METRO STATE UNIVERSITY

UNDERGRADUATE CATALOG
Academic Year 2026 – 2027

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

CATALOG STATEMENT

The 2026–2027 Undergraduate 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 Education Center
1300 Harmon Place
Minneapolis MN, 55403

Public Safety and Police Science Center
9110 Brooklyn Boulevard
Brooklyn Park, MN 55445

Other Teaching Locations

African-American Family Services
1041 Selby Avenue, Saint Paul

Ain Dah Yung Center
1089 Portland Avenue, Saint Paul

American Indian Family Center
579 Wells Street, Saint Paul

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

Better Futures
2620 Minnehaha Avenue, Minneapolis

Brown and Bigelow Building
345 Plato Boulevard, Saint Paul

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

Dakota County Law Enforcement Center
1580 Highway 55, Hastings

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

Faribault Correctional Facility
1101 Linden Lane, Faribault

Guadalupe Alternative Programs
381 East Robie Street, Saint Paul

Handy Help, LLC
500 Grotto Street North, Saint Paul

Lino Lakes Correctional Facility
7525 Fourth Avenue, Lino Lakes

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

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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ECON 350I - Economics Individual Internship (1-8 credits) *475*
ECON 351 - Intermediate Macroeconomics (4 credits) *475*
ECON 352 - Intermediate Microeconomics (4 credits) *476*
ECON 360I - Economics Student-Designed Independent Study (SDIS) (1-9 credits) *476*
ECON 365I - Economics Prior Learning (1-8 credits) *476*
ECON 420 - Money, Banking and Financial Institutions (4 credits) *476*
ECON 490 - Topics in Economics (2-4 credits) *476*
ECON 496 - Managerial Economics (4 credits) *477*
ECON 497 - Economic Research and Forecasting (4 credits) *477*
EDU 477
EDU 150 - Preparing for the MTLE Basic Skills Test (1 credit) *477*
EDU 160I - Education Student-Designed Independent Study (SDIS) (1-8 credits) *477*
EDU 165I - Education Prior Learning (1-9 credits) *477*
EDU 200 - Introduction to Urban Education and Reflective Teaching (3 credits) *478*
EDU 200 - Introduction to Urban Education and Reflective Teaching (2 credits) *478*
EDU 202 - Effects of Drugs on Learning (2 credits) *479*
EDU 203 - Multicultural Education (3 credits) *479*
EDU 203 - Multicultural Education (2 credits) *479*
EDU 260I - Education Student-Designed Independent Study (SDIS) (1-8 credits) *479*
EDU 265I - Education Prior Learning (3 credits) *480*
EDU 306 - Urban Middle School and High School Methods (4 credits) *480*
EDU 310 - Teaching and Assessing Students with Disabilities in Urban 5-12 Classrooms (3 credits) *480*
EDU 311 - Urban Teaching Practicum and Seminar (credit) *481*
EDU 321 - Urban Infant-Toddler Curriculum and Practicum (4 credits) *481*
EDU 321 - Urban Infant-Toddler Curriculum and Methods (3 credits) *481*
EDU 323 - Urban Pre-K and Kindergarten Curriculum and Methods (3 credits) *481*
EDU 323 - Urban Pre-K and Kindergarten Curriculum and Practicum (4 credits) *482*
EDU 325 - Emergent Literacy in Urban Early Childhood Education (2 credits) *482*
EDU 326 - ASL I for Urban Educators (1 credit) *482*
EDU 330 - Teaching Children's Literature in Urban Grades K-6 (3 credits) *482*
EDU 331 - Physical Development, Health, Nutrition, Effects of Drugs in Birth-Grade 6 (3 credits) *483*
EDU 331 - Physical Development, Health, Nutrition, Effects of Drugs in Birth-Grade 6 (2 credits) *483*
EDU 333 - Assessment of Learning in Urban Grades K-6 (3 credits) *483*
EDU 341 - The Child and the Family in an Urban Setting (2 credits) *484*
EDU 345 - Integrated Classroom Management Methods in Urban Grades K-6 (3 credits) *484*
EDU 360I - Education Student-Designed Independent Study (SDIS) (1-8 credits) *484*
EDU 361 - The Arts in Early Childhood and Elementary Education (3 credits) *484*
EDU 365I - Education Prior Learning (1-8 credits) *484*
EDU 383 - Information Technology for K-12 Education (2 credits) *485*
EDU 384 - Accommodating Learners with Exceptionalities (1 credit) *485*
EDU 414 - Literacy Education in Urban Secondary Schools (3 credits) *485*
EDU 415 - Managing Learning in Diverse Urban 5-12 Classrooms (3 credits) *485*
EDU 430 - Historical and Cultural Foundations of Urban Education (3 credits) *486*
EDU 432 - Assessment of Learning and Teaching in Urban Grades 5-12 (3 credits) *486*
EDU 432 - Assessing Learning in Urban Grades K-12 (3 credits) *487*
EDU 434 - Teaching and Assessing Urban Learners with Exceptionalities Birth-Grade 12 (3 credits) *487*

EDU 435 - Teaching and Assessing English Language Learners (3 credits) *487*
EDU 445 - Service Learning and Integrating K-6 Curriculum (3 credits) *488*
EDU 450 - Advanced Urban Teaching Practicum and Seminar (credit) *488*
EDU 451 - Immigrants and Refugees in Urban Schools (3 credits) *488*
EDU 452 - Theories and Methods of Language Learning (3 credits) *489*
EDU 453 - Assessment and Curriculum for English Learners in Urban Schools (4 credits) *489*
EDU 454 - The Urban ESL Professional (2 credits) *490*
EDU 456 - Elementary ESL Practicum (2 credits) *490*
EDU 457 - Middle School ESL Practicum (2 credits) *490*
EDU 458 - High School ESL Practicum (2 credits) *490*
EDU 460 - Student Teaching in the Urban Middle School (grades 5-8) (6 credits) *490*
EDU 470 - Student Teaching in the Urban High School (grades 9-12) (6 credits) *490*
EDU 475 - Student Teaching in the Urban Infant-Toddler Classroom (2 credits) *490*
EDU 481 - Urban Grades 1-6 Curriculum and Practicum (4 credits) *491*
EDU 481 - Urban Grades 1-6 Curriculum and Methods (3 credits) *491*
EDU 483 - Foundations of Teaching Reading in Urban Grades K-6 (4 credits) *491*
EDU 483 - Foundations of Teaching Reading in Urban Grades K-6 (3 credits) *491*
EDU 484 - Teaching and Assessing Children with Disabilities Birth-Grade 6 (3 credits) *491*
EDU 485 - Student Teaching in the Urban PreK-Kindergarten Classroom (2-5 credits) *492*
EDU 486 - Teaching Math and Science In Urban Grades 1-3 (4 credits) *492*
EDU 487 - Methods of Teaching Reading in Urban Grades K-6 (3 credits) *492*
EDU 487 - Methods of Teaching Reading in Urban Grades K-6 (4 credits) *492*
EDU 490 - Student Teaching in the Urban Primary Grades 1-3 (2-5 credits) *493*
EDU 495 - Student Teaching in the Urban Elementary School K-6 (6 credits) *493*
EDU 499 - Special Topics in Education (1-4 credits) *493*
ENTR 493
ENTR 300 - Building Your Dream: An Introduction to Small Business (4 credits) *493*
ENTR 310 - Social Entrepreneurship in Action: Changing Communities and Cultures (4 credits) *494*
ENTR 360I - Entrepreneurship Student-Designed Independent Study (SDIS) (1-5 credits) *494*
ENTR 365I - Entrepreneurship Prior Learning (1-5 credits) *494*
ENTR 400 - Creating an Innovative Mindset and Personal Brand (4 credits) *494*
ENTR 490 - Entrepreneurship and Venture Creation (4 credits) *495*
ENTR 491 - Technology Management for Entrepreneurs (2 credits) *495*
ENTR 493 - Finance for Entrepreneurs (2 credits) *495*
ENTR 498 - Creativity, Innovation and Business Opportunity (4 credits) *495*
ESCI 495
ESCI 315 - Limnology (5 credits) *495*
ESCI 317 - Atmospheric Science (5 credits) *495*
ESCI 320 - Ecosystem and Global Ecology (5 credits) *496*
ESCI 350I - Environmental Science Individualized Internship (1-4 credits) *496*
ESCI 360I - Environmental Science Student-Designed Independent Study (SDIS) (1-4 credits) *496*
ESCI 375 - Introduction to Geographic Information Systems (GIS) (3 credits) *497*
ESCI 417 - Climate Change Ecology (3 credits) *497*
ESCI 426 - Comparative Biomechanics (3 credits) *497*
ESCI 469 - Seminars in Environmental Science (1 credit) *497*
ESCI 479 - Advanced Topics in Environmental Science (1-5 credits) *497*
ESCI 489 - Senior Research in Environmental Science (1-5 credits) *498*
ETHS 498
ETHS 100 - Introduction to Ethnic Studies (4 credits) *498*
ETHS 150I - ETHS Internship (1-8 credits) *498*
ETHS 160I - Ethnic Studies Student Designed Independent Studies (1-8 credits) *498*
ETHS 200 - Theories of Race, Ethnicity and Culture (4 credits) *498*
ETHS 231 - Global Native and Indigenous Studies (4 credits) *499*

ETHS 232 - American Indians in Minnesota (2 credits) *499*
ETHS 244 - African Americans in Minnesota (2 credits) *499*
ETHS 250 - Latino/Hispanic Cultural Competency: Introductory Concepts (4 credits) *499*
ETHS 252 - Latinas/os in Minnesota (2 credits) *499*
ETHS 262 - Asian Americans in Minnesota (2 credits) *500*
ETHS 270 - Global Blackness (4 credits) *500*
ETHS 302 - Immigrant Communities and the Trajectories of Othering (4 credits) *500*
ETHS 303 - The Politics of Racial Resistance and Protest in the United States (4 credits) *500*
ETHS 304 - Environmental Justice and Public Policy (4 credits) *501*
ETHS 305 - Major Issues in U.S. Race Relations (4 credits) *501*
ETHS 306 - Politics of Mixed Racial Identity (4 credits) *501*
ETHS 307 - Learning From Communities: (2-4 credits) *501*
ETHS 309 - Race and Public Policy (4 credits) *501*
ETHS 311 - Understanding Racial and Ethnic Groups in the United States (4 credits) *502*
ETHS 315 - Color of Incarceration (4 credits) *502*
ETHS 316 - Race and Religion (4 credits) *502*
ETHS 318 - Trauma and Traumascapes: Identity, Legacy, and Memory (4 credits) *502*
ETHS 324 - Race, Identity, and the Internet (4 credits) *502*
ETHS 326 - Race and Work in American Life (4 credits) *503*
ETHS 327 - Racial and Ethnic Futurisms: Presence, Empowerment, and Imagination (4 credits) *503*
ETHS 332 - Topics in Contemporary Native North America (4 credits) *503*
ETHS 332A - Topics in Contemporary Native North America (4 credits) *503*
ETHS 334 - American Indian Spirituality (4 credits) *504*
ETHS 335 - American Indian Nations: Law, Power, and Persistence (4 credits) *504*
ETHS 342 - Contemporary Issues in Black America (4 credits) *504*
ETHS 350I - ETHS Internship (1-8 credits) *504*
ETHS 352 - Latina/o Cultural Politics (4 credits) *504*
ETHS 354 - Comparative Latinx and Latin American Gender and Sexuality (4 credits) *505*
ETHS 360I - Ethnic Studies Student Designed Independent Studies (1-8 credits) *505*
ETHS 361 - History of Asian Americans (4 credits) *505*
ETHS 363 - Asian American Women: Myths and Realities (4 credits) *505*
ETHS 364 - Hmong Spirituality (4 credits) *505*
ETHS 365I - Ethnic Studies Prior Learning (1-8 credits) *506*
ETHS 370 - Black Thought (4 credits) *506*
ETHS 375 - Black Life in Wealth and Poverty (4 credits) *506*
ETHS 380 - Special Topics in Ethnic Studies (1-4 credits) *507*
ETHS 381 - Race and Racism: Philosophical Problems (4 credits) *507*
ETHS 400 - Applied Research for Social Change (4 credits) *507*
ETHS 499 - Ethnic Studies Capstone (4 credits) *507*
ETHS 499T - Ethnic Studies Capstone Theory Seminar (4 credits) *507*
FIN 508
FIN 101 - Personal Finance and Investing (3 credits) *508*
FIN 165I - Finance Prior Learning (1-9 credits) *508*
FIN 350I - Finance Individual Internship (1-8 credits) *508*
FIN 360I - Finance Student Designed Independent Studies (1-8 credits) *508*
FIN 365I - Finance Prior Learning (1-4 credits) *508*
FIN 390 - Principles of Finance (4 credits) *509*
FIN 392 - Corporate Finance (4 credits) *509*
FIN 496 - Financial Derivatives (4 credits) *509*
FIN 511 - Investment and Portfolio Analysis (4 credits) *509*
FIN 550 - International Finance (4 credits) *509*
FIN 560 - Financial Markets and Institutions (4 credits) *509*
FIN 565 - Current Topics in Finance (1-4 credits) *510*

FIN 595 - Advanced Corporate Finance (4 credits) *510*
GEOG 510
GEOG 201 - Introduction to Geography (3 credits) *510*
GEOG 360I - Geography Student Designed Independent Studies (1-6 credits) *510*
GEOL 510
GEOL 110 - Introduction to Earth Sciences (4 credits) *510*
GEOL 118 - Environmental Geology (4 credits) *511*
GEOL 160I - Geology Student Designed Independent Studies (1-5 credits) *511*
GEOL 314 - Soil Science and Hydrology (5 credits) *511*
GEOL 340 - Water Resources (3 credits) *511*
GEOL 360I - Geology Student Designed Independent Studies (1-4 credits) *511*
GEOL 365I - Geology Prior Learning (1-8 credits) *512*
GLBL 512
GLBL 160I - Global Studies Student Designed Independent Studies (1-4 credits) *512*
GLBL 360I - Global Studies Student Designed Independent Studies (1-4 credits) *512*
GNDR 512
GNDR 201 - Introduction to Gender and Women's Studies (4 credits) *512*
GNDR 220 - Introductory Topics in Gender Studies (2 credits) *513*
GNDR 270 - Gender, Race and Popular Culture (3 credits) *513*
GNDR 300 - Topics in Gender Studies (2-4 credits) *513*
GNDR 306 - Philosophy and Sexuality (4 credits) *513*
GNDR 320 - Women and Resistance: Current BIPOC Issues and Queer Spaces (4 credits) *514*
GNDR 345 - Global Perspectives on Gender (4 credits) *514*
GNDR 350I - Gender Studies Internship (3-4 credits) *514*
GNDR 360I - Gender Studies Student Designed Independent Studies (2-5 credits) *514*
GNDR 365 - The Cultural Politics of LGBT Sexuality (4 credits) *515*
GNDR 365I - Gender Studies Prior Learning (3-4 credits) *515*
GNDR 367 - Transgender Identities (4 credits) *515*
GNDR 369 - GLBT Issues In Literature and Film (4 credits) *515*
GNDR 375 - Intersectionality (4 credits) *516*
GNDR 376 - Feminism and Crip Justice (4 credits) *516*
GNDR 377 - Women and Religion (4 credits) *516*
GNDR 380 - Fandoms, Stanning, Gender and Sexualities in Popular Culture (4 credits) *516*
GNDR 399 - Applied Concepts in Gender Studies (4 credits) *517*
GNDR 402 - Gender Studies Capstone (4 credits) *517*
GNDR 501 - Theories and Methodologies in Gender Studies (4 credits) *517*
HIST 517
HIST 101 - The American Past: To 1865 (3 credits) *517*
HIST 102 - The American Past: From 1865 (3 credits) *517*
HIST 103 - World History I: Patterns of Civilization to 1500 (3 credits) *517*
HIST 104 - World History II: The Modern World, 1500 to the Present (3 credits) *518*
HIST 140 - History in the News: Variable Topics (2-4 credits) *518*
HIST 160I - History Student Designed Independent Studies (1-9 credits) *518*
HIST 200 - Genealogy in Global Context (2-4 credits) *519*
HIST 301 - Historical Interpretation (4 credits) *519*
HIST 303 - U.S. Economic Life: Business (4 credits) *519*
HIST 304 - U.S. Economic Life: Working People (4 credits) *519*
HIST 305 - U.S. Economic Life: Technology (4 credits) *520*
HIST 309 - Women and Public Activism (4 credits) *520*
HIST 310 - American Indian History (4 credits) *520*
HIST 311 - African American History (4 credits) *521*
HIST 312 - Beginnings of American Society: Colonial and Revolutionary History (4 credits) *521*
HIST 313 - The American Presidents (4 credits) *521*

HIST 315 - The Civil Rights Movement in the 1960s (4 credits) *521*
HIST 320 - History of Asian Americans (4 credits) *522*
HIST 327 - American History at the Movies (4 credits) *522*
HIST 328 - Women in Modern U.S. History (4 credits) *522*
HIST 329 - Legacies: History of Women and the Family (4 credits) *522*
HIST 331 - Religion and Politics in America (4 credits) *522*
HIST 333 - The Greening of America: Environmental History since 1900 (4 credits) *523*
HIST 334 - The Great Depression of the 1930s (4 credits) *523*
HIST 335 - A New Birth of Freedom: U.S. Civil War and Reconstruction (4 credits) *523*
HIST 336 - From Roosevelt to Reagan: American History, 1932-1980 (4 credits) *524*
HIST 337 - American Empire: U.S. Foreign Relations Since 1898 (4 credits) *524*
HIST 339 - History of Sexuality: Modern Perspectives (4 credits) *524*
HIST 340 - Special Topics and Issues in History (1-4 credits) *524*
HIST 341 - The Vietnam War (4 credits) *524*
HIST 342 - The Sixties Experience (4 credits) *525*
HIST 344 - From Reagan to Obama to Trump: America Since 1980 (4 credits) *525*
HIST 346 - Minnesota History (4 credits) *525*
HIST 348 - U.S. Legal History: A Survey (4 credits) *525*
HIST 350 - Europe: Creation and Conflict, 1500-1789 (4 credits) *526*
HIST 350I - History Individualized Internship (1-8 credits) *526*
HIST 351 - Europe: The Global Power, 1789-Present (4 credits) *526*
HIST 353 - Topics in European History (4 credits) *526*
HIST 353A - Topics in European History (4 credits) *526*
HIST 354 - History of the Holocaust (4 credits) *527*
HIST 355 - Europe: Today and Then (4 credits) *527*
HIST 357 - Gender in Early Modern Europe (4 credits) *527*
HIST 360I - History Student Designed Independent Studies (1-8 credits) *527*
HIST 361 - Africa: From Ancient Times to 1800 (4 credits) *527*
HIST 362 - Africa: From Colonialism to Independence (4 credits) *528*
HIST 363 - World Environmental History (4 credits) *528*
HIST 364 - Slavery and Resistance in North America and the Caribbean (4 credits) *528*
HIST 365I - History Prior Learning (1-8 credits) *528*
HIST 366 - Palestine/Israel since 1880: Histories of a Conflict (4 credits) *529*
HIST 370 - Behind the Great Wall: The Real China (4 credits) *529*
HIST 371 - Understanding Modern Japan (4 credits) *529*
HIST 372 - History of Japanese Popular Culture (4 credits) *530*
HIST 372A - History of Japanese Popular Culture (4 credits) *530*
HIST 373 - US-Japanese Relations from a Racial Perspective (4 credits) *530*
HIST 380 - Mexico, Central America and the Caribbean (4 credits) *530*
HIST 382 - Colonies, Challenge, and Change: Latin American History to 1910 (4 credits) *531*
HIST 383 - Latin America History II: 1910 to Present (4 credits) *531*
HIST 389 - Monuments, Memory, and History (2-6 credits) *531*
HIST 391 - The Crusades: Origins and Global Perspectives (4 credits) *531*
HIST 394 - Comparative Women's History (4 credits) *532*
HIST 395 - The Rise and Fall of Communism (4 credits) *532*
HIST 398 - World War II: A Global History (4 credits) *532*
HIST 401 - Topics Proseminar (4 credits) *532*
HIST 451 - American Women's Movements (4 credits) *532*
HIST 490 - Historian as Investigator: Historical Research (4 credits) *533*
HIST 531 - Religion and Politics in America (4 credits) *533*
HMNG 533
HMNG 104 - HMong Worldview Through Language (4 credits) *533*
HMNG 105 - HMong Worldview Through Language II (4 credits) *533*

HMNG 360I - Hmong Student Designed Independent Studies (1-5 credits) *534*
HRM 534
HRM 165I - Human Resources Management Prior Learning (1-8 credits) *534*
HRM 310 - Human Resource Management: A Strategic Framework (4 credits) *534*
HRM 330 - Personnel and Industrial Psychology (4 credits) *534*
HRM 335 - Understanding and Addressing Race in the Workplace (4 credits) *535*
HRM 350I - Human Resources Management Individual Internship (1-9 credits) *535*
HRM 360I - Human Resources Management Student-Designed Independent Study (SDIS) (1-9 credits) *535*
HRM 365I - Human Resources Management Prior Learning (1-8 credits) *535*
HRM 370 - Employment Law (4 credits) *536*
HRM 520 - Staffing Organizations (4 credits) *536*
HRM 530 - Employee Development and Training (4 credits) *536*
HRM 540 - Compensation Management (4 credits) *536*
HRM 544 - Employee Benefits Management (4 credits) *536*
HRM 550 - Employee/Labor Relations (4 credits) *537*
HRM 565I - Human Resources Management Prior Learning (1-8 credits) *537*
HRM 566 - People Analytics (4 credits) *537*
HSA 537
HSA 360I - Human Services Administration Student Designed Independent Studies (1-9 credits) *537*
HSA 362 - Human Services Leadership and Administration (4 credits) *538*
HSA 362T - Human Services Administration Theory Seminar (4 credits) *538*
HSA 363 - Program Planning, Budgeting, Proposal Writing and Funding (4 credits) *538*
HSA 365I - Human Services Administration Prior Learning (1-8 credits) *538*
HSA 366 - Technology Application in Human Services (4 credits) *539*
HSA 370 - Supervision in Human Services (4 credits) *539*
HSCD 539
HSCD 100 - Use of Addictive Drugs: An Introduction (3 credits) *539*
HSCD 160I - HS/Alcohol and Drug Counseling Student Designed Independent Studies (1-8 credits) *539*
HSCD 200 - Pharmacology of Addictive Drugs (4 credits) *539*
HSCD 300 - Introduction to Substance Use Disorders (4 credits) *540*
HSCD 301 - Substance Use and the Family (4 credits) *540*
HSCD 302 - Assessment of Substance Use Disorders (4 credits) *540*
HSCD 303 - Racial and Cultural Considerations for Alcohol and Drug Counseling (4 credits) *540*
HSCD 304 - Substance Use and Native Americans (4 credits) *540*
HSCD 306 - Prevention of Substance Use Problems (4 credits) *541*
HSCD 308 - Adolescent Substance Use Disorders (4 credits) *541*
HSCD 308T - Adolescent Chemical Dependency Theory Seminar (4 credits) *541*
HSCD 309 - Co-Occurring Disorders: Substance Use and Mental Health (4 credits) *541*
HSCD 311T - Chemical Dependency Theory Seminar (4 credits) *541*
HSCD 320 - Alcohol and Drug Counseling Pre-Practicum Seminar (1 credit) *542*
HSCD 353 - Case Management for Alcohol and Drug Counseling (4 credits) *542*
HSCD 365I - Human Services/Alcohol & Drug Counseling Prior Learning (1-8 credits) *542*
HSCD 380 - Alcohol and Drug Counseling Group Practicum I (4 credits) *542*
HSCD 390 - Alcohol and Drug Counseling Group Practicum II (4 credits) *542*
HSCD 400 - Best Practices in Drug and Alcohol Counseling (4 credits) *543*
HSCD 450 - Senior Seminar: Alcohol and Drug Counseling (4 credits) *543*
HSCI 543
HSCI 201 - Nutrition for Health Professionals (2 credits) *543*
HSCI 301 - Understanding the U.S. Health System (4 credits) *543*
HSCI 309 - Global Health Issues (3 credits) *543*
HSCI 330 - Holistic Health and Healing (2 credits) *544*
HSCI 358 - Racism and Health (4 credits) *544*
HSCI 365I - Health Science Prior Learning (1-4 credits) *544*

HSCI 410 - Health Science Capstone (4 credits) *544*
HSDS 544
HSDS 304 - Introduction to Disabilities (4 credits) *544*
HSDS 305 - Disability Rights: History and Current Trends (4 credits) *545*
HSDS 306 - Community Resources and Services for Persons with Disabilities (4 credits) *545*
HSDS 307 - Blind, Deaf Blind, and Deaf Culture, History and Resources (4 credits) *545*
HSDS 308 - Aging and Disabilities (4 credits) *545*
HSDS 360I - Human Services and Disability Studies Student Designed Independent Studies (1-9 credits) *546*
HSDS 399 - The Disability Experience in Television and Film (4 credits) *546*
HSDS 400 - Current Issues and Special Topics in Disability Studies (4 credits) *546*
HSER 546
HSER 002 - Background Check Workshop (credit) *546*
HSER 160I - Human Services Student Designed Independent Studies (1-8 credits) *546*
HSER 303 - Disability Awareness (4 credits) *547*
HSER 304T - Elder Abuse Theory Seminar (4 credits) *547*
HSER 320 - Human Services Pre-Practicum Group Seminar (1 credit) *547*
HSER 325 - Family and Community Empowerment: Advocacy for Change (4 credits) *547*
HSER 331 - Human Services Group Practicum and Seminar (4 credits) *548*
HSER 333 - Problem Gambling (4 credits) *548*
HSER 344 - Counseling Theories and Techniques (4 credits) *548*
HSER 346 - Counseling and Interviewing Skills (4-5 credits) *548*
HSER 346T - Counseling and Interviewing Theory Seminar (4 credits) *549*
HSER 348 - Group Counseling (4 credits) *549*
HSER 350 - Issues in Adolescent Counseling (4 credits) *549*
HSER 351 - Crisis Intervention/Caring for Trauma through the Lifecourse (4 credits) *549*
HSER 352 - Family Counseling (4 credits) *549*
HSER 353 - Human Services Case Planning and Methods (4 credits) *550*
HSER 354 - Ethical Issues in Human Services (4 credits) *550*
HSER 355 - Introduction to Human Services: History and Trends (4 credits) *550*
HSER 355T - Introduction to Human Services: History and Trends (4 credits) *550*
HSER 357 - Behavior Modification (4 credits) *550*
HSER 358 - Cross-Cultural Counseling (4 credits) *550*
HSER 365I - Human Services Prior Learning (1-8 credits) *551*
HSER 368 - Understanding and Using Research for the Practitioner (4 credits) *551*
HSER 369 - Program Evaluation (4 credits) *551*
HSER 395 - Intersection of Race and Diversity in Human Services (4 credits) *551*
HSER 400 - Mentoring Children in the Urban Community (2 credits) *552*
HSER 415 - Spirituality and Helping (4 credits) *552*
HSER 455 - Human Services Capstone Seminar (4 credits) *552*
HSER 560I - Human Services Student Designed Independent Studies (1-8 credits) *553*
HSFS 553
HSFS 338 - Family: Racial, Gender and Class Dimensions (4 credits) *553*
HSFS 339 - Issues and Actions in Family Policy (4 credits) *553*
HSFS 341 - Work and Family (4 credits) *553*
HSFS 342 - Children in U.S. Society (4 credits) *553*
HSFS 343 - The Family: A Social/Psychological Exploration (4 credits) *554*
HSFS 344 - Family Stress and Family Resiliency (4 credits) *554*
HSFS 360I - Human Services Family Studies Student Designed Independent Studies (1-5 credits) *554*
HSFS 365I - Human Services Family Studies Prior Learning (1-8 credits) *554*
HSFS 370 - Sexuality, Intimacy, and Relations (4 credits) *554*
HSFS 399 - Selected Topics in Family Assistance (2 credits) *555*
HSG 555
HSG 160I - Human Services Gerontology Student Designed Independent Studies (1-8 credits) *555*

HSG 284 - Civic Engagement: Focus in Later Life (4 credits) *555*
HSG 360I - HSG SDIS (1-8 credits) *556*
HSG 365I - Human Services Gerontology Prior Learning (1-8 credits) *556*
HSG 374 - Aging in America: A Personal and Societal Journey (4 credits) *556*
HSG 376 - Mental Health and Aging (4 credits) *556*
HSG 377 - Physical Health and Aging (4 credits) *556*
HSG 378 - Thanatology: The Study of Death and Dying (4 credits) *556*
HSG 380 - Aging: Planning and Policy Making (4 credits) *556*
HSG 383 - Selected Topics in Gerontology (4 credits) *557*
HSG 384 - Civic Engagement in Later Life (4 credits) *557*
HSTD 557
HSTD 360I - HS Training and Adult Development Student Designed Independent Studies (1-9 credits) *557*
HSTD 365I - Human Services Training and Adult Development Prior Learning (1-8 credits) *557*
HSTD 386 - Creative Problem-solving Concepts and Methods (4 credits) *557*
HSTD 389 - Organizational Development and Change (4 credits) *558*
HSTD 390 - Conflict Resolution (4 credits) *558*
HSTD 393 - Organizational Training and Staff Development (4 credits) *558*
HSTD 393T - Training, Design and Instruction Theory Seminar (4 credits) *558*
HSTD 394 - Staff Training and Adult Development (4 credits) *558*
HSTD 394T - Staff Training and Adult Development Theory Seminar (4 credits) *559*
HSTD 395 - Disability and Career Development (4 credits) *559*
HSTD 395T - Disability and Career Development Theory Seminar (4 credits) *559*
HSTD 397 - Career Pathing (4 credits) *559*
HSTD 397T - Career Pathing Theory Seminar (4 credits) *560*
HSTD 399 - The Changing Workplace (4 credits) *560*
HSTD 399T - The Changing Workplace (4 credits) *560*
HSTD 498 - Human Services Organization Consulting Approaches and Techniques (4 credits) *560*
HSTD 498T - Human Services Organization Consulting Approaches and Techniques (4 credits) *561*
HSVP 561
HSVP 300 - Violence: Origins and Explanations (4 credits) *561*
HSVP 301 - Violence: Individual, Community and Global Responses (4 credits) *561*
HSVP 302 - Advocacy in Violence Prevention (4 credits) *561*
HSVP 307 - Gender Violence in Global Perspective (4 credits) *561*
HSVP 308 - Family Violence Across the Lifespan (4 credits) *562*
HSVP 309 - Violence and Disability (4 credits) *562*
HSVP 360I - Human Service Violence Prevention Student Designed Independent Studies (1-4 credits) *562*
HSVP 365I - Human Service Violence Prevention Prior Learning (1-5 credits) *563*
HUM 563
HUM 101 - The World of Ideas: Ancient and Medieval (4 credits) *563*
HUM 102 - The World of Ideas: Modern (4 credits) *563*
HUM 104 - HMong Worldview Through Language (4 credits) *563*
HUM 105 - HMong Worldview Through Language II (4 credits) *563*
HUM 110 - Introduction to Film (4 credits) *564*
HUM 308 - Global Humanities: Ancient Cultures (4 credits) *564*
HUM 309 - Ancient and Medieval Monsters (4 credits) *564*
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POL 311 - Community Organizing and Social Action (4 credits) *660*
POL 312 - Advocacy for Policy Change (4 credits) *660*
POL 313 - Democracy, Politics, and Punishment (4 credits) *660*
POL 314 - Power, Inequality, and Violence (4 credits) *660*
POL 319 - Capitalism, Democracy, and Inequality (4 credits) *661*
POL 320 - Crises of Democracy (4 credits) *661*
POL 321 - Approaches to World Politics (4 credits) *661*
POL 331 - Law and the Legal Process (4 credits) *661*
POL 333 - Constitutional Law: Civil Rights and Civil Liberties (4 credits) *662*
POL 343 - Perspectives on Community Development (4 credits) *662*
POL 360I - Political Science Student Designed Independent Studies (1-8 credits) *662*
POL 365I - Political Science Prior Learning (1-8 credits) *662*
POL 381 - Community Leadership: Principles and Approaches (4 credits) *663*
POL 383 - Working in Politics (4 credits) *663*
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PRSP 301T - Perspectives: Educational Philosophy and Planning Theory Seminar (4 credits) *664*
PRSP 310 - Interdisciplinary Conversations (2 credits) *664*
PRSP 350I - Perspectives Educational Planning Individualized Internship (1-9 credits) *664*
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PRSP 365I - Perspectives Educational Planning Prior Learning (1-9 credits) *665*
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PSYC 102 - Dynamics of Parent/Child Relationships (3 credits) *665*
PSYC 104 - Self-actualization and Interpersonal Effectiveness (3 credits) *665*
PSYC 105 - Assertive Behavior: Theory and Practice (3 credits) *665*
PSYC 106 - Stress Management and Wellness (4 credits) *666*
PSYC 107 - Career Planning and Development (3 credits) *666*
PSYC 108 - Career and Life Planning for Women (3 credits) *666*
PSYC 160I - Psychology Student-Designed Independent Study (1-9 credits) *666*
PSYC 165I - Psychology Prior Learning (1-8 credits) *666*

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PSYC 303 - Artificial Intelligence (4 credits) *668*
PSYC 304 - Psychology of Intimate Partner Violence (4 credits) *668*
PSYC 304T - Violence Against Women Theory Seminar (4 credits) *668*
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PSYC 308 - Child Psychology (4 credits) *669*
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PSYC 316 - Holistic Health (2 credits) *670*
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PSYC 321 - Jungian Psychology: Basic Concepts (2 credits) *671*
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PSYC 341 - Violence and the Media: Psychological Effects of Film and Popular Music (4 credits) *675*
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PSYC 363 - Community Psychology (4 credits) 679
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PSYC 371 - Psychology and the Criminal Justice System (4 credits) 680
PSYC 372 - Cross-Cultural Psychology (4 credits) 680
PSYC 373 - Evolutionary Psychology (4 credits) 680
PSYC 374 - Psychology of Racism: Stereotypes, Prejudice, and Discrimination (4 credits) 681
PSYC 375 - Psychology of Thinking (4 credits) 681
PSYC 380 - Adlerian Psychology (4 credits) 681
PSYC 381 - The American Male (4 credits) 681
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PSYC 392 - Psychology and Education of the Gifted (4 credits) 683
PSYC 393 - Special Education Overview (4 credits) 683
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PSYC 394 - Vocational Rehabilitation of Persons with Disabilities (4 credits) 683
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PSYC 411 - Psychotherapeutic Approaches in Counseling Women (4 credits) 685
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PSYC 562 - Working with Diverse Communities: (1 credit) *689*
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PSYC 594 - Studies in Art Therapy (2 credits) *690*
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RELS 301T - Introduction to Religious Studies (4 credits) *690*
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RELS 303 - Exploring Christian Origins (4 credits) *691*
RELS 303T - Introduction to the Christian Scriptures (the New Testament) Theory Seminar (4 credits) *691*
RELS 304 - Introduction to World Religions (4 credits) *691*
RELS 305 - Jewish-Christian Encounter (4 credits) *691*
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RELS 312 - Religious Traditions of China (4 credits) *693*
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RELS 344 - Religion and Psychology (4 credits) *694*
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SCED 440 - Science Curriculum and Differentiated Instruction in Urban Grades K-6 (3 credits) *699*
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SCED 450 - Science Methods for Urban Grades 5-12 Classrooms and Lab (4 credits) *699*
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SCRW 700
SCRW 110 - Introduction to Film (4 credits) *700*
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SCRW 300 - Special Topics: Variable Subtitles (1-4 credits) *700*
SCRW 314 - New Screenplay Forms (4 credits) *700*
SCRW 315 - Film Production and Editing I (4 credits) *701*
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SOWK 351 - Social Research (2-4 credits) *704*
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SOWK 381 - Community Learning Center Seminar (1-3 credits) *705*
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SOWK 522 - Social Work Practice II (4 credits) *705*
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SPED 710
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SPED 302 - Legal, Political, Ethical Issues in Special Education (3 credits) *710*

SPED 405 - Assessment Practicum in Urban Special Education (2 credits) *710*
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SPED 420 - Collaboration and Transition Practices in Special Education (3 credits) *711*
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SSCI 411 - Theory and Social Problems (4 credits) *714*
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STAT 321 - Biostatistics (4 credits) *717*
STAT 331 - Nonparametric Statistical Methods (4 credits) *717*
STAT 341 - Analysis of Categorical Data (4 credits) *717*
STAT 350I - Statistics Internship (1-4 credits) *718*
STAT 353 - Environmental Statistics (4 credits) *718*
STAT 360I - Statistics Student Designed Independent Studies (1-4 credits) *718*
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TCID 302 - Content Strategy (2 credits) *720*
TCID 303 - Workplace Writing with Generative Artificial Intelligence (2 credits) *720*
TCID 330 - Science Communication (4 credits) *720*
TCID 341 - Writing the News in a Digital World (4 credits) *720*
TCID 344 - Writing for Publication and Profit (4 credits) *720*

TCID 345 - Rhetorics of Health, Medicine, and Social Justice (4 credits) *720*
TCID 346 - Medical Writing (4 credits) *721*
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TCID 371 - Editing (4 credits) *721*
TCID 372 - Document and Information Design I (4 credits) *722*
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TCID 460I - Technical Comm/Interaction Design Student Designed Independent Studies (1-9 credits) *725*
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TCID 565I - Technical Communication/Interaction Design Prior Learning (1-7 credits) *726*
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THEA 728
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THEA 120 - Introduction to Acting (4 credits) *728*
THEA 160I - Theater Student Designed Independent Studies (1-6 credits) *729*
THEA 165I - Theater Prior Learning (1-8 credits) *729*
THEA 201 - Storytelling (3 credits) *729*
THEA 300 - Black Women Playwrights: Staging Empowerment (3 credits) *729*
THEA 303 - The Live Theater Experience (4 credits) *729*
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THEA 331 - Voice: Speaking from Experience (4 credits) *730*
THEA 333 - Performing Dissent: Theater of Activism and Civic Engagement (4 credits) *730*
THEA 345 - Acting III: Embodied Performance (4 credits) *730*
THEA 346 - Topics (1-4 credits) *730*
THEA 350I - Theater Individual Internship (1-9 credits) *730*
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THEA 360I - Theater Student Designed Independent Studies (1-9 credits) *731*
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WRIT 350I - Writing Individual Internship (1-9 credits) *737*
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WRIT 353 - Writing Short Fiction (4 credits) *737*
WRIT 354 - Writing Poetry (4 credits) *737*
WRIT 355 - Writing Children's Literature (4 credits) *737*
WRIT 356 - Writing Humor (4 credits) *737*
WRIT 357 - Writers as Readers (4 credits) *737*
WRIT 358 - 1000 Words or Less (4 credits) *738*
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WRIT 371 - Editing (4 credits) *738*
WRIT 390 - Editing for Literary Publication (4 credits) *738*
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WRIT 481 - Advanced Creative Writing (5 credits) *739*
WRIT 531 - Advanced Writing (4 credits) *739*
WRIT 532 - Writing about Place (4 credits) *739*
WRIT 560I - Writing Student Designed Independent Studies (1-8 credits) *739*
WRIT 565I - Writing Prior Learning (1-7 credits) *740*
WRIT 571 - Advanced Editing (4 credits) *740*
WRIT 598 - Advanced Topics in Creative Writing (4 credits) *740*

UNDERGRADUATE PROGRAM LIST

College of Business and Management

BS

- Accounting BS
- Business Administration BS
- Economics BS
- Entrepreneurship and Innovation BS
- Finance BS
- Human Resource Management BS
- International Business BS
- Management BS
- Management Information Systems BS
- Marketing BS
- Supply Chain and Operations Management BS

BAS

- Information Assurance BAS
- Organizational Administration BAS

Minor

- Accounting Minor
- Advertising Minor
- Business Administration Minor
- Business Analytics Minor
- Digital Marketing Certificate
- Economics Minor
- Entrepreneurship and Innovation Minor
- Finance Minor
- Human Resource Management Minor
- International Business Minor
- Management Information Systems Minor
- Project Management Minor
- Risk Management and Insurance Minor
- Supply Chain and Operations Management Minor

College of Community Studies and Public Affairs

BS

- Alcohol and Drug Counseling BS
- Human Services BS
- Police Science BS

BA

- Criminal Justice BA
- Criminal Justice BA with Police Studies Certificate
- Psychology BA

BAS

- Early Childhood Studies BAS

BHS

- Human Services Family Studies BHS
- Human Services Leadership and Administration BHS

BSW

- Social Work BSW

Minor

- Child Psychology Minor
- Community and Applied Social Psychology Minor
- Criminal Justice Minor
- Disability Studies Minor
- Educational Psychology Minor
- Family Studies Minor
- Industrial and Organizational Psychology Minor
- Mental Health Psychology Minor
- Psychology Minor

- Violence Prevention and Intervention Minor

Certificate

- Evidence-Based Practices in Corrections Certificate
- Police Studies Certificate
- Substance Use Disorders Post-Baccalaureate Certificate

College of Individualized Studies

BA

- Individualized Studies Bachelor of Arts (BA)

BAS

- Individualized Studies Bachelor of Applied Science (BAS)

Minor

- Civic Engagement Minor

College of Liberal Arts

BS

- English for Teaching BS
- Social Studies for Teaching BS

BA

- Advocacy and Political Leadership BA
- Anthropology and Sociology BA
- Communication Specialist Track, Professional Communication BA
- Creative Writing BA
- English BA
- Ethnic Studies BA
- Game Design emphasis, Professional Writing and Interaction Design BA
- Gender Studies BA
- Global Studies BA
- Health Communication track, Professional Communication BA
- History BA
- Liberal Arts BA
- Media Studies Track, Professional Communication BA
- Organizational Communication track, Professional Communication BA
- Philosophy BA
- Political Science BA
- Public Relations track, Professional Communication BA
- Science and Medical Writing emphasis, Professional Writing and Interaction Design BA
- Screenwriting BA
- Social Science BA
- Studio Arts BA
- Technical communication emphasis, Professional Writing and Interaction Design BA
- Theater BA
- User Experience Design emphasis, Professional Writing and Interaction Design BA

Minor

- Anthropology and Sociology Minor
- Community Organizing and Development Minor
- Creative Writing Minor
- Design of User Experience Minor
- Digital Media Minor

- English Minor
- Environmental Communication Minor
- Game Studies Minor
- Gender Studies Minor
- History Minor
- Humanities Minor
- Media Literacy Minor
- Organizational Communication Minor
- Philosophy Minor
- Political Science Minor
- Practical Ethics Minor
- Public Relations Minor
- Religious Studies Minor
- Research and Information Studies Minor
- Screenwriting Minor
- Studio Arts Minor
- Technical Communication Minor
- Theater Minor

Certificate

- Applied Communication Skills
- Applied Linguistics (TEFL-TESOL) Certificate
- Ethical Game Design
- Ethnic Studies Minor
- Game Marketing Expert
- Game Scholar
- Interactive Narrative Specialist

College of Nursing and Health Sciences

BS

- Health Systems Studies BS

BSDH

- Dental Hygiene BSDH

BSN

- Nursing Prelicensure BSN
- Nursing RN to BSN

College of Sciences

BS

- Biochemistry BS
- Biology BS
- Chemistry BS
- Computer Information Technology BS
- Computer Science BS
- Cybersecurity BS
- Data Science BS
- Environmental Science BS
- Industrial & Applied Mathematics BS
- Industrial Engineering BS
- Life Sciences Teaching BS
- Mathematics Teaching BS

BA

- Biology BA
- Mathematics BA

BAS

- Computer Forensics BAS

Minor

- Applied Statistics Minor
- Biology Minor
- Chemistry Minor
- Computer Forensics Minor
- Cybersecurity Minor
- Electronic Discovery Minor
- Environmental Science Minor
- Forensic Science Minor
- Health, Humanities, and Community Minor
- Industrial & Applied Mathematics Minor
- Physics Minor

Certificate

- Computer Forensics Certificate
- Cybersecurity Certificate

- Electronic Discovery Certificate
- Intelligence and Security Analysis Certificate

School of Urban Education

BS

- Secondary Education Licensure with English for Teaching BS
- Secondary Education Licensure with Life Sciences Teaching BS
- Secondary Education Licensure with Math Teaching BS
- Secondary Education Licensure with Social Studies for Teaching BS
- Teaching English as a Second Language (ESL)
- Urban Early Childhood Education BS for Birth-Grade 3 Licensure
- Urban Elementary Education BS for K-6 Licensure
- Urban Special Education BS for K-12 ABS licensure

Minor

- English as a Second Language Minor for K-12 ESL licensure

ADMISSIONS

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

First-year students

If you are a current high school student or have completed fewer than 16 college credits, you will apply as a first-year student.

There are three ways to attend Metro State as a first-year student:

- Automatic Admission - A cumulative high school grade point average (GPA) of at least 2.75 or a GED transcript with test scores of 165 on each subject (older GED scores may vary) will result in automatic admission to the University. A higher GPA may be required for admission into some programs.
- Conditional Admission - If you have a cumulative high school GPA of between 2.5 and 2.75 or a GED transcript with test scores of 145-164 on each subject (older GED scores may vary), you will be conditionally admitted to the university. You will receive additional academic support to ensure your success while meeting a few requirements prior to and during your first semester.
- Community College Transfer Pathway - If you have a cumulative high school GPA of below 2.5, you will need to attend a community college before re-applying as a transfer student. We have transfer pathways at community colleges within the Minnesota State system that will allow a seamless transfer of your credits to Metro State University.

Your official transcript from your high school and all post-secondary institutions where you were previously enrolled (even if no credit or clock hours were earned) and advanced placement (AP) official test scores must be sent to Metro State University to complete your application. We recommend requesting electronic copies whenever possible. Transcripts often take 7–10 business days to be received from when they are requested and must be received by the deadline so we encourage you to apply early.
Applying to Metro State

Application deadlines

Priority application deadlines:

Spring — October 1
Summer — March 1

Final application deadline:

Fall — August 1

You are encouraged to complete your application early in order to allow for receipt of an official transfer credit evaluation (DARS), the best selection of courses, and financial aid packaging, as well as time to plan for New Student Orientation and any required assessments.

Notification of a positive admission decision will list any conditions that you must satisfy before you can register for coursework. These conditions may include academic assessments and completion of orientation.

You can check the status of your application through eServices applicant portal to ensure that we have received your application, and transcripts

Transfer students

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

There are three ways to attend Metro State as a transfer student:

- Automatic Admission—A cumulative grade point average (GPA) of at least 2.0 with 16 transferable college-level semester credits attempted will result in automatic admission to the university. A higher GPA may be required for admission into some programs.
- Conditional Admission—If you have a cumulative GPA of between 1.5 and 2.0, you will be conditionally admitted to the university. You will receive additional academic support to ensure your success while meeting a few requirements prior to and during your first semester.
- Community College Transfer Pathway—If you have a cumulative GPA of below 1.5, you will need to attend a community college to improve your GPA before re-applying. We have transfer pathways at community colleges within the Minnesota State system that will allow a seamless transfer of your credits to Metro State University.

Transfer applicants must supply official transcripts for all post-secondary institutions where you were previously enrolled (even if no credit or clock hours were earned) and official transcripts for all post-secondary credits (including military, CLEP, and advanced placement). We recommend requesting electronic copies whenever possible. Transcripts often take 7–10 business days to be received from when they are requested and must be received by the deadline so we encourage you to apply early.

Application deadlines

Priority application deadlines:

- Spring — October 1
- Summer — March 1

Final application deadline:

- Fall — August 1

Most of our students started their education at another college or university. See how the credits you've earned will transfer to Metro State with Transferology. View our Transfer Pathways page to see a sample curriculum plan after completing a Minnesota State Transfer Pathway degree.

You are encouraged to complete your application early in order to allow for receipt of an official transfer credit evaluation (DARS), the best selection of courses, and financial aid packaging, as well as time to plan for New Student Orientation and any required assessments.

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

You can check the status of your application through eServices applicant portal to ensure that we have received your application, and transcripts.

Readmitting students

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

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

You are encouraged to complete your application early in order to allow for receipt of an official transfer credit evaluation (DARS), the best selection of courses, and financial aid packaging, as well as time to plan for New Student Orientation and any required assessments.

Application deadlines

Priority application deadlines:

- Spring — October 1
- Summer — March 1

Final application deadline:

- Fall — August 1

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

You can check the status of your application through eServices applicant portal to ensure that we have received your application, and transcripts.

Second bachelor's degree

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

- You must complete 30 residency semester credits and any other requirement determined by the college granting the degree.
- You must supply official transcripts for all post-secondary institutions where you were previously enrolled (even if no credit or clock hours were earned) and official transcripts for all post-secondary credits (including military, CLEP, and advanced placement).
- If you received your first degree from another Minnesota State institution, Metro State will retrieve your transcripts for you via e-Transcript. However, if there are holds on your record from the

institution, you must first resolve those holds before your transcripts can be retrieved.

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

Application deadlines

Priority application deadlines:

- Spring — October 1
- Summer — March 1

Final application deadline:

- Fall — August 1

You are encouraged to complete your application early in order to allow for receipt of an official transfer credit evaluation (DARS), the best selection of courses, and financial aid packaging, as well as time to plan for New Student Orientation and any required assessments. Transcripts often take 7–10 business days to be received from when they are requested and must be received by the deadline so we encourage you to apply early.

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

You can check the status of your application through eServices applicant portal to ensure that we have received your application, and transcripts.

PSEO: Post-Secondary Enrollment Options

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

Learn more about PSEO and how it can benefit you.

- Seniors must rank in the upper half of their class or have at least a 3.0 cumulative GPA or have an ACT composite score of 21 or higher

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

Application deadlines

- Spring semester: November 1
- Fall semester: March 15

All materials must be received by the final deadlines above in order to be considered for admission. These dates also apply to returning PSEO students.

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

PSEO: How to Apply

1. Meet with your high school counselor

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

   Note: If you have trouble filling out the form, contact the Metro State admissions office.

   2026–2027 PSEO Notice of Student Registration Form (Digital Sign PDF) pdf
   2026–2027 PSEO Notice of Student Registration Form (Type Sign PDF) pdf

3. Apply for undergraduate admission

   Complete the admissions application online.

   For questions or assistance with your application, call 651.793.1302.
   Send in your transcripts and PSEO registration form

4. Request your official high school transcripts and provide the completed PSEO Notice of Student Registration form. They can be mailed to:

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

   Or sent electronically to admissions.documents@metrostate.edu.

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

5. Register for PSEO student orientation

   All new PSEO students are required to attend a mandatory orientation and registration session.

   Information about the orientation and instructions on how to register will be emailed to you.

   Learn about student services

After you receive your letter of admission—provided at the required orientation session—Gateway Student Services is your contact for information about Metro State and services offered to students.

Visiting students

Visiting students typically enroll in courses for personal enrichment or professional development, but it is also a way to experience Metro State without fully transferring. This option is for students who are not seeking a degree.

Visiting application deadlines:

- Spring—December 1
- Summer—April 22
- Fall—August 1

How to apply as a visiting student

Apply with Minnesota State's undergrad application. Complete all required fields. In section 6 of the application under "educational intent", select the option Complete courses and transfer without a degree. Please allow 2-3 business days for processing.

Once your application is complete, you are ready to register for classes! Sign into eServices to view the course catalog. Gateway Student Services is your first stop for everything from registration, registration overrides, and payment.

Register for classes during open registration. Visiting students at Metro State are not eligible for financial aid. Tuition payment must be arranged the same day as registration to prevent being dropped from your classes.

If you later decide to pursue a degree, or would like to transfer to Metro State, you will need to reapply as a degree seeking student.

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.
Tuition information

For senior citizen tuition information, go to the Tuition and Fees page, and select the Tuition for Senior Citizens tab on the left.

Application deadlines

Priority application deadlines:

- Spring — October 1
- Summer — March 1

Final application deadline:

- Fall — August 1

International degree-seeking students

At Metro State you will be part of a growing international student population of students from more than 50 different countries!

With 50+ undergraduate programs and 25+ 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!

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.

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: May 1 (undergraduate students) or April 1 (graduate students)
- Fall semester: August 1
- Spring semester: December 1

Out-of-country students:

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

Due to various regulations, Metro State University is prohibited from providing educational services to students physically located outside of the United States.

All official international admissions materials should be mailed to:
International Student Services
Attn: Leslie Starrett
Founders Hall, Room 139B
Saint Paul, MN 55106

International undergraduate students

With students enrolled from more than 50 countries, Metro State proudly considers students from around the globe for freshman or transfer admission.

Students should apply through Metro State's online application. For more general application questions, check out our Application Tips page.

Metro State complies with the Minnesota State Colleges and Universities System Policy 3.4 Undergraduate Admissions and System Procedure 3.4.1 Undergraduate Admissions when making decisions. In order to review a student's application, the university must receive the following:

Transcripts

Admission decisions are made once we have complete application materials, including official transcripts from all institutions from which you expect to have transfer credits. To ensure full consideration, official transcripts must be sent directly to us prior to application review.

Transfer credit can only be awarded based on coursework documented on official transcripts we receive and evaluate. Submitting all transcripts early supports an accurate admission decision, a timely transfer credit evaluation, and effective academic advising to help you stay on track for degree completion.

English proficiency

- TOEFL iBT (internet-based test) score of 3.5 or better (for exams taken after January 22, 2026) or 61 or better (for exams taken prior to January 21, 2026); OR
- IELTS academic test score of 5.5 or better (Score report can be uploaded); OR
- Duolingo English Test score of 95 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.; OR
- SAT Critical Reading sub-score of 570 or higher (Official score report sent directly from testing center required.); OR
- ACT English score of 24 or higher (Official score report sent directly from testing center required.)

Exemptions

- Minimum of 16 credits of a 2.5 GPA from a U.S. college or university
- Successful graduation from a U.S. high school
- Successful graduation from an English-medium high school or university with a 2.5 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.)
- IGCSE/Ordinary Levels (British exam with official grade reports from Cambridge, EduExcel, Pearsons, etc) with grades of C or above in subjects of at least English, Math, a hard Science, a Social Science, and another subject of your choice.
- Associate degree conferral from a U.S. college or university
- 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

Next steps for admitted international students

Congratulations on your acceptance to Metro State! Now that you have been admitted to our university you will need to prepare for your educational journey in the U.S.

After you receive your letter of admission from Metro State, please complete the following steps:

Accessing and submitting your I-20 request

- Use the link in your admission letter
- Your admission letter includes a link to the I-20 Request site, where you will complete your request and upload your required financial documentation and passport copy.
- Submit your request only after admission
- You must wait until you have been officially admitted to Metro State before submitting your I-20 Request. Submissions made prior to admission will not be reviewed or processed.
- Log in with your StarID credentials
- To access the I-20 Request site, log in using your StarID and password. If you have not yet activated your StarID, be sure to do so before attempting to access the system.

- Ensure all information is accurate and complete
- Carefully review all entries and uploaded documents before submitting. Incomplete or incorrect submissions may delay processing.

Contact us if you need assistance

If your admission letter did not include the I-20 Request link or instructions, or if you did not receive an admission letter, please contact our office so we can assist you.

Transfer SEVIS Record

•Request your transfer early

- Students should initiate the transfer of their SEVIS record to Metro State before the end of their current semester to ensure timely processing.

•Meet required deadlines

- Students completing a program must transfer their SEVIS record before the end of the 60-day grace period
- Students ending OPT or STEM OPT must also complete the transfer within the 60-day grace period
- Missing these deadlines may affect your immigration status.

•Coordinate with your current institution

- Work directly with your current school's international office to:
- Request the SEVIS transfer
- Complete any required paperwork or internal processes
- Each institution may have different procedures and deadlines.

•No transfer-in form required by Metro State

- Metro State does not require a transfer-in form from your current institution. However, you must follow your current school's transfer procedures.

•Provide Metro State SEVIS School Code

- When requesting your transfer, give your current institution the correct code: **SPM214F01116000**

•Monitor your email for updates

- Stay in contact with both institutions and respond promptly to any requests to avoid delays.

Upload Financial Documentation

International students are responsible for all educational and personal expenses for the duration of their F-1 status at Metro State. To issue an I-20, which is needed to obtain an F-1 student visa, Metro State is required by the U.S. government to maintain records that you have the funds necessary to cover your tuition, fees, and living expenses for at least your first year of study. If you bring your spouse or other dependents with you to the U.S. you must also demonstrate that you have the funds necessary to cover those costs.
Proof of Financial Responsibility

Source of Funds

- Bank statements must be originals, photocopies, scanned copies or faxed documents printed on bank letterhead and certified with the bank's stamp or seal. We reserve the right to verify authenticity.
- Bank statements must be dated within 6 months from the application date.
- If English is not the language in which the bank documents are issued, the bank documents must be accompanied by a certified, literal English translation.

Financial Letter of Support

- Use this template for non-U.S. citizen/permanent resident, written in English, indicating their willingness to support your financial obligations.

Affidavit of Support

- Complete this form if your financial sponsor is a U.S. citizen/permanent resident.

Upload Passport Copy

Uploading Your Passport Identification Page

- Take a clear photo of your passport ID page
    - Open your passport to the biographical (ID) page and take a photo that clearly shows all information.
    - Make sure the entire ID page is captured within the frame (all edges visible) and that no information is cut off.
- Save the file in the correct format
    - Save your image as a .jpg (JPEG) file. Ensure the file is not too large or too small and meets any file size requirements provided.
- Upload your passport image
    - Upload the .jpg file to the designated section of the I-20 Request system. Confirm that the correct file has been uploaded successfully before submitting your request.

Pay SEVIS Fee

- Once you receive your I-20, please review the spelling and order of your name and confirm that is matches exactly how your name is written at the bottom of the identity page in your passport.
- If everything is correct, sign and date your name on the bottom of your I-20.
- Few students are required to pay the I-901 Fee that is charged by the Department of Homeland Security before you can apply for your F-1 visa or enter the U.S.
- Please print out a copy of your receipt and keep with your I-20.

In-country transfer students are not required to pay the SEVIS fee again.

Apply for Visa Interview

- In order to schedule a visa appointment, you will need to complete the Online Nonimmigrant Visa Application (DS-160)
- When completing your visa application, write your legal name exactly as it is printed in your passport and provide complete and truthful information throughout your application. If you do not have housing yet in the U.S. you can use ISS's address (700 East Seventh Street, Saint Paul, MN 55106).
- List every social media platform you have used in the past 5 years and give your username/handle. Also, be certain to adjust the privacy settings on all of your social media profiles to "public" or "open".
- You should plan to apply for a visa at the U.S. embassy/consulate that is closest to where you live. This website also includes specific instructions for scheduling an appointment.

- We recommend scheduling your appointment as soon as possible after you receive your I-20. You will need to determine the estimated wait time for obtaining a visa at your local embassy or consulate.
- If you are not able to schedule a visa appointment before the beginning of the semester, you will need to speak to ISS about the possibility of deferring your admission to the next semester
- For your visa interview, you will need to prepare the following:

    - Valid passport
    - I-20
    - Admission Letter
    - Proof of Financial Support (same as you used to obtain your I-20)
    - Receipt of SEVIS I-901 Fee payment
    - Visa application form (available from the U.S. embassy/consulate
    - Any documents requested by the embassy/consulate

The visa interview will be a very brief meeting with a consular officer. Be prepared to explain why you want to study at Metro State, how you are planning to pay for your stay, and what your plans might be after you graduate. Always answer truthfully!

If you have questions or concerns before the visa interview, we recommend that you contact the EducationUSA office closest to you.

Once you receive your F-1 visa, check the accuracy of the information on it. Contact the U.S. embassy or consulate if you find a mistake.

Some visa applicants are subject to additional screening that will delay the issuance of the visa. The is NOT always a final denial. Most applicants who are subject to administrative processing or a security clearance check will receive their visa within a few months. There is nothing you nor ISS can do to prevent nor speed up the process.

Make Travel Arrangements

You may enter the U.S. no more than 30 days before the program start date listed on the first page of your I-20.

The closest airport to our campus is the Minneapolis/St. Paul International Airport.

Plan and pack your luggage early. Check your airline's luggage restrictions to make sure your bags are not overweight and that you have the correct amount of luggage pieces.

For your carry-on bag we recommend you pack your I-20, passport with visa, boarding pass(es), a change of clothing, something to read, snacks, headphones, toothbrush/toothpaste, and important medications.

Keep with you at all times:

- Passport (keep a photo copy in your carry-on luggage)
- I-20 (keep an additional photo copy in your carry-on luggage)
- Acceptance Letter
- Airline boarding pass(es)
- Emergency contact information (your family, Metro State emergency phone numbers, etc.)
- Prescriptions
- U.S. Currency to pay for initial expenses; bank draft account information and/or credit card for tuition, fees, housing payments, etc.
    - If you choose to bring large amounts of money with you, we recommend that you carry traveler's checks rather than cash. *Do not carry money in your luggage*; keep it on your person at all times.

Check in with your airline 72 hours prior to departure, 24 hours prior to departure, and just before leaving for your airport.

There are a variety of transportation options from the Minneapolis-St. Paul International Airport to campus.

- Buses: City bus service is provided by Metro Transit. For bus fare and route information, call the 24-hour automated system at 612.341.4287.
- Taxis: Taxi service is available for approximately $40-$50. A $6.25 fare will be displayed on the Taxicab meter when you start your trip. This fee includes a $2.50 "flag drop" fee and a $3.75 airport access fee. Use taxis and shuttle services that have the name of the company clearly marked.
- App-based Ride Services: Uber, Lyft, or other app-based ride services pick up on Level 2 of the Green Parking Ramp, above the Ground Transportation Center.
    - Lyft and Uber cost around $20 on average from MSP to campus, but fares increase when there is high demand. Get an estimate for your trip from Uber or Lyft.

Find Living Accommodations

- Learn more about Minnesota!
- Meet Minneapolis
- Visit St. Paul
- 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.
- 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.

New Student Orientation

Our online New Student Orientation is required for all incoming students and must be completed before you are able to register for your courses. This ensures you have the essential information and resources needed to successfully begin your academic journey at Metro State.

Log in and access Orientation

Log in using your StarID@go.minnstate.edu and password.

Complete the required Orientation steps

In the “New Student Orientation” learning path, complete all required steps and earn your completion certificate. You may work at your own pace and return at any time.

Follow each module carefully

Select the “View” button to begin each step, complete all sections, and look for green check marks to confirm completion. After each step, select “Continue to Next Section” and submit the feedback form (comments are optional, but submission is required to move forward).

International Student Learning path

International students are required to complete an additional learning path designed specifically to provide important resources and information for their success at Metro State.

Watch for your hold to be removed

Once you complete the orientation, Student Life staff will verify your completion and remove your hold within 2–3 business days. You will receive a confirmation email when this is done.

Explore additional (optional) resources

You will also see Student Success Workshops. These are optional but highly recommended and available to revisit anytime. Workshops can also enter you into a monthly $500 scholarship drawing.

Get help if needed

If you have questions at any point, contact the Student Life and Leadership Development office for assistance.

International Student Orientation

Our in-person International Student Orientation is required for all incoming international students, including those arriving from outside the U.S., transferring from another U.S. institution, or changing their level of study. Attendance is mandatory to ensure you understand important F-1 requirements and successfully transition to Metro State.

Transfer to Metro State

An international student's SEVIS record can be transferred from one **SEVP-certified school** to Metro State.

Metro State SEVIS School Code: SPM214F01116000

This typically happens at the end of a student's program of study, end of OPT employment, or end of STEM Extension employment; however, a student can transfer while they are still completing their degree at another institution. When a student transfers their SEVIS record from a different institution to Metro State and the student is in "Active" status, the student does not require a new SEVIS record and will not need to pay a new **I-901 SEVIS fee**. The student's current SEVIS record is simply transferred from their current institution to Metro State.

It is important to inform ISS of the student's current SEVIS status before and during the I-20 request process.

End of program, end of OPT employment, or end of STEM Extension employment transfer

The SEVIS record must be transferred within the student's 60-day grace period following their end of program date or employment end date
The student must begin their new program of study within 5 months from the student's end of program date or employment end date
Mid-program transfer

The SEVIS record may be set to transfer to Metro State after the end of the student's current term of study

The student must begin their new program of study at Metro State within 5 months from the last day of the student's last term of study

If you've attended another institution and attempted at least 16 college-level semester credits of transferable (non-developmental) post-secondary course work, you can learn about how those credits will transfer here by visiting: Credit transfers | Metro State University.

Transcripts

Admission decisions are made once we have complete application materials, including official transcripts from all institutions from which you expect to have transfer credits. To ensure full consideration, official transcripts must be sent directly to us prior to application review.

Transfer credit can only be awarded based on coursework documented on official transcripts we receive and evaluate. Submitting all transcripts early supports an accurate admission decision, a timely transfer credit evaluation, and effective academic advising to help you stay on track for degree completion.

International Student Program Availability

As of January 1, 2026, the following programs meet the requirements for international students:

College of Business and Management
Business Administration BS
Management BS

College of Community Studies and Public Affairs
Public and Non Profit Leadership

College of Liberal Arts

Technical Communication MS
Liberal Arts BA
Liberal Studies MA
Screenwriting BA
Studio Arts BA
Theater BA
Applied Linguistic Certificate (undergrad certificate)

College of Nursing and Health Sciences
Nursing Entry Level (MSN)
Nursing Prelicensure BSN
Doctor of Nursing Practice, Family Nurse Practitioner (DNP)

College of Sciences
All programs

School of Urban Education
All programs

Transfer Pathways

Transfer Pathways are paths to a four-year degree that start at community colleges in the Minnesota State system. Students first complete a fixed Transfer Pathway curriculum of lower-division courses at a nearby community college—then they seamlessly transfer to a corresponding bachelor's program at Metro State University to complete their degrees. Learn more about Transfer Pathways

Learn about our articulation agreements with community colleges

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 Statue, 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 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 pro-ration, then the limit on the loan eligibility for that particular term is determined as follows:

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

For example, an independent undergraduate student will graduate after attending only one term in the academic year and during that term is enrolled in 8 credits. In this example, the student is independent, so the annual loan limits are: subsidized $5,500.00, and unsubsidized: $7,000. 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) × $5,500 (annual subsidized limit) = $1,833 maximum subsidized
- 0.33 (percent of credits enrolled) × $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
6 credits
Subsidized $1,375
Unsubsidized $1,750
7 credits
Subsidized $1,604
Unsubsidized $2,042
8 credits
Subsidized $1,833
Unsubsidized $2,333

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

Federal Direct PLUS Loans for Parents

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

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

Interest rates for PLUS Loans for Parents

- 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 i, 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 and 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 student s 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 will 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 insomuch 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 our 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 competition 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 a 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 toward 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 wasting 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 meets 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 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 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

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**

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 though 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 though 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**.
- 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** 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 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 though 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

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**
- 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

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

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

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 LGBTQA people, as well as their varied identities and experiences, and seek to create a university-wide climate that supports and advocates for the diverse needs of these communities.

Through advocacy, educational and social programs, 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

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 Camus 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

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
Phone
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
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
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
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 visa 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.

UNDERGRADUATE PROGRAMS

College of Business and Management

Accounting BS

A degree in accounting provides a strong foundation for careers in many aspects of business. Accountants create order and meaning out of data, manage information systems and work cross-functionally to accomplish goals. Accountants articulate and analyze economic activities to help organizations predict future results, allocate resources, and make decisions that drive long-term viability.

Accounting graduates flourish in a variety of occupations throughout organizations. Accountants work with financial and non-financial data interpreting quantitative and qualitative information, solving problems, and effectively communicating analysis and solutions to all levels in an organization. These skills lead to careers such as:

- Staff Accountant
- External Auditor
- Financial Analyst
- Internal Auditor
- Cost Accountant
- Tax Accountant
- Fixed Asset Accountant
- Treasurer
- Budget Analyst
- Controller
- Project Accountant
- Administrator
- Chief Financial Officer
- Entrepreneur

IMA Endorsed Curriculum and Preparing to become a CMA®

The IMA® (Institute of Management Accountants) Higher Education Endorsement Program identifies business curricula that meet the quality educational standards required to enable students to earn the CMA® (Certified Management Accountant) designation.
IMA® is dedicated to excellence within the management accounting profession. The CMA® is a globally recognized certification that provides an objective measure of an individuals knowledge and competence in the field. It gives management accountants and finance professionals greater credibility, higher earning potential and leadership opportunities.
Metro States accounting courses align with the CMA exams practical body of knowledge and skills in financial planning, analytics, control, decision support

and professional ethics. To be eligible for CMA certification, candidates must have a bachelors degree, pass a two-part exam covering twelve competencies in Management Accounting and show two years of relevant work experience.

Preparing to become a CPA

The Metro State University Accounting major provides the necessary accounting and business coursework required to sit for the Certified Public Accountant (CPA) Exam. In Minnesota, students can sit for the exam after completing their accounting degree. However, please note, to be licensed as a CPA, candidates also require 150 credit hours (in either undergraduate or graduate coursework), must pass a self-study ethics examination, and have at least one year of relevant work experience. Also, please note the above information is in reference to the licensing statutes and regulations in Minnesota. No determination has been made with respect to the education requirements for licensure for any other states or U.S. protectorates. Each state or U.S. protectorate has its own requirements that change based on the local laws enacted. Students desiring to take the CPA exam outside of the State of Minnesota need to consult with the appropriate state or protectorate Board of Accountancy to determine the licensing rules.

Enrolling in this program

Program eligibility requirements

Students must complete the major program courses with a grade of C- or better. The upper-division Foundation Courses are prerequisites for many upper division College of Business and Management courses. Completing these courses early in your program will help you succeed and have the most valuable experience in other College of Business and Management courses.

Program requirements

The accounting major residency policy requires that at least four (4) of the accounting major required courses must be completed at Metro State. See also the CBM policies page for requirements that are common to all programs.

Accounting Minor

The College of Management offers an accounting minor to students interested in supplementing their degrees with skills in accounting. The two core required courses provide students with an understanding of the financial statements and how these statements are used by managers to make decisions. Students will choose from two additional electives to suit their interests. Electives include the subjects of management accounting, accounting information systems, federal taxation and financial reporting. Students completing the minor will have the minor requirements indicated on their transcript.

Enrolling in this program

Program eligibility requirements

Students must earn a grade of S, C- or above in courses used to meet prerequisites.

Program requirements

The Accounting Minor Residency Requirement: At least 8 credits from among the Minor Required Courses and Minor Electives must be completed at Metro State.

Advertising Minor

The advertising minor is designed to educate students about the major activities involved in the planning, design, integration and implementation of marketing communications programs. Course topics include understanding consumer behavior, advertising and campaign planning, graphics design and copywriting and designing and writing on the web. Familiarity with these activities helps to prepare students for careers in advertising agencies, marketing positions in private, nonprofit and government organizations, as well as careers in public relations firms.
This minor cannot be combined with the marketing major.

Enrolling in this program

Program eligibility requirements

Students must earn a grade of S or C- or above in courses to be used to meet pre-requisites. College of Business and Management (CBM) students that major in Marketing ***cannot*** declare an Advertising Minor.

Program requirements

Advertising minor residency requirement: At least 12 credits of the required courses in the advertising minor must be completed at Metro State. You may substitute Advertising Copywriting, Design & Production for an internship in a related area. Approval from the marketing department chair is required.
See also the CBM Policies page for requirements that are common to all programs.

Business Administration BS

Do you want to prepare for a dynamic and challenging career in the ever-changing business world? And, gain skills in demand by businesses and other organizations? Then study Business Administration with us, either online or on-campus. Expect to be better positioned for career opportunities and promotions.
You will also:

- learn about the functional areas of organizations and how to manage them effectively,
- gain the organizational, communication, and critical thinking skills necessary for you to be a great manager, consistent with the College of Management undergraduate student outcomes

- prepare for positions in business, nonprofit organizations, and government, including supervisor, department manager, or agency director,
- understand the increasingly diverse business world, and
- build a network with business administration professionals and alumni.

Enrolling in this program

Program eligibility requirements

Students must complete major program courses with a grade of C- or better. The College of Business and Management Foundation Courses are prerequisites for many upper division College of Business and Management courses. Completing these courses early in your program will help you succeed and have the most valuable experience in other College of Business and Management courses.

Program requirements

BS in Business Administration residency requirement: At least 24 credits from among the Business Core Courses, Major Required Courses, Major Electives, and Capstone must be completed at Metro State. See also the CBM policies page for requirements that are common to all programs.

Business Administration Minor

The College of Management offers a business administration minor to students interested in supplementing their degrees with core business courses. This minor requires courses in each of the functional business areas including management, marketing, accounting and finance. In addition, the courses in the minor incorporate legal, ethical, global and multicultural perspectives. Students completing the minor requirements will have the minor designated on their transcripts.

This program can be completed on campus, online, or by combining on campus and online courses. Program requirements are the same, regardless of the delivery mode.

Enrolling in this program

Program eligibility requirements

The Business Administration minor is not available to students already pursuing a College of Business and Management major. Students must earn a grade of S or C- or above in courses to be used to meet prerequisites.

Program requirements

Business Administration Minor Residency Requirement: At least 16 credits from among the Minor Required Courses and Minor Elective(s) must be completed at Metro State. See also the CBM policies page for requirements that are common to all programs.

Business Analytics Minor

The need for business analytics-related professionals is growing rapidly across industries and occupations.
This minor focuses on data analytics competencies across business domains and industries. Courses in management of information systems, statistics, database management, business intelligence and analytics, prediction modelling, and analytics consulting make this an important credential for majors across the university.
The Business Analytics Minor develops data analytics skills in a business context using courses in management of information systems, statistics, database management, business intelligence, prediction modelling, and analytics consulting.

Enrolling in this program

Program eligibility requirements

Students must earn a grade of S or C- or above in courses to be used to meet prerequisites

Program requirements

Two tracks are available. Track 1 is for Non-College of Business and Management students. Track 2 is for College of Business and Management students.
Business Analytics Minor Courses and Requirements:

- Track 1: Non-College of Business and Management MajorsStat 201 StatisticsData 211 Data Science and Data Visualization
- Track 2: College of Business and Management MajorsMIS 100 Fundamentals in IT in OrganizationsStat 201: StatisticsMIS 310 Principles of MIS

Minor Required Courses for BOTH tracks:

- MIS 335 Management and Use of Databases
- MIS 380 Business Intelligence and Analytics
- MIS 480 Predictive Analytics

Minor Electives for BOTH tracks Choose One:

- STAT 301 Analysis of Variance and Multivariate Analysis
- STAT 311 Regression Analysis
- STAT 480 Statistical Consulting
- DATA 499 Data Science Capstone

At least 16 credits from among the Required Courses and Electives must be completed at Metro State. See also the CBM policies page for requirements that are common to all programs.

Digital Marketing Certificate

Enrolling in this program

Program requirements

12 credits must be taken at Metro State.

Economics BS

Economics describes and analyzes the organization and operation of an economic system. While much can be learned from the economic systems of other countries, most courses in this program focus on the western market economy.

An understanding of economics is essential for all careers in management and to becoming a well-informed citizen and participant in society. The economics program offers courses which serve all majors in the College of Management and those leading to the two tracks in the economics major.

- The **business economics** track prepares students for work in the quantitative areas of business: market research, business forecasting, financial analysis, economic modeling and simulation, operations and quantitative decision making.
- The more traditional **economics track** prepares students for graduate study in economics and professional study in law, public administration, business and public policy. Many economics courses may be used to fulfill the university's general education/liberal studies requirements.

Enrolling in this program

Program eligibility requirements

Students must complete the major program courses with a grade of C- or better. The Economics major program includes the following required courses:

- ECON 201 Macroeconomics,
- ECON 202 Microeconomics,
- any one of the three courses: MATH 210 Calculus I, MATH 208 Applied Calculus or ECON 300 Analytical and Quantitative Methods for Economists,
- MIS100 Fundamentals of Information Technology in Organizations, and
- STAT 201 Statistics I

ECON 201, ECON 202, MIS 100 and STAT 201 are Foundation Courses, which are prerequisites for many upper division College of Business and Management courses. Completing these courses early in your program will help you succeed and have the most valuable experience in other College of Business and Management courses.

Program requirements

At least 40 upper division distributed in general education/liberal studies, foundation courses and study in economics or business economics.

At least 20 credits from among Macroeconomics, Microeconomics, Major Required Courses, Major Elective Courses, and Capstone must be completed at Metro State.
See also the CBM policies page for requirements that are common to all programs.

Economics Minor

The economics program area offers a minor in economics that allows students to go deeper in learning how to apply the basic concepts gained from taking the principles of macroeconomics and microeconomics. The economics minor provides a balance of theory and practice in order to increase students' ability to solve problems in their fields.
The economics minor is offered primarily to the following categories of students:

- students from business and management fields in the College of Management
- students from human services and public administration, and
- students from the liberal arts who desire to increase their knowledge of economics

Enrolling in this program

Program eligibility requirements

You must earn a grade of S or C- or above in courses to be used to meet pre-requisites.
MATH 115 College Algebra must be completed before admitted to the minor. Upper division economics courses may include pre-requisites other than MATH 115.

Program requirements

At least 8 credits in the Minor Required Courses and Minor Electives must be completed at Metro State. See also the CBM policies page for requirements that are common to all programs.

Entrepreneurship and Innovation BS

Build Your Dream with the knowledge, skills, experience, and career opportunities offered in the Entrepreneurship and Innovation curriculum. Whether your dream is to start a business, launch a career as an innovative manager within an existing organization, support a family business, become a franchisee, or build your inner leadership skills, this discipline will help you achieve your economic and personal goals. We value the work and life experience that our students bring to the classroom.
Our experiential education classes help students to think like an entrepreneur, build confidence, engage in real world cases, and create their own destiny. Taught by experts in the industry and scholars with entrepreneurial experience, the Entrepreneurship and Innovation courses are uniquely tied to the extensive entrepreneurial ecosystem of the Twin Cities

and the nation. Study Entrepreneurship and Innovation with us, either online or on-campus. You will also:

- expand your career options and competitiveness,
- be exposed to a broad range of community experts that further supplement their education, career options, and resources,
- learn about the functional areas of organizations and how to manage them effectively, and
- apply communication, problem-solving, ethical reasoning and teamwork skills to diverse organizations, consistent with the College of Management undergraduate student learning outcomes.

Enrolling in this program

Program eligibility requirements

Students must complete major program courses with a grade of C- or better. The College of Business and Management Foundation Courses are prerequisites for many upper division College of Business and Management courses. Completing these courses early in your program will help you succeed and have the most valuable experience in other College of Business and Management courses.

Program requirements

Entrepreneurship and Innovation BS Residency Requirement: At least 24 credits from among the Business Core Courses, Major Required Courses, Major Electives and Capstone must be completed at Metro State. See also the CBM policies page for requirements that are common to all programs.

Entrepreneurship and Innovation Minor

The Minor in Entrepreneurship and Innovation helps students build their dreams by providing students the knowledge, skills, experience, and career opportunities to create or energize a business. Whether the dream is to start a new business, launch a career as an innovative manager within an existing organization, support a family business, become a franchisee, or build inner leadership skills, this discipline will help students achieve their economic and personal goals.

Regardless of a student's major discipline of study, these courses will help them expand their career options and competitiveness. The experiential education classes help students think like an entrepreneur, build confidence, engage in real world cases, and create their own destiny.

Taught by experts in the industry and scholars with entrepreneurial experience, the Entrepreneurship and Innovation courses are uniquely tied to the extensive entrepreneurial ecosystem of the Twin Cities and the nation. Students are exposed to a broad range of community experts that further supplement their education, career options, and resources.

Enrolling in this program

Program eligibility requirements

This minor is open to students with any major at Metro State. Students must must earn a grade of S or C- or above in courses to be used to meet prerequisites.

Program requirements

Entrepreneurship and Innovation Minor Residency Requirements: At least 12 credits from among the Minor Required Courses, Minor Electives and Capstone must be completed at Metro State. See also the CBM policies page for requirements that are common to all programs.

Finance BS

Finance affects all aspects of an organization, and financial considerations play a role in almost every decision.

The Finance program provides solid academic grounding in areas such as investments, financing and risk management, and prepares students for careers in corporate finance, financial institutions and personal investment services. Finance involves application of tools and concepts from mathematics, statistics, and economics to financial decision making. Strong oral and written communication skills are also important for a successful career in this field. The Finance program is designed to not only help students gain proficiency in financial theory and application, but also enhance their quantitative, critical thinking and communication skills.

The program can be completed on campus, online or by combining on campus and online courses. Program requirements are the same, regardless of the delivery mode.

Enrolling in this program

Program eligibility requirements

Students must complete major program courses with a grade of C- or better. The CBM Foundation Courses are prerequisites for many upper division College of Business and Management courses. Completing these courses early in your program will help you succeed and have the most valuable experience in other College of Business and Management courses.

Program requirements

At least 20 credits from among the Business Core Courses, Major Required Courses, Major Electives and Capstone must be completed at Metro State. See also the CBM policies page for requirements that are common to all programs.

Finance Minor

The ultimate objective of any firm is to create value for its stakeholders. The Finance minor will equip students with the financial knowledge and quantitative skills to evaluate economic value and risk, and analyze the

financial impact of alternative strategies and business decisions. A solid introduction to investment theory will also be of lifelong help to a student in the management of their personal finances.

A Finance minor can serve as a useful supplement to students majoring in any area of business. For example, an economics major who plans to work in the area of macroeconomics would benefit by having a good knowledge of financial markets, institutions and markets. An accounting major specializing in fair value or hedge accounting would benefit from a strong grounding in valuation techniques and derivative securities. Other examples include a Compensation/Benefits Analyst quantifying the cost impact of a change in a labor law, or a marketing analyst assessing the effectiveness of marketing campaigns, or a business analyst evaluating the effect on firm value of alternative business strategies.

A Finance minor can also complement the skillset and increase the range of career options of students from outside the College of Management, especially students majoring in quantitative fields such as Mathematics and Statistics.

Enrolling in this program

Program eligibility requirements

You must earn a grade of S or C- or above in courses to be used to meet prerequisites.
Prerequisite Courses:

- ACCT 210 Financial Accounting and
- ECON 202 Microeconomics and
- MATH 115 College Algebra and
- STAT 201 Statistics I

Note: Some elective courses for the minor may include other prerequisites.

Program requirements

At least 12 credits from among the Minor Required Courses and Minor Elective(s) must be completed at Metro State University. See also the CBM policies page for requirements that are common to all programs.

Human Resource Management BS

The human resource management (HRM) major prepares students for professional career opportunities in business, government and nonprofit organizations. Examples of job titles are personnel representative/manager, interviewer, recruiter, job analyst, compensation specialist/manager, labor relations specialist/manager, training specialist/manager, manpower planner, employment specialist/manager and manager of employee relations. Persons

with HRM majors may also work in employment/staffing agencies, consulting firms and government agencies related to the areas mentioned above.
Current management thought and practice emphasizes the importance of human capital in the strategic management of organizations. The HRM courses incorporate this strategic management perspective into policies and programs in functional areas of HRM including staffing, compensation, benefits, employee development, employee relations, labor relations and related areas. Many of the HRM courses are appropriate for general managers as well as HRM professionals. In addition, courses meet the needs of both degree-seeking students and those who want to continue their education for professional development purposes.
This program can be completed on campus, online, or by combining on campus and online courses. Program requirements are the same, regardless of the delivery mode.
If you plan to major in HRM and work in the field, it is important that you acquaint yourself with the Society for Human Resource Management (SHRM), the largest professional association in the field. Student memberships are available and will be very helpful when taking your HRM courses. You will also want to investigate local HRM organizations that may provide you with job networking opportunities such as Twin Cities Human Resource Association (TCHRA), Human Resource Professionals (HRP) and the Twin Cities Compensation Network (TCCN).

Program accreditation

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Enrolling in this program

Program eligibility requirements

Students must complete major program courses with a grade of C- or better. The College of Business and Management Foundation Courses are prerequisites for many upper division College of Business and Management courses. Completing these courses early in your program will help you succeed and have the most valuable experience in other College of Business and Management courses.

Program requirements

Human Resource Management Major Residency Requirement: At least 20 credits from among the Business Core Courses, Major Required Courses, Major Elective, and Capstone must be completed at Metro State. See also the CBM policies page for requirements that are common to all programs.

Human Resource Management Minor

Human Resource Management (HRM) is a growing career field. Students who wish to work as HRM professionals are encouraged to major or minor in HRM. In addition, all managers and professionals in organizations benefit from an

understanding of how to effectively utilize human capital. The Human Resource Management minor provides an understanding of HRM philosophy, trends, policies and practices to equip students in other majors with the necessary knowledge and skills to become effective managers and leaders in business, public and nonprofit organizations. The HRM courses include both theory and practice and focus on the achievement of organizational objectives through effective management of human resources.
This minor is designed for students with majors in diverse areas. It will be relevant to students majoring in business administration, management, marketing, accounting, finance, MIS, and international business, as well as students in criminal justice, nursing, human services administration, nonprofit administration and other related fields.
In addition, having a second area of study on your transcript provides another opportunity for you to differentiate yourself from other job or graduate school applicants.
This program can be completed on campus, online, or by combining on campus and online courses. Program requirements are the same, regardless of the delivery mode.

Enrolling in this program

Program eligibility requirements

This minor is open to students with any major at Metro State. Students must earn a grade of S or C- or above in courses to be used to meet prerequisites.

Program requirements

Human Resource Management Minor Residency Requirement: At least 16 credits in the Minor Required Courses and Minor Elective(s) must be completed at Metro State. See also the CBM policies page for requirements that are common to all programs.

Information Assurance BAS

The Bachelors of Applied Science in Information Assurance is designed to manage and work with government agencies and businesses to protect their information systems. The coursework prepares students for careers in a high growth area, with a strong job market. Students will learn about vulnerability and threat analysis, computer security solutions guidance, network security assurance, security training, and more. This BAS program is designed to build on specific, related, AAS programs offered primarily by technical colleges. Therefore, this BAS is only available to students who have completed specific related AAS programs approved by an official articulation agreement between Metro State and the college offering the AAS degree.
Information assurance (IA) is the practice of managing risks related to the use, processing, storage, and transmission of information or data and the systems and processes used for those purposes. While focused predominantly on information in digital form, the full range of IA

encompasses not only digital, but also analog or physical business related risks.

Program accreditation

Recognized as a Center of Academic Excellence by Homeland Security and the National Security Agency.

Enrolling in this program

Program eligibility requirements

Students must have earned an AAS degree related to computer science and technology with a cumulative 2.5 GPA or higher within the Minnesota State system. See the Mn State Transfer webpage for approved articulation agreements. You must earn a grade of S or C- or above in Foundation courses.

Program requirements

At least 20 credits from among the Business Core Courses, Major Required Courses and Capstone must be completed at Metro State. See also the CBM policies page for requirements that are common to all programs.

International Business BS

The International Business program responds to the increasing interactions of American companies with worldwide marketing, purchasing, financial dealings and other business activities. Larger U.S. companies have historically had a presence or strategic relationship in other countries, and this is becoming increasingly true of small and medium-sized companies. Also, many types of intermediaries have emerged to find markets and/or suppliers around the world for U.S. companies of all sizes and in almost every industry. Virtually every business organization should at least explore the possibilities of developing relationships with companies in other countries, either directly or through intermediaries. The global economy is too interdependent and too competitive for any domestic business to ignore the international marketing, sourcing and investing possibilities.

The International Business program offers three required courses that help students understand the different political, economic and legal environments that affect the ways in which business is conducted in other countries. Building on these foundation courses are more specialized courses focusing on marketing, sourcing and investment opportunities in overseas business. Finally, there is the practically-oriented "Doing Business Internationally" Capstone course that applies what has been learned in core and elective courses to selected nations or world regions in the design of strategies for the achievement of business objectives.

Enrolling in this program

Program eligibility requirements

Students must complete major program courses with a grade of C- or better. The CBM Foundation Courses are prerequisites for many upper division College of Business and Management courses. Completing these courses early in your program will help you succeed and have the most valuable experience in other College of Business and Management courses.

Program requirements

International Business Major Residency Requirement: At least three (3) International Business Courses must be completed at Metro State. See also the CBM Policies page for requirements that are common to all programs.

International Business Minor

This minor is highly suitable for students with majors in languages, liberal arts, and business and management fields who are interested in broadening their career opportunities.

The program offers a solid background in the ways in which firms operate in the global economy. The courses taken will provide the basic knowledge and skills needed by managers in companies doing business internationally, and will enhance students' employment prospects with such companies by providing a structured program in International Business theory and practice.

Enrolling in this program

Program eligibility requirements

Students must earn a grade of S or C- or above in courses to be used to meet prerequisites.

Program requirements

At least 16 credits from among the Minor Required Courses and Minor Electives must be completed at Metro State. See also the CBM Policies page for requirements that are common to all programs.

Management BS

Do you want to develop the skills, knowledge, and behaviors that lead to effective managerial performance? And, gain skills in demand by businesses and nonprofits? Then study Management with us, either online or on-campus. Prepare to work as a manager and leader in a variety of organizations.

You will also:

- learn about the functional areas of organizations and how to manage them effectively,
- apply communication, problem-solving, ethical reasoning and teamwork skills to diverse organizations, consistent with the College of Management Undergraduate Student Outcomes,
- understand the increasingly diverse business world,
- learn how external influences affect managerial decisions, and
- build a network with management professionals and alumni.

Enrolling in this program

Program eligibility requirements

Students must complete major program courses with a grade of C- or better. The College of Business and Management Foundation Courses are prerequisites for many upper division College of Business and Management courses. Completing these courses early in your program will help you succeed and have the most valuable experience in other College of Business and Management courses.

Program requirements

Residency Requirements for BS in Management: At least 24 credits from among the Business Core Courses, Major Required Courses, and Capstone must be completed at Metro State. See also the CBM policies page for requirements that are common to all programs.

Management Information Systems BS

The management of information systems and information technology is a critical challenge for every organization. The MIS major prepares students for careers in high-demand IT occupations such as a business systems analyst, enterprise technology architect, application developer, data scientist, security analyst and help desk support.

The MIS major provides knowledge and skills that enable students to succeed in a professional environment. Students develop understanding of the entire process of planning, designing and managing/using information technology (IT). Students not only learn theory, but also attain a working knowledge of how to apply technology to solve business problems. This balance of theory and practice facilitates students' preparedness to begin working on IT planning and decision making in real life situations.

Enrolling in this program

Program eligibility requirements

MIS 310 must be completed with a grade of B- or higher. Students must complete the remaining major program courses with a grade of C- or better. The College of Business and Management Foundation Courses are prerequisites for many upper division College of Business and Management courses. Completing these courses early in your program will help you succeed and have the most valuable experience in other College of Business and Management courses.

Program requirements

At least three (3) courses from Tier One/Tier Two and Tier Three MIS Capstone must be completed at Metro State. See also the CBM policies page for requirements that are common to all programs.

Management Information Systems Minor

The Management Information Systems minor is useful for students majoring in any discipline that uses technology. In business disciplines (e.g. Accounting, Human Resource Management, Finances, etc.) it provides a foundation of technical concepts and practical concepts that will aid in designing, building and supporting the use of technology to achieve functional goals in an organization. The MIS minor can also be used as an enhancement to career paths in other disciplines that are overwhelmed by the application of technology, (e.g. Nursing, Human Services and Social Work).

Students wanting to pursue SAP UA Certification can take 3 courses -- one course each from the 3 levels of curriculum enhancement with SAP ERP software referenced by a corresponding number:

- Light Level -- Choose either MIS 320 or MIS 370 (1)
- Medium Level -- Choose either MIS 456 or Acct 340 (2)
- Heavy Level -- Choose either MIS 459 or MIS 380 (3)

** A grade of B- or higher is required. To be granted an exception, the SAP Coordinator will need to be contacted for approval at COM@Metrostate.edu.*

Enrolling in this program

Program eligibility requirements

You must earn a B- or above in MIS 100 and MIS 310, and earn a grade of S or C- or above in remaining courses to be used to meet requirements. College of Business and Management (CBM) students that major in Information Assurance or Management Information Systems cannot declare an MIS Minor.

Program requirements

At least 16 credits from among the Required Courses and Electives must be completed at Metro State. See also the CBM policies page for requirements that are common to all programs.

Marketing BS

Marketing activities play a critical role in the achievement of an organization's missions and objectives. Students in the marketing major will study the demographic, psychographic, social, economic, technological, environmental and cultural factors that influence the demands for consumer and industrial goods and services.

This program offers courses related to marketing principles, buyer behavior, marketing research, marketing communications, international marketing, and others. All of the courses in this major are designed to enhance students' understanding of marketing as a multifaceted and cross-functional discipline that plays a key role in an organization's vitality.

This program can be completed on campus, online, or by combining on campus and online courses. Program requirements are the same, regardless of the delivery mode.

Why choose Metro State for your Marketing degree?

- **Award-Winning Student Success:** Our marketing students, under the expert guidance of Dr. Minjung Park, proudly earned 3rd place at the 2024 American Marketing Association (AMA) Collegiate Competition, competing against nationally recognized universities across the country.
- **Cutting-Edge AI Integration in the Curriculum:** Our marketing curriculum actively incorporates artificial intelligence (AI) tools and strategies, preparing students to thrive in the rapidly evolving marketing landscape.
- **Real-World Learning Through Partnerships with Leading Companies and Clients:** Experience marketing in action through hands-on projects with real-world businesses. Our students engage in site visits, consulting projects, and client-based assignments, building valuable industry connections. Recent collaborations include a consulting project with Securian Financial in Saint Paul, providing students professional experience before graduation.
- **Faculty Actively Engaged in Marketing Research**: Learn from faculty who are not just teachers, but active contributors to the field of marketing research. Our professors bring fresh, real-world insights directly into the classroom.

Enrolling in this program

Program eligibility requirements

Students must complete major program courses with a grade of C- or better. The College of Business and Management Foundation Courses are prerequisites for many upper division College of Business and Management courses. Completing these courses early in your program will help you succeed and have the most valuable experience in other College of Business and Management courses.

Program requirements

Marketing Major Residency Requirement: At least 16 credits from among the Major Required Courses and Major Electives must be completed at Metro State. See also the CBM Policies page for requirements that are common to all programs.

Organizational Administration BAS

The goal of this program is to educate and to train prospective and current employees who wish to build upon the technical strength of their associate degree training in order to take on greater responsibilities and seek advancement beyond their technical training.
Metro State University organizational administration graduates can expect a dynamic and challenging career in ever-changing economic and global conditions. They can expect to be better positioned for employment opportunities and for promotions. They can expect to acquire the organizational, communication and critical thinking skills necessary for

anyone accepting management positions in technical and non-technical fields. Graduating students are prepared for positions such as supervisor, department manager and agency director in business, business owner, nonprofit organizations and government. This program can be completed on campus, online, or by combining on campus and online courses. Program requirements are the same, regardless of the delivery mode.
You will also:

- acquire organizational, communication, and critical thinking skills key to management positions, consistent with the College of Management undergraduate student outcomes,
- prepare for positions in business, nonprofit organizations, and government, including supervisor, department manager, or agency director, and
- build a network with organizational administration professionals and alumni.

Enrolling in this program

Program eligibility requirements

This BAS is only available to students who have completed an AAS program within the Minnesota State system have earned a GPA of 2.5 or higher in their AAS degree.

Note: All major-related courses require C- or higher or S grade to meet prerequisites.

Due to extensive curricular overlap between degrees, a student may not double major in Organizational Administration BAS and Business Administration BA.

Program requirements

Organizational Administration Residency Requirements: At least 20 credits from among the Business Core Courses, Major Electives and Capstone must be completed at Metro State. See also the CBM policies page for requirements that are common to all programs.

Project Management Minor

Project management is concerned with the overall planning and coordination of a particular project from inception to completion. It is the application of knowledge, skills, tools and techniques to a broad range of activities in order to meet the requirements of the project and ensure completion on time, within budget, and to the required quality standards. Project management knowledge and practices are best described in terms of five component process groups: Initiating, Planning, Executing, Controlling, and Closing. The goal of project management is to implement projects successfully with systematic integration of technical, human and financial resources, as well as the knowledge of legal issues and limitations. Project management is now of the fastest growing career fields in business.

Enrolling in this program

Program eligibility requirements

Students must earn a grade of S or C- or above in courses to be used to meet prerequisites.

Program requirements

At least 12 credits from among the Minor Required Courses must be completed at Metro State. See also the CBM Policies page for requirements that are common to all programs.
Students will fulfill the educational hour requirement in order to register for Certified Associate in Project Management (CAPM)/Project Management Professional (PMP) exam.

Risk Management and Insurance Minor

The Risk Management and Insurance minor provides the student an in-depth study of the risk management process and the operational, legal, moral, and social issues surrounding the life, health, property, and casualty insurance industries along with the employee benefits area.
The financial consequences of being exposed to pure risk are explored for individuals and businesses. The tools for handling these exposures are critically analyzed along with the process of implementing financial and other strategies to prepare for possible outcomes. This minor introduces students to the risk management discipline and multiple career paths, including corporate risk manager, benefits manager, insurance agent/broker, underwriter, loss adjuster, consultant, and personal financial planner.

Enrolling in this program

Program eligibility requirements

You must earn a grade of S or C- or above in courses to be used to meet pre-requisites.
ACCT 210 Financial Accounting must be completed before admitted to the minor. Some required and elective courses for the minor may include pre-requisites in additional to or other than ACCT 210.

Program requirements

At least 12 credits in the Minor Required Courses and Minor Electives must be completed at Metro State. See also the CBM policies page for requirements that are common to all programs.

Supply Chain and Operations Management BS

Why Metro States Supply Chain and Operations Management Bachelor of Science (BS)?

Our Supply Chain and Operations Management program (BS) is designed to connect students directly with industry and real-world problem solving.
Students choose Metro State because they will:

- Earn a STEM-designated, ACBSP and HLC accredited bachelors degree respected by employers and graduate schools
- Affordable tuition that delivers excellent return on investment
- Flexible options including evening, online, and hybrid courses designed for working professionals and transfer students
- Collaborate with industry professionals and alumni to bring real-world perspectives that help students apply classroom concepts in practice
- Gain hands-on experience with artificial intelligence in courses such as DSCI 452: Application of AI in Supply Chain Management, learning how technology transforms forecasting, logistics, and decision-making

A STEM-Designated Program with Career Impact

Our Supply Chain and Operations Management program is STEM (Science, Technology, Engineering, and Mathematics) designated, which demonstrates its strong focus on analytics, problem-solving, and technology-driven decision making. This benefits students and employers by:

- Developing expertise in data and systems analysis for global supply chains
- Providing international students the potential for extended OPT employment opportunities
- Signaling to employers that graduates are trained for technology-driven innovation and efficiency
- Contribute towards a skilled workforce supporting local and regional economic development by aligning educational programs to contemporary industry needs

Career-Focused Curriculum

Students build technical and managerial skills to meet industry demand through coursework such as:

- DSCI 452 Application of AI in Supply Chain Management: Explore how artificial intelligence transforms logistics, forecasting, and planning
- DSCI 434 Introduction to Operations Management: Explain the fundamental operations management concepts and utilize STEM-based strategies in optimizing efficiency and productivity
- DSCI 440 Supply Chain Planning and Control: Develop understanding of diverse innovative supply chain structures: Describe the key features of both service and manufacturing supply chains, illustrating how planning and control mechanisms differ across environments
- DSCI 455 Logistics in Supply Chain: Create Supply Chain Performance Indicators and Use Supply Chain Technology

Careers and Professional Pathways

The program prepares students for careers in business, government, and nonprofit organizations. Graduates can pursue roles such as:

- Supply chain analyst
- Logistics planner or transportation planner
- Materials management analyst

- Purchasing manager or buyer
- Business or retail analyst
- Production supervisor
- Global trade analyst
- Supply chain project manager

Students are encouraged to enhance their career development by joining professional organizations such as:

- Council of Supply Chain Management Professionals (CSCMP)
- Association for Supply Chain Management (ASCM)
- Institute for Supply Management (ISM)

Enrolling in this program

Program eligibility requirements

Students must complete major program courses with a grade of C- or better. The CBM Foundation Courses are prerequisites for many upper division College of Business and Management courses. Completing these courses early in your program will help you succeed and have the most valuable experience in other College of Business and Management courses.

Program requirements

At least 20 credits from among the Business Core Courses, Major Required Courses, Major Electives and Capstone must be completed at Metro State. See also the CBM policies page for requirements that are common to all programs.

Supply Chain and Operations Management Minor

Supply chain management and operations management are concerned with the flow of materials, information, and money between suppliers, producers and servicing organizations, and customers. The procurement of goods and services, management of inventories, transportation to and from production and service facilities, distribution of goods and services, and information systems support are all key issues in supply chain and operations management. Also, organizations are increasingly seeking improvements in operations through many different initiatives, such as quality management, lean systems, and information systems implementation. Possible career paths include positions in purchasing, transportation management, inventory management, forecasting, production planning and management, service management, distribution, and retail management.

This minor will provide students with the supply chain and operations management core concepts and skills that will add depth and breadth to students majoring in other disciplines. Supply chain and operations management adds an additional skill set and knowledge base for those students with majors in the College of Management. For those with prior

experience in the areas of supply chain and operations management, there exists a pathway to the minor based on certifications from professional organizations such as APICS , ISM, and CSCMP. This is especially relevant for those choosing Individualized Majors.

Enrolling in this program

Program eligibility requirements

Students must earn a grade of S or C- or above in courses to be used to meet prerequisites.

Program requirements

Supply Chain and Operations Management Minor Residency Requirement: At least 12 credits from among the Minor Required Courses and Minor Electives must be completed at Metro State. See also the CBM policies page for requirements that are common to all programs.

College of Community Studies and Public Affairs

Alcohol and Drug Counseling BS

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

If you have a prior Bachelors degree, you are eligible to enroll in the Substance Use Disorders Post-baccalaureate Certificate Program. For further information, go to the Substance Use Disorders Post-baccalaureate UCERT program page. Further benefits of this degree include:

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

Enrolling in this program

Program eligibility requirements

To be eligible for acceptance to the Alcohol and Drug Counseling major, the following must be completed:

- Approved admission to Metro State University
- Students must complete an official degree plan with their academic advisor

Program requirements

Students must complete a minimum of 60 credits in the Alcohol and Drug Counseling major. This includes transfer credits as well as academic work completed at Metro State University.

- 26 credits in the major must be taken at Metro State University.
- Students must complete the major program courses with a letter grade of C- or higher.
- Students must pass a Minnesota Department of Human Services (DHS) background study prior to practicum.

Student licensure

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

Child Psychology Minor

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

Enrolling in this program

Program requirements

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

Community and Applied Social Psychology Minor

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

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

Enrolling in this program

Program requirements

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

Criminal Justice BA

At the School of Criminology and Criminal Justice, we offer a comprehensive undergraduate program in criminal justice that is designed to provide you with a deep understanding of crime, law, and society.

Our program is taught by experienced faculty members who are passionate about social justice and bring their expertise and research to the classroom. Throughout your studies, you will explore the causes and consequences of crime, contemporary issues and controversies in the criminal justice system, and the impact of crime on individuals and communities.

We offer a variety of courses that cover a wide range of topics, including criminological perspectives on human behavior, restorative justice, and forensic science, among others. Our curriculum is designed to provide you with a well-rounded education in the criminology field and opportunities for you to specialize in areas that interest you the most.

We believe that hands-on learning is an essential part of your education, which is why we offer a variety of opportunities for you to apply your knowledge in the real world. Our program includes internships, service-learning projects, and research opportunities that allow you to gain practical experience and positively impact your community.

With a degree in criminal justice from the School of Criminology and Criminal Justice, you'll be well-prepared for a variety of careers in criminal justice and related fields. Our graduates have gone on to work in corrections and community corrections, the court system, victim services, and advocacy organizations, and many have advanced to law school and graduate school.

If you're passionate about making a difference in the world and interested in the field of criminology, we invite you to explore our program and see how the School of Criminology and Criminal Justice can help you achieve your goals.

Enrolling in this program

Program eligibility requirements

Students must submit a School of Criminology and Criminal Justice Undergraduate Program Declaration Form when they have completed the following:

- 30 credits
- GELS/MNTC writing requirements
- Cumulative Metro State GPA of 2.25

- School of Criminology and Criminal Justice Pre-major Advising Workshop (PAW)

All criminal justice pre-majors should work closely with a School of Criminology and Criminal Justice advisor.

Program requirements

For every undergraduate degree at Metro State:

- 120 total credits
- 40 upper-division credits
- 30 credits completed at Metro State
- 40 general education credits in 10 goal areas (Minnesota Transfer Curriculum, typically met by a community college A.A. degree)
- 8 upper-division liberal studies credits
- 3 Racial Issues Graduation Requirement (RIGR) credits
- A minimum cumulative GPA of 2.0

For the Criminal Justice BA:

- 55 total credits45 credits of required coursework10 credits of directive electives
- 24 major credits taken at Metro State (i.e., courses with a CJS or CRIM prefix)
- All major courses completed with a grade of C- or higher
- Students interested in double-majoring in Criminal Justice and Police Science should contact Criminology.Advising@metrostate.edu. Required core Police Science courses cannot be applied as directed electives for the Criminal Justice BA. To earn a double major, a minimum of 24 major credits must be taken at Metro State in EACH discipline (24 in CJS and 24 in CRIM). Any student awarded an associates degree in a law enforcement major/program may not double major in Police Science and Criminal Justice at Metro State University.

Notes:

- The 24 major credits count toward the 30 credits completed at Metro State
- CJS 101 counts toward MTC Goal 5
- CJS 340 counts toward MTC Goals 5 and 8 and upper-division liberal studies
- CJS 350 counts toward MTC Goal 5 and upper-division liberal studies
- CJS 354 counts toward MTC Goal 5 and upper-division liberal studies
- CJS 360 counts toward MTC Goals 5 and 7, upper-division liberal studies, and RIGR
- CJS 375 counts toward MTC Goals 6 and 9, and upper-division liberal studies
- CRIM 367 counts toward MTC Goal 3

Criminal Justice BA with Police Studies Certificate

Metro States School of Law Enforcement and Criminal Justice (SLC) originated in the Minnesota legislature, by **statute**, to advance the profession of law enforcement. SLC has been a leader in professional peace officer education and applied police research for over 30 years. Our program, certified by the Minnesota Board of Peace Officer Standards and Training

(POST Board), prepares students for the rigors of 21st Century policing by emphasizing social and racial justice, ethical, evidence-based policing, community engagement, and peace officer health and wellness.
We offer three possible degree tracks for law enforcement majors:

1. **Track 1:** Designed for students who wish to become **license-eligible** in the state of Minnesota. In accordance with **Minnesota Rules 6700.0300**, the POST Board has established learning objectives for professional peace officer education in four categories: (1) core competencies; (2) foundational knowledge; (3) the performance of peace officer duties and tasks; and (4) tools, techniques and tactics (also known as skills). This track covers all of them and upon degree completion, students may take the **peace officer licensing exam**.
2. **Track 2:** Designed for students who have already earned an associates degree in law enforcement and/or are **license-eligible** in the state of Minnesota. This Transfer Pathway track allows students to upgrade their associates degree to a bachelors degree and gain a competitive advantage for job placement in the field.
3. **Track 3:** Designed for licensed peace officers, our Law Enforcement Major Completion Program (LEMCP) allows working peace officers to upgrade their associates degree to a bachelors degree and gain a competitive advantage for career advancement in the field.

Our Mission

SLC is committed to providing peace officer education programs designed to eliminate systemic and structural inequities; developed using community and stakeholder input; and focused on equity-minded, evidenced-based, and data-informed practices. Our programs deliver, monitor, and assess education and training of culturally competent peace officers who are prepared to deliver justice and serve all people and communities with dignity and respect.

Enrolling in this program

Program eligibility requirements

Students must submit a School of Criminology and Criminal Justice Undergraduate Program Declaration Form when they have completed the following:

- 30 credits
- GELS/MNTC writing requirements
- Cumulative Metro State GPA of 2.25
- School of Criminology and Criminal Justice Pre-major Advising Workshop (PAW)

All criminal justice pre-majors should work closely with a School of Criminology and Criminal Justice advisor.

Standards for admission into a certified Professional Peace Officer Education (PPOE) Program minimally include:

- Passing a psychological evaluation to determine you are not a danger to yourself or others during participation in courses that are mentally, physically, and psychologically challenging;

- Passing a criminal history screening to determine you have not been convicted of a disqualifying crime;
- Passing a medical screening and a physical fitness test.

Minnesota Rules 6700.0700 sets minimum standards for peace officer license eligibility and these standards go beyond those required for entry into our program. **Minnesota Rules 6700.1500** further sets standards of conduct for licensed peace officers. Go to the following links for more information:
Minimum Selection Standards for Peace Officer License Eligibility [**Minn Rules 6700.0700**]
Standards of Conduct for Licensed Peace Officers [**Minn Rules 6700.1500**]
Emergency Medical Responder certification approved by the Minnesota Emergency Medical Services Regulