and validation, experimental design, multilevel modeling techniques, and hypothesis testing. This course will be conducted in a seminar format in which students are actively involved with developing and presenting course content.

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.

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.

DBA 712 - Applied Research Projects Design (3 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.

DBA 720 - Research in Finance (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.

DBA 725 - Seminar in Marketing (4 credits)

This DBA Marketing Seminar course is designed to provide a deep dive into marketing theories, research methodologies, and historical trends that have influenced marketing thought and practice. This course will be conducted as an interactive marketing seminar. Students are expected to take an active role in each session, discussing assigned readings, critically evaluating their contributions, and identifying gaps in the current literature.

DBA 730 - Information Technology: Issues and Strategy (3 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 745 - Operations Management (4 credits)

In this course, students critically examine foundational and current research in supply chain and operations management, with special attention to rigor, relevance, theoretical foundations, and management practice.

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 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

DENH 600 - Foundational Concepts in Dental Therapy (3 credits)

This course investigates foundational knowledge critical for success as an advanced dental therapist including principles of biology and chemistry, fundamentals of oral and biological structures, function and inter-relationship of body systems as well as basic concepts in sociology and psychology.

Students are introduced to critical thinking and problem-solving practices to aid in decision-making regarding oral health care within the context of total body health. Competence Statement: This course investigates foundational knowledge critical for success as an advanced dental therapist including principles of biology and chemistry, fundamentals of oral and biological structures, function and inter-relationship of body systems as well as basic concepts in sociology and psychology. Students are introduced to critical thinking and problem-solving practices to aid in decision-making regarding oral health care within the context of total body health.

DENH 610 - Assessment and Treatment Planning (4 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 625 - Evidence-Based Decision Making in Dentistry (3 credits)

This course provides the advanced dental therapy practitioner with tools to critically identify and evaluate quality research needed inform evidence-based practice decisions. Topics addressed include research methods, research question development, ethics, and epidemiology. Emphasis is placed on incorporating research and evidence-based data into diagnostic decisions, patient care, and patient education.

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 (4 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.

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.

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.

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.

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 (3 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.

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.

DENH 698 - Scholarly Seminar (2 credits)

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.

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

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.

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 650I - Decision Sciences Individual Internship (1-4 credits)

Internships offer students opportunities to gain deeper knowledge and skills in their chosen field. Students are responsible for locating their own internship. Metro faculty members serve as liaisons to the internship sites supervisors and as evaluators to monitor student work and give academic credit for learning. Students are eligible to earn 1 credit for every 40 hours of work completed at their internship site.

DSCI 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.

DSCI 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.

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

Student-designed independent studies give Metro 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 Metro State University. Competence is demonstrated by passing the final examination of the corresponding course. Students should contact their academic advisor for more information.

DSCI 668I - Operations Management for Services and Manufacturing (3 credits)

This course offering for SCSU students only: The growing interdependence of business functions such as marketing, accounting, finance, information systems, and engineering requires effective and efficient operations management strategies and practices. The main objective of this course is to

develop basic skills and knowledge necessary for managing the operations function in both manufacturing and service delivery firms. Special emphasis will be placed on contemporary issues facing operations managers such as supply chain structure and strategy, enterprise resource planning issues, product and process design, process management, value chain, and lean systems. Another objective of this course is to develop analytical skills necessary to identify and solve problems in the operations management arena.

DSCI 681 - Operations Management (4 credits)

The growing interdependence of business functions such as marketing, accounting, finance, information systems, and engineering requires effective and efficient operations management strategies and practices. The main objective of this course is to develop basic skills and knowledge necessary for managing the operations function in both manufacturing and service delivery firms. Special emphasis will be placed on contemporary issues facing operations managers such as supply chain structure and strategy, enterprise resource planning issues, product and process design, process management, value chain, and lean systems. Another objective of this course is to develop analytical skills necessary to identify and solve problems in the operations management arena.

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

The primary purpose of this course is to introduce students to overall leadership and methods and procedures for solving managerial problems in multiple knowledge management areas of project management. Students will learn the art and science of problem solving by actively participating in solving real-life problems and cases and in the execution and control of projects through simulations. Emphasis is placed on developing the appropriate knowledge and skills for dealing with complexity and uncertainty. Topics covered include decision making, prediction and forecasting, conflict resolution, scenario planning and strategic problem solving. Applications of appropriate computer software programs will also be emphasized. This course covers many important topics that are included in the Project Management Institute's examinations for certifications like PMP and CAPM. Students who wish to achieve these type of certifications will be facilitated by this course.

ECON

ECON 611 - Foundations of Economic Analysis (2 credits)

This course meets the prerequisite requirements for undergraduate courses in microeconomics and macroeconomics. It does not count toward your master's degree, but permits you to take one course instead of two undergraduate courses. The course covers the major concepts in basic economics including demand analysis, determinants of supply, price system

operations and government's roles. Attention is also directed to business cycles, national income accounting, employment and fiscal policy. The course enhances your understanding of economic conditions, economic changes, and organizations' roles in the private, nonprofit and government sectors in the allocation and use of economic resources.

ECON 650I - Economics Individual Internship (1-8 credits)

Internships offer students opportunities to gain deeper knowledge and skills in their chosen field. Students are responsible for locating their own internship. Metro faculty members serve as liaisons to the internship sites supervisors and as evaluators to monitor student work and give academic credit for learning. Students are eligible to earn 1 credit for every 40 hours of work completed at their internship site.

ECON 660I - Economics Student-Designed Independent Study (SDIS) (1-8 credits)

Student-designed independent studies give Metro 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 Metro 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

EDU 001 - Orientation to Urban Education (credit)

This is an online, D2L course about the Urban Teacher Program (UTP) program admission process and key urban education concepts for transfer

students. This course is foundational to introducing all School of Urban Education (UED) teacher candidates to the mission and vision of the UED's anti-racism advocacy that impacts equity in education. Key concepts related to the urban school experience are the guiding principles that introduce teacher candidates to authors in the field of culturally relevant pedagogy about urban education, students, families, and schools. Additionally, steps to the admissions process for entry into the UTP are covered. Teacher candidates will receive a guided process by the instructor and UED's admissions staff for what is required (e.g., appropriate urban field hours documentation, Taskstream enrollment, a face-to-face meeting with UED's admissions academic advisor, and the required admission essay).

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 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 626 - ASL I for Urban Educators (1 credit)

This course introduces students to American Sign Language (ASL) and Deaf Culture through a culturally responsive, immersive learning framework. Students develop foundational expressive and receptive signing skills, visual awareness, non-manual markers, fingerspelling, and conversational structures. Through visual communication practice, Deaf history exploration, and equity-focused learning, students build confidence, cultural humility, and connection to the Deaf community.

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)

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 632 - Assessing Learning in Urban Grades K-12 (3 credits)

This course examines assessment as a critical tool for guiding the planning, development, and implementation of curriculum and instruction across K12 settings. Students learn to use formal and informal assessment strategies to maximize student learning and support standards-based instruction, differentiation, and collaboration for individual student success. Foundations of assessment theory and practice are explored, including principles of learning, motivation, multiple intelligences, validity, reliability, and bias, with attention to developmentally appropriate practices and diverse learning needs in urban and inclusive environments. Students gain practical experience designing short- and long-term learning outcomes and developing authentic assessment tools such as formative and summative assessments, standardized measures, rubrics, portfolios, and performance-based assessments. The course also addresses communicating assessment results with families and examines state and national standards and performance criteria for evaluating teaching. Clinical field experience hours are included as part of the course requirements.

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 634 - Teaching and Assessing Urban Learners with Exceptionalities
Birth-Grade 12 (3 credits)

This course engages teacher candidates in researching, knowing, learning, assessing, accommodating, and supporting the education of students with learning exceptionalities and other special needs in urban settings [Birth - grade 12] classrooms. Through learning how to apply classroom skills and methods in effective ways to support learners; including students labeled with a specific disability in accordance to federal law [e.g., IDEA/504/Tech Act] and gifted/talented [ESSA/FAPE] guide the strategies for planning and implementing learning in ways that support students identified with exceptionalities in general classrooms. The course guides teacher candidates in how to do the following: develop lesson plans that are responsive to a wide range of learning styles and students needs, write IEPs and select and use assessments that are differentiated, research and apply special education laws, educational mandates, models of collaboration with effective family engagement, and how to engage in the overall support on behalf of learners identified with exceptionalities in schools. The overall course supports teacher candidates in learning, understanding and practicing current effective practices that impact urban learners receiving special education services under IDEA, and know the full range of special education service mandated for in public schools. Clinical field experience hours are part of the course requirements. Minimum 20.

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.

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.

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.

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 (2 credits)

This practicum is designed to give urban teacher candidates the opportunity to be observed/assessed and reflect upon at least 80 hours of field experience working with ELL students in an urban elementary school as required for an additional license. Urban ESL teacher candidates will have the opportunity to reflectively apply knowledge, theories and skills in learned in coursework.

EDU 657 - Middle School ESL Practicum (2 credits)

This practicum is designed to give urban teacher candidates the opportunity to be observed/assessed and reflect upon at least 80 hours of field experience working with ELL students in an urban middle school as required for an additional license. Urban ESL teacher candidates will have the opportunity to reflectively apply knowledge, theories and skills in learned in coursework.

EDU 658 - High School ESL Practicum (2 credits)

This practicum is designed to give urban teacher candidates the opportunity to be observed/assessed and reflect upon at least 80 hours of field experience working with ELL students in an urban high school as required for an additional license. Urban ESL teacher candidates will have the opportunity to reflectively apply knowledge, theories and skills in learned in coursework.

EDU 660I - Education Student-Designed Independent Study (SDIS) (1-4 credits)

Student-designed independent studies give Metro 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.

ENTR

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.

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.

ENTR 660I - Entrepreneurship Student-Designed Independent Study (SDIS)
(1-4 credits)

Student-designed independent studies give Metro 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

ESCI 660I - Environmental Science Student-Designed Independent Study (1-6 credits)

Student-designed independent studies give Metro 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 Metro State University. Competence is demonstrated by passing the final examination of the corresponding course. Students should contact their appointed advisor for more information.

ETHS

ETHS 001A - Study Abroad Workshop (credit)

This is a series of in-person pre-departure sessions designed to prepare you for your Summer study abroad experience. These sessions will cover essential topics such as health and safety, cultural adjustment, logistics, academic preparation, documentation, financial planning, and communication. We will

also preview materials from the required textbooks and readings to help you get a head start academically.

ETHS 660I - Ethnic Studies Student Designed Independent Studies (1-6 credits)

Student-designed independent studies give Metro 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

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.

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.

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.

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.

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

Internships offer students opportunities to gain deeper knowledge and skills in their chosen field. Students are responsible for locating their own internship. Metro faculty members serve as liaisons to the internship sites supervisors and as evaluators to monitor student work and give academic credit for learning. Students are eligible to earn 1 credit for every 40 hours of work completed at their internship site.

FIN 660I - Financial Management (3 credits)

This course offering for SCSU students only: This course focuses on the optimal management of the firm's assets and financing requirements. Topics covered include: financial decision making, financial markets, risk, valuation, long and short-term financing and investing. International and ethical implications are included, and extensive use of cases and spreadsheets is required.

FIN 660I - Finance Student-Designed Independent Study (SDIS) (1-8 credits)

Student-designed independent studies give Metro 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 Metro 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.

GNDR

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 Metro 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

HIST 001A - Study Abroad Workshop (credit)

Join us for a series of in-person pre-departure sessions designed to prepare you for your Summer 2025 study abroad experience. These sessions will cover essential topics such as health and safety, cultural adjustment, logistics, academic preparation, documentation, financial planning, and

communication. We will also preview materials from the required textbooks to help you get a head start academically. Our goal is to make sure you are well-equipped and confident as you embark on this exciting journey.

HIST 531G - Religion and Politics in America (4 credits)

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

HIST 660I - History Student Designed Independent Studies (1-8 credits)

Student-designed independent studies give Metro 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

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 566G - People Analytics (4 credits)

Data analytics is critical to HR and businesses as a part of competitive or business intelligence. In the past, HR professionals typically relied on their understanding of processes and the organization to make decisions and serve their stakeholders. For the last decade, data is increasingly available, and analytics provides a way to demonstrate the linkage between people and business outcomes (Waters et al., 2018). This course is designed to examine the use of data to understand, improve, and optimize the people side of the

organization. It focuses on improving students critical evaluation and business acumen, a part of the main core competencies for HR professionals in the Society of Human Resource Management competency model. Students will gain up-to-date knowledge in current evidence about managing people, develop skills necessary to make the most of the available analyses in people decision-making, and become more skilled analysts in incorporating people's data to inform business decisions. This course covers topics such as workforce planning analytics, performance analytics, recruitment analytics, diversity analytics, etc.

HRM 650I - Human Resources Management Individual Internship (1-8 credits)
Internships offer students opportunities to gain deeper knowledge and skills in their chosen field. Students are responsible for locating their own internship. Metro faculty members serve as liaisons to the internship sites supervisors and as evaluators to monitor student work and give academic credit for learning. Students are eligible to earn 1 credit for every 40 hours of work completed at their internship site.

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

Student-designed independent studies give Metro 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

HSA 660I - Human Services Administration Student Designed Independent Studies (1-8 credits)

Student-designed independent studies give Metro 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

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.

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.

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.

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.

HSCD 611 - Culturally Responsive and Anti-Oppressive Practice (3 credits)

In this course, students engage in thoughtful dialogue regarding issues of race, class, language and immigrant status in the provision of alcohol and drug counseling and co-occurring disorders counseling services. The course places the interplay of racism, classism and addiction in its historical context, and considers how institutionalized race and class privilege manifest in current research and treatment gaps and law enforcement biases. Attention is given to the intersectionality of racism and classism with other forms of oppression, such as those based on sex, sexual and gender identity and ability. Students examine their own preconceptions and points of privilege, and evaluate methods of bridging service gaps through incremental and systemic change. Students also consider power structures in helping relationships, with the goal of creating egalitarian and empowering practices in alcohol and drug counseling and co-occurring disorders counseling.

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.

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.

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.

HSCD 621 - Psychopharmacology I (2 credits)

This course provides a broad understanding of psychopharmacology related to substance use 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 disorders. Students distinguish among the major classes of addictive drugs and medications used to treat substance use disorders, evaluate the evidence base for clinical effectiveness of such medications, and engage in clinical applications of this knowledge.

HSCD 622 - Psychopharmacology II (1 credit)

This course provides a broad understanding of psychopharmacology related to psychiatric medications. Students distinguish among the major classes of psychiatric medications, evaluate the evidence base for clinical effectiveness of such medications, and engage in clinical applications of this knowledge.

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.

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.

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.

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.

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.

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.

HSCD 660I - HS/Alcohol & Drug Counseling Student Designed Independent Studies (1-8 credits)

Student-designed independent studies give Metro 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 Metro 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.

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.

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.

HSCI

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.

HSER

HSER 660I - Human Services Student Designed Independent Studies (1-8 credits)

Student-designed independent studies give Metro 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

HSTD 660I - Human Services/Training & Adult Dvlpmn Student Designed Independent Studies (1-8 credits)

Student-designed independent studies give Metro 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

HUM 660I - Humanities Student Designed Independent Studies (1-4 credits)

Student-designed independent studies give Metro 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

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 660I - International Business Student-Designed Independent Study (SDIS) (1-8 credits)

Student-designed independent studies give Metro 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 690 - Doing Business Internationally (4 credits)

This course will bring together the full range of factors influencing companies doing business across borders that were covered in the required IBUS 611; globalization, political economies, culture, ethics, legal systems, trade, investment, currency issues, market entry, production, logistics and marketing, and apply them to management decision-making in national and regional operating environments around the world. The syllabus may be modified at short notice to accommodate current world events impacting the international business environment.

ICS

ICS 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.

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.

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 Metro 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 knowledgebased systems.

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

Student-designed independent studies give Metro 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 663 - Cloud Application Design and Development (4 credits)

Through analysis of research literature, lectures, and hand-on projects, this course aims to equip students with the fundamental knowledge and skills necessary to design, develop, deploy, and manage cloud-based solutions. Topics covered include fundamental cloud concepts (e.g., virtualization, multi-tenancy, elasticity, scalability, fault tolerance, and reliability), categories of cloud services (e.g., compute, storage, networking, data management and analytics), and cloud programming models and frameworks (e.g., containers, serverless, Hadoop, and web services). Students will develop a software system utilizing cloud services provided by popular cloud service providers (e.g., Amazon Web Services (AWS), Google Cloud Platform (GCP) or Microsoft Azure).

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 666 - Embedded Computing with Control Systems and Internet of Things (4 credits)

This course provides an introduction to embedded computing, control systems, single-board computers and microcontrollers and Internet of Things. Topics include embedded software development, networked devices, protocols and controls, security, and monitoring. This course will focus on recent research and will include a hands-on/in-class lab component, involving digital logic design and analysis and will include a multi-week group design and development project. (Prerequisite: graduate standing in computer science)

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.

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 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.

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.

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.

IDST

IDST 600 - Educational Planning and Reasoning (2 credits)

This graduate course provides students in the Individualized and Interdisciplinary Studies Program the structured support to design a personalized academic plan aligned with their intellectual interests and professional goals. The student, with the support of faculty and peers, will work with the development of a formal interdisciplinary educational plan, a rationale that justifies the chosen interdisciplinary approach, and a preliminary capstone proposal serving as the culmination of their studies. Students will also be introduced to the last semester 1-credit course that will focus on reflecting and self-assessing their integrative learning in the program. This course is taken in the first semester of the program and serves as a foundation for academic success and purposeful study.

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

Internships offer students opportunities to gain deeper knowledge and skills in their chosen field. Students are responsible for locating their own internship. Metro faculty members serve as liaisons to the internship sites supervisors and as evaluators to monitor student work and give academic credit for learning. Students are eligible to earn 1 credit for every 40 hours of work completed at their internship site.

IDST 660I - Interdisciplinary Studies Student Designed Independent Studies (1-5 credits)

Student-designed independent studies give Metro 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.

IDST 697 - Integrative Seminar (1 credit)

This graduate-level seminar serves as the final reflective experience for students in the Individualized and Interdisciplinary Masters Program. The seminar provides a structured space for students to reflect critically on their interdisciplinary academic journey, synthesize learning across disciplines, and articulate the impact of their graduate studies on their personal, academic, and professional trajectories. Students will produce a reflective portfolio that includes selected artifacts from their coursework, a written synthesis of their interdisciplinary learning, and a final presentation that demonstrates how their educational plan supported their goals. The course emphasizes integrative thinking and effective communication to prepare students for their next steps whether in further academic study, professional advancement, or public engagement. This course is taken during the last semester of coursework.

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.

INFS

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 Metro State students the opportunity to plan their own study. This type of independent learning strategy can be useful because it allows students: to study a subject in more depth, at a more advanced level; to pursue a unique project that requires specialized study; to draw together several knowledge areas or interests into a specialized study; to test independent learning capabilities and skills; or to use special learning resources in the community, taking advantage of community education opportunities which, in themselves, would not yield a full college competence. Students should contact their academic advisor for more information.

LING

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 Metro 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

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?

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.

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.

LIT 660I - Literature Student Designed Independent Studies (1-8 credits)

Student-designed independent studies give Metro 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

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 630 is a concentration course in the Advocacy and Political Leadership (MAPL) track within the Master of Public and Nonprofit Administration (MPNA) Program. The course will examine why and how working people form and join labor unions, historical background, applicable laws, basic organizing concepts, different organizing models, types of unions and how they operate, current state of the unions, challenges for organizing and innovative approaches to meeting those challenges.

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 645 - Legislative Process and the Model Legislature (4 credits)

MAPL 645 provides students with a highly interactive learning experience that will prepare them to work in or with the legislative process. Through mock committee hearings and floor sessions, students will role play as state legislators, legislative staff and lobbyists, bringing to life the rules of legislative process and parliamentary procedure. Coaching, support and feedback from current and former state legislators and legislative staff will assist students in developing the skills needed to participate in a real legislative setting, whether as staff, as a legislator or as an outside advocate. The course culminates in students hosting and serving as legislative staff for the two-day Metro State Model Legislature, in which a diverse group of area high school and community college students will participate as state legislators.

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.

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 Metro 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 Metro 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

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.

MATH 611 - Data Science and Analytics (3 credits)

The purpose of this course is to provide students with a sound conceptual understanding of the role that data science and analytics play in the decision-making process. The availability of massive amounts of data, improvements in analytic methodologies, and substantial increases in computing power have all come together to result in a dramatic upsurge in the use of data science and analytical methods. This course can be taken by students who have previously taken a course on basic statistical methods as well as students who have not had a prior course in statistics. Topics include models for summarizing, visualizing, and understanding historical data to assist in gaining insights for predicting possible future outcomes using descriptive, predictive and prescriptive data analytic techniques. Examples include applications in finance, human resources, marketing, health care, supply-chain, government and nonprofits, and sports.

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.

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.

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 bachelors 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.

MATH 660I - Mathematics Student-Designed Independent Study (1-6 credits)

Student-designed independent studies give Metro 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.

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.

MDST

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 Metro 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

MGMT 600 - Practical Research Methods for Managers (2-4 credits)

This foundational course provides students with practical knowledge needed to conduct research in organizations. Major topics covered include research design, data collection and analyses, research proposal and research report. Students will gain practical experience by applying the procedures and techniques learned in this class to organizational functions, such as marketing, finance, management, and operations. This course must be taken during the first semester of MBA studies.

MGMT 620 - Organizational Behavior and Leadership (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 635 - The Changing Nature of Management and Organizations (4 credits)

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

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.

MGMT 650I - Management Individual Internship (1-4 credits)

Internships offer students opportunities to gain deeper knowledge and skills in their chosen field. Students are responsible for locating their own internship. Metro faculty members serve as liaisons to the internship sites supervisors and as evaluators to monitor student work and give academic credit for learning. Students are eligible to earn 1 credit for every 40 hours of work completed at their internship site.

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.

MGMT 660I - Management Student-Designed Independent Study (SDIS) (1-8 credits)

Student-designed independent studies give Metro 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 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 Metro State University. Competence is demonstrated by passing the final examination of the corresponding course. Students should contact their appointed advisor for more information.

MGMT 675 - Competitive Intelligence (4 credits)

Competitive intelligence practices support the decision-making process, choice-making, action-taking, planning, and strategy development (DCAPS) via transforming data for any organization. This course as a multidisciplinary course is designed to foster students to craft competitive intelligence

programs for any sized-firms in and outside of the commercial, and private sectors, and to develop implementation plans to formulate and implement intelligence-driven strategies and tactics. Students will also be introduced to the Business Wargaming tools used to formulate, test, and implement strategies.

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 (1 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 Metro 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 (1 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 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 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 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 7021 - Business Writing1: 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 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 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.

MGMT 7079 - Tools for Communicating in a Diverse World: Working Across Differences (credit)

This workshop designed to have participants identify the experiences and cultural norms that shape the way they send and receive messages and provides strategies for communicating in an inclusive and respectful way.

MIS

MIS 600 - Management Information Systems (4 credits)

Management Information Systems (MIS) evolved from essentially an organization's support operation to a strategic element of an organization's life and survival. This course explores information systems' new and expanding roles in the enterprise. Models examined showing how new technologies are assimilated into the organization, how to plan for systems within the overall strategic management process, assess the risk in system development projects, and become a "sophisticated user" of information systems. Traditional and new technologies are utilized. The course also includes a solid review of the strategic and tactical impact of computers, networks and new technologies. . This course broadens understanding of the design and implementation of various computerized information systems to support management decision making and evaluation, and prepares the student to integrate new technologies and configurations into the management process.

MIS 621 - Information Systems Analysis and Design (4 credits)

This course presents approaches and methods for the analysis and design of IT applications. It also covers different methods for creating graphical models of IT project requirements. System development life cycle (SDLC) and alternate development approaches to information systems development are examined in detail. The course provides students with critical tools and representations (both traditional and object-oriented) for eliciting and documenting user requirements and for developing effective applications that meet organizational technology needs. Students work individually and in teams on assignments and projects. The roles of open-source software, component-based development and service oriented architecture in systems development are also examined.

MIS 628 - Applications Development I (4 credits)

This course provides an overview of applications development methods for managers of information systems. The course assumes no previous programming experience. Students will learn how to develop and revise applications. Students will gain experiential learning with application tools and learn about application development methodologies. Students will also experience the prototyping process and learn about the future paradigms of application development.

MIS 635 - Management and Use of Databases (4 credits)

This course provides an overview of applications development methods for managers of information systems. The course assumes no previous programming experience. Students will learn how to develop and revise applications. Students will gain experiential learning with application tools and learn about application development methodologies. Students will also experience the prototyping process and learn about the future paradigms of application development.

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.

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

Internships offer students opportunities to gain deeper knowledge and skills in their chosen field. Students are responsible for locating their own internship. Metro faculty members serve as liaisons to the internship sites supervisors and as evaluators to monitor student work and give academic credit for learning. Students are eligible to earn 1 credit for every 40 hours of work completed at their internship site.

MIS 653 - Supply Chain Information Systems (4 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 and 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 and Asset Maintenance technologies. Hands-on exercises with actual ERP software will be used as well. Prerequisite: MIS 600.

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

Student-designed independent studies give Metro 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.

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 Metro 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 network and telecommunications technologies and how they can be used to facilitate information access and dissemination at all levels of an organization and through the Internet. Trends of telecommunications services are analyzed. Telecommunications trends in the United States and Europe are addressed in detail. A range of emerging telecommunications services is explored as well as how such services radically alter the ways that organizations gather information for decision making. The widespread use of mobile technologies, the cloud and the World Wide Web has required many changes both in architecture and concept. The student learns how to manage these new environments.

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.

MIS 684 - MIS Auditing and Security Controls (4 credits)

This course is designed to present the elements of an integrated security compliance platform from a technical and legal perspective. Issues such as provide risk assessment, legal compliance, identity management, provisioning, access management, and monitoring and audit activities will be discussed.

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

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.

MIS 689 - Applied Artificial Intelligence (AI) for Business (4 credits)
Artificial Intelligence (AI) involves the simulation of human intelligence in machines, enabling them to think, learn, and make decisions. This course offers a comprehensive exploration of AI technologies and their applications in business. Students will examine the five primary types of AI used in business information management, with a focus on their practical applications in core business functions such as marketing, finance, and customer service. Through hands-on projects, students will engage with functional, interactive, and analytical AI tools to solve real-world business challenges. No prior programming experience is required.

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 699 - Integrative Capstone Project (4 credits)
Two cohorts per term will be formed to do systems projects, one of which will be Web-based. Twin Cities organizations will be solicited for systems development or other related projects. Resident faculty will oversee teams. Group project and individual reports will be created. Clients' perceptions will be determined. This experience will give the students many networking opportunities in addition to the critical opportunity to apply what they have learned in a rigorous way. Theory and practice will merge to meet the fast-

paced requirements of a real world IS environment. When the cohort successfully completes its project, its members will have valuable experiences to draw on for years to come.

MKTG

MKTG 600 - Marketing Management (4 credits)

This course examines activities through which organizations provide goods and services to serve the needs of the marketplace. Some of the topics included are analysis of internal and external factors of an organization that contribute to a successful marketing campaign, consumer behavior, positioning, , setting marketing objectives, designing marketing strategies and tactics, integrated marketing communications, pricing, and elasticity of demand.

MKTG 642 - Design and Management of Advertising Programs (4 credits)

Management of advertising programs requires 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 650I - Marketing Individual Internship (1-8 credits)

Internships offer students opportunities to gain deeper knowledge and skills in their chosen field. Students are responsible for locating their own internship. Metro faculty members serve as liaisons to the internship sites' supervisors and as evaluators to monitor student work and give academic credit for learning. Students are eligible to earn 1 credit for every 40 hours of work completed at their internship site.

MKTG 660I - Marketing Student-Designed Independent Study (SDIS) (1-8 credits)

Student-designed independent studies give Metro 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 6652 - MEM: Supply Chain Management (3 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 covered include strategic planning; forecasting; inventory management; transportation modes, services, and rates; warehousing; information systems; performance measurement; quality; materials handling; customer services; identification of all components of the supply chain and the overall management of logistical functions. This course leads into MIS 653 Supply Chain Information Systems.

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.

MLS

MLS 001A - Study Abroad Workshop Pre-Departure Information Sessions (1 credit)

This is a series of in-person pre-departure sessions designed to prepare you for your Summer study abroad experience. These sessions will cover essential topics such as health and safety, cultural adjustment, logistics, academic preparation, documentation, financial planning, and communication. We will also preview materials from the required textbooks and readings to help you get a head start academically.

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 Metro 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 620A - Master of Liberal Studies Explorations (4 credits)

The MLS Explorations, a requirement within Metro 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 Metro 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 Metro 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

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 Metro 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 Metro 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

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

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 660I - Nonprofit Management Student-Designed Independent Study (SDIS) (1-8 credits)

Student-designed independent studies give Metro 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

NURS 002 - School of Nursing Advising and Clinical Coordination (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 III (2 credits)
This clinical course provides nursing students with experiences in adult mental health and pediatric care. Students provide holistic nursing care that is safe, person-centered and culturally-sensitive care for individuals and families from diverse backgrounds. Experiential learning focuses on application of evidence-based practice, clinical decision making, delegation, advocacy, interpersonal communication, and interprofessional collaboration in complex healthcare systems.

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 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 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 616 - Health Assessment for Advanced Nursing Practice (2 credits)

This course focuses on the advanced, comprehensive assessment of individuals across the lifespan. A holistic, nursing theoretical framework provides the structure for the course. The course builds on the students' knowledge and skills of basic physical assessment, anatomy and physiology, and provides a foundation for the advance practice nurse to evaluate the health of individuals across the life span. The course emphasizes documentation, and practice skills necessary for advanced communication, biopsychosocial and physical assessment, critical diagnostic reasoning, and clinical decision-making. Students acquire advanced knowledge and skills through a case based, problem focused learning framework that integrates theoretical, empirical, and experience-based practical knowledge. Competence Statement: Knows the principles of holistic health assessment well enough to apply these skills and techniques in a simulated setting.

NURS 616L - Health Assessment for Advanced Nursing Practice Lab (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 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.

NURS 621 - Primary Care I: Acute and Chronic Care (3 credits)

This course introduces the application of nursing science in evidence-based primary prevention, risk assessment and health maintenance across the lifespan. Students are introduced to differential diagnosis and the management of select common acute and chronic health conditions. Students utilize assessment and diagnostic reasoning skills in the interpretation of subjective and objective data. Advanced practice laboratory and diagnostic testing integration is reinforced. Students develop differential diagnosis skills and begin to develop individualized holistic treatment plans.

NURS 621P - Primary Care I Practicum: Acute and Chronic Care (2 credits)

This clinical practicum course builds on the clinical reasoning skills learned in N638L and facilitates application of content of NURS 621. In a clinical setting serving the lifespan of ages, the student will perform histories and physicals, determine differential diagnoses, and develop holistic, evidence-based 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 175 clinical hours with approved preceptor(s) are required.

NURS 623 - Advanced Integration of Pathophysiology, Pharmacology and Health Assessment (2 credits)

This course focuses on advanced synthesis of principles and content of pathophysiology, pharmacology and health assessment in the analysis of complex health issues in acute care nursing practice.

NURS 623L - Advanced Integration: Pathophysiology, Pharmacology, Health Assessment Lab (1 credit)

This course focuses on synthesis and application of principles and concepts in pathophysiology, pharmacology and health assessment in the analysis of health issues of adults in nursing practice. Students demonstrate clinical judgement that builds upon previous coursework in pathophysiology, pharmacology and health assessment. By understanding these principles, students will assess and anticipate an individual's physiologic responses to initiate appropriate independent and collaborative nursing interventions. Clinical decision-making frameworks are used to promote individualized modifications for clients with diverse cultural backgrounds and diverse health care needs. This course is part of a competency-based nursing curriculum leading to the Master of Science degree in nursing (MSN).

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.

NURS 628 - Family Health Promotion and Health Maintenance (2 credits)

This course focuses on advanced nursing practice with emphasis on family and individual health promotion and maintenance for the Family Nurse Practitioner. Major theoretical foundations are presented including the Shuler Nurse Practitioner Practice Model, and Health Promotion Model. Students apply theories and concepts to health maintenance assessment, risk mitigation, therapeutic communication, genetics/genomics screening and planning. Focus is placed on use of the clinical decision-making process for the assessment and plan for advance practice nurses.

NURS 634 - Scholarly Teaching and Learning in Nursing (2 credits)

This course prepares graduate nursing students to become skilled educators in academic, clinical, and community settings. It emphasizes educational theories, instructional strategies, curriculum development, assessment methods, and the integration of technology, equipping students to effectively teach and lead in nursing education.

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 638L - Applied Health Assessment for Advanced Practice Nursing Lab
(2 credits)

This course focuses on applying knowledge learned from NURS 616/616L Health Assessment for the Advance Practice Provider and associated lab course. Students must demonstrate the ability to perform clinically appropriate examination skills based on a variety of commonly encountered primary care complaints, including special populations and patients across the lifespan. Students will assess, analyze, and organize data gathered through health history taking and examination exhibit the ability to synthesize and present the patient case in preparation for starting Family Nurse Practitioner clinical rotations.

NURS 639P - Intensive Practicum II (2 credits)

This clinical course provides nursing students with experiences in obstetrics, hospice, and palliative care. Students provide holistic nursing care that is safe, person-centered and culturally sensitive care for individuals and families from diverse backgrounds. Experiential learning focuses on application of

evidence-based practice, clinical decision making, delegation, advocacy, interpersonal communication, and interprofessional collaboration in complex healthcare systems.

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 foundations necessary to provide leadership within teams/groups/systems related to continuous improvement of quality and safety influencing health outcomes. Leadership and quality improvement philosophies, approaches, models, and methods are analyzed. Students apply relevant leadership techniques and strategies which emphasize ethical and critical thinking, interdisciplinary collaboration and communication, and systems based analysis.

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.

NURS 656 - Population Health (3 credits)

Course Description: This course focuses on the role of the professional nurse in working with diverse individuals and populations for health promotion and disease and injury prevention. Emphasis is placed on advocacy and social justice in working with marginalized and vulnerable populations for health equity. Population health tenets incorporate a public health nursing model of care that is holistic to identify social determinants of health, risk/protective factors, and in response uses culturally congruent evidence-based guidelines which contribute to improved health outcomes. Students explore the role of the public health nurse in emergency preparedness and crisis response. Competence Statement: Applies the public health nursing process at three levels of practice; individual/family, community, and systems to protect and promote the health of populations using a holistic, ethical, and interprofessional approach for reducing health disparities and capitalizing on asset/strengths within communities.

NURS 656P - Intensive Practicum IV (2 credits)

This course provides community based clinicals for applying the public nursing process at three levels of practice: individual and family, community, and systems, using a collaborative and interprofessional approach. Emphasis will be on advocacy and social justice for marginalized populations and health equity. Students will apply the public health nursing process, focusing primarily on the community level of practice. Students will be working with at risk populations to address the social determinants of health and the provision of appropriate community based services that are valuable and culturally congruent.

NURS 660I - Nursing Student-Designed Independent Study (SDIS) (1-8 credits)

Student-designed independent studies give Metro 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 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 684 - Interprofessional Care Collaboration (1 credit)

Students from medicine, nursing, pharmacy, and social work collaboratively focus on the foundational knowledge of HIV prevention and care and develop the ability to work as a member of an interprofessional collaborative healthcare team. Learners explore options for involvement in HIV care as part of their healthcare career. The focus is on lifelong learning related to HIV care and interprofessional collaborative practice. Students will have a four-hour shadowing experience as part of the class.

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 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 697 - Intensive Review for Certification (1 credit)

This intensive certification review course is designed to prepare graduates of the DNP FNP program for the national board certification offered by AANP or ANCC. This class focuses on preparing students to apply their clinical knowledge of the population; focus of family and individual across the life span: pediatrics, obgyn, adolescent, adult, and geriatric primary care. This review course provides interactive modules through APEA to help prepare for and pass the FNP board certification exam.

NURS 699 - Topics in Nursing (0-6 credit)

This independent study is designed for transfer students whose course or courses from another college or university fulfills some but not all of the requirements of a Metro 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 703 - Research Methodology and Advanced Evidence-Based Practice (3 credits)

This course focuses on developing a quality improvement proposal based on current healthcare and client problems, guided by clinical expertise and reasoning, using the best available evidence. Students will explore the impact of bias on research and strategies to minimize the effect. Students will evaluate quantitative and qualitative nursing and healthcare research reports. Students will appraise scientific nursing and healthcare literature using analysis and synthesis skills.

NURS 708 - Global Health and Epidemiology: A Population-Based Approach (3 credits)

This course focuses on analyzing epidemiological, biostatistical, environmental, and other scientific data related to population health at both local and global levels. Students apply this knowledge to develop evidence-based plans aimed at improving population health outcomes. The intervention plan addresses health promotion and disease prevention efforts, with a particular focus on health inequities affecting diverse populations worldwide. A global perspective on social determinants of health, emerging infectious diseases, climate change, and transnational health challenges is integrated into advanced nursing practice roles.

NURS 722 - Primary Care II: Pediatric and Woman's Health/Reproductive Care (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 for pediatric, women/men's reproductive health. Students demonstrate increasing proficiency in advanced assessment, differential diagnosis skill development and diagnostic reasoning skills. There is an introduction to social determinants of health and genetic/genomic considerations. Students develop increase proficiency with patient centered evidence-based plans of care across the lifespan.

NURS 722 - Primary Care II (3 credits)

This course utilizes the Shuler 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.

NURS 722P - Primary Care II Practicum (2 credits)

NURS 722P - Primary Care II Practicum: Pediatric and Woman's Health/Reproductive Care (3 credits)

This clinical practicum course builds on the skills learned in N621P and facilitates application of content in N722 with a focus on clinical decision-

making skills. In a clinical setting serving patients across the lifespan, students focus on the advancement of differential diagnostic and critical thinking skills. Students apply evidence-based knowledge of pediatric, women's/reproductive care in the clinical practicum. Students integrate knowledge of family, culture, holism, community, and caring as they plan holistic evidence-based care for patients in clinical settings. A minimum of 200 clinical hours with an approved preceptor(s) are required.

NURS 723 - Primary Care III: Concentrated Family Practice (3 credits)

This course utilizes the Schuler Nurse Practitioner Practice Model and other nursing theories to focus on evidence-based health maintenance, assessment, diagnosis, treatment, and management of specific diseases across the lifespan with an emphasis in family practice care. Students will acquire new knowledge of acute and chronic conditions across the lifespan. Students will continue to demonstrate increasing proficiency in assessment, diagnostic reasoning skills, differential diagnosis, laboratory and diagnostic test selection, performance, and interpretation, pharmaceutical therapies, and evidence-based treatment plans of care with a concentration in family practice. Additionally, this course will identify and analyze social determinants of health across the lifespan related to plans of care.

NURS 723 - Primary Care Nursing III: Pediatrics (3 credits)

This course utilizes the Shuler 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.

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. The course focuses on the advancement of clinical reasoning through case study examination, documentation review, and discussion with a pediatric focus. Students integrate knowledge of family, culture, holism, community, and caring as they plan holistic care for clients in clinical settings across the lifespan. Issues that arise from the clinical setting regarding advanced practice nursing roles will be addressed. This practicum includes a minimum of 175 clinical hours with approved preceptor(s) with an emphasis in pediatrics.

NURS 723P - Primary Care III Practicum: Concentrated Family Practice (3 credits)

This course focuses on clinical experiences which includes enhancement of history taking and physical examination skills in addition to the introduction of advanced primary care family practice concepts utilizing content from

NURS 723. Advancement of clinical reasoning and differential diagnosis through case study examination, documentation review, and discussion with a concentrated family practice focus. Students integrate knowledge of family, culture, holism, community, communication, and caring as they plan holistic care for patients in clinical settings across the lifespan. Issues that arise from the clinical setting regarding advanced practice nursing roles will be addressed. This practicum includes a minimum of 200 clinical hours with approved preceptor(s) with an emphasis in family practice.

NURS 724 - Primary Care IV: Geriatric and 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, genetics 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 family nurse practitioners' responsibility to combat these disparities will be addressed.

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.

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. The course focuses 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 clients complex needs are also addressed. The student transitions from

the student FNP role to independent novice FNP role. 175 Clinical hours with an approved Preceptor(s) is also required.

NURS 724P - Primary Care IV Practicum: Geriatric and Complex Care (3 credits)

This clinical practicum emphasizes the management of complex, multi-system illnesses in adults and older adults. Students will refine their differential diagnostic and critical thinking skills through case study analysis, documentation review, guided self-evaluation, and reflective discussions. The practicum integrates knowledge from nursing science, social and biological sciences, biomedicine, ethics, public and community health, mental health, integrative and functional care systems, and trauma-informed care to support the development of holistic treatment plans for patients with multifaceted health needs. In addition, students will address health promotion strategies tailored to the complexity of the patient's condition. The course includes 200 hours of supervised clinical practice under the guidance of an approved preceptor.

NURS 725 - Primary Care V: Concentrated Primary Care and Specialty (2 credits)

This final clinical course is the culminating practicum experience in the Doctor of Nursing Practice Family Nurse Practitioner program. The course emphasizes the integration of advanced knowledge, skills, and judgment in the holistic care of clients across the lifespan with complex, multi-system illnesses. Students will demonstrate mastery in assessment, diagnosis, and management of diverse conditions, with a focus on applying evidence-based principles, laboratory and diagnostic proficiency, and advanced differential reasoning. Students will analyze health promotion and maintenance needs for individuals and families, develop individualized care plans that incorporate social determinants of health, and apply specialized practices within the family nurse practitioner role. The course also highlights the integration of genetic/genomic, pharmacogenetic, and environmental exposure information to support personalized and patient-centered care.

NURS 725P - Primary Care V Practicum: Concentrated Primary Care and Specialty (3 credits)

This final clinical practicum course is the culminating practicum experience in the Doctor of Nursing Practice Family Nurse Practitioner program. The course emphasizes the integration of advanced knowledge, skills, and judgment in the holistic care of clients across the lifespan with complex, multi-system illnesses. Students will demonstrate competency in assessment, diagnosis, and management of diverse conditions, with a focus on applying evidence-based principles, laboratory and diagnostic proficiency, and advanced differential reasoning. Through the required 225 hours of preceptor-guided clinical experiences, students will refine their expertise in

providing safe, ethical, and theory-informed primary care while preparing to transition into independent practice.

NURS 741 - Pre-Scholarship (1 credit)

This course focuses on building the structure of the students 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.

NURS 742 - DNP Scholarship Project Assessment (1 credit)

This course focuses on conducting a needs assessment and defining the scope of a problem at a community site that will serve as the location for the DNP scholarship project. Students accrue 40 - 50 required hours for their scholarship projects. Competence Statement: Know concepts of needs assessment well enough to identify a practice problem and the scope of a scholarship project.

NURS 749 - Health Systems Quality, Project, and Resource Management (3 credits)

This course focuses on developing and leading people toward the accomplishment of organizational goals and managing project resources within health systems. Process improvement methodologies and implementation science frameworks are applied to strengthen students' ability to design and manage projects. Application of concepts related to project planning, resource management, and project oversight within the health care environment are applied to a quality improvement project.

NURS 750 - DNP Scholarship I (2 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.

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 757 - Innovations in Practice and Leadership (3 credits)

In this course, students will gain the knowledge, skills, and ethical comportment necessary for the doctorally prepared nurse to lead within organizations. The course is designed to equip the student with strategies needed to excel in a wide range of settings by applying leadership principles and theories to real-world situations focused on fostering diversity, equity, inclusion, civility, resiliency, and well-being.

NURS 757P - Innovations in Practice and Leadership Practicum (1 credit)

In this course, students will utilize the knowledge, skills, and ethical comportment from NURS 757 at a practicum site. In partnership with a preceptor, students will collaborate on innovative projects for clinical partners. The course has a minimum of 45 practicum hours.

NURS 760 - DNP Scholarship II (1 credit)

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.

NURS 770 - DNP Scholarship III (1 credit)

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.

NURS 790 - Continuing Clinical Scholarship (1-3 credits)

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

NURS 799 - Topics in Nursing (1-4 credits)

This independent study is designed for DNP students. The student and faculty evaluator negotiate the number of credits to be completed and the specific course objectives and requirements to be satisfied. Through guided

study, the student completes these requirements. Register by permission only.

PADM

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 660I - Public Administration Student-Designed Independent Study (SDIS) (1-8 credits)

Student-designed independent studies give Metro 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 665I - Public Administration 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 Metro State University. Competence is demonstrated by passing the final examination of the corresponding course. 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

PHIL 660I - Philosophy Student Designed Independent Studies (1-9 credits)
Student-designed independent studies give Metro 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

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 Metro State University. Competence is demonstrated by passing the final examination of the corresponding course. Students should contact their appointed advisor for more information.

POL

POL 660I - Political Science Student Designed Independent Studies (1-5 credits)
Student-designed independent studies give Metro 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

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

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.

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 Metro 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.

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.

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 Metro 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 Metro 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.

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)

This course offers a broad overview of cross-cultural psychology, a field that uses methods and theoretical ideas from psychology as tools to help understand cultural effects on human psychology, with a focus on the individual. It will examine psychological diversity and the links between cultural norms and individual behavior. It will also examine the ways in which particular individual human activities are influenced by social and cultural forces. Concepts from psychology, such as cognition, intelligence, emotion, motivation and behavior will be investigated and applied to issues in human development, social perception, social interaction and psychological disorders. In addition, by describing cross-cultural psychology experimentation in detail, the course teaches about how the scientific method can be applied to comparative methods that establish psychological universals.

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

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 Metro 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.

SPED

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 Metro 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 610 - 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 611 - Urban Special Education Practicum and Seminar (1-2 credits)

This field experience practicum is a co requisite of SPED 603: Special Education Assessment designed to give special education teacher candidates the opportunity to document and reflect upon at least 30 contact hours of field-based educational assessment of diverse youth with disabilities in a linguistically, economically, and ethnically diverse urban elementary, middle school, or high school. Most of the field experience hours will be determined by field-based assignments required in UTP SPED courses, especially SPED 603 or SPED 601 for conducting a variety of special education assessments. However, field experiences can include work needed for other SPED courses as needed to fulfill field experience requirements. Urban SPED teacher candidates will have opportunity to apply knowledge, theories and skills in their placement(s) as they progress through coursework. Successful completion of this practicum is a prerequisite for student teaching.

Prerequisite(s): SPED 600: Foundations of Urban Special Education. Co requisite: SPED 603: Special Education Assessment. Other Information: Full admission to Urban Special Education Program or Department approval required to register. Students may register for 0, 1 or 2 credit(s) depending on personal circumstances; but the practicum requirements are the same. Placements are made or approved in collaboration with the instructor of SPED 603 and the Urban Teacher Program Field Experience Coordinator. Participation in 4 reflective seminars with other students is also required for this course and will held in connection with SPED 603.

SPED 620 - 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 630 - 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 633 - 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 633 - Assessment in Urban Special Education (3 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 640 - 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 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 660I - Special Education Student-Designed Independent Study (SDIS) (1-4 credits)

Student-designed independent studies give Metro 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.

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

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 Metro 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.

SSED

SSED 660I - Social Studies Education Student-Designed Independent Study (SDIS) (1-4 credits)

Student-designed independent studies give Metro 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.

STAT

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 Metro 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

TCID 001 - Industry Standard Tools for Technical Communication Workshop (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.

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.

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 Metro State University for more information.

TCID 660I - Technical Comm and Interaction Design Student Designed Independent Studies (1-8 credits)

Student-designed independent studies give Metro 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.

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)
TCID 673 is designed to prepare students to write, create, and communicate in an international context and with an international audience. This course will focus on following content areas: cultural influences on technical communication; issues in technical translation, localization, and globalization; communicating in multinational corporations; and creating usable graphics and visuals for international audiences.

TCID 674 - Creating Intelligent Content (4 credits)
Intelligent content is all around us, working behind the scenes to produce instructions that come with our lawnmowers, explanations for medical devices, and user manuals for laptops, to name just a few examples. We create intelligent content through structured writing/authoring, which is both the creation of content and the method for managing this content. Because structured authoring creates controls for analyzing, organizing, and displaying content, it is key to publication workflows in organizations that provide a large amount of content. While learning a standardized approach to writing structured content, students also learn to apply rhetorical problem solving and computational thinking that results in content that is intelligent because it is adaptable, creates patterns of reuse, and results in consistency of content across documents/publication outputs.

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 678 - User Experience Writing (4 credits)

This course helps user experience professionals design human-centered content for user interfaces and create compelling user experiences. Learners will analyze user needs and rhetorical contexts, develop appropriate tone and voice, produce inclusive and accessible text, write for user interface components, create content prototypes, and assess the effectiveness of user experience content.

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 Metro 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

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 Metro 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

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.

WRIT

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.

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)

Internships offer students opportunities to gain deeper knowledge and skills in their chosen field. Students are responsible for locating their own internship. Metro faculty members serve as liaisons to the internship sites supervisors and as evaluators to monitor student work and give academic credit for learning. Students are eligible to earn 1 credit for every 40 hours of work completed at their internship site.

WRIT 660I - Writing Student Designed Independent Studies (1-8 credits)

Student-designed independent studies give Metro 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.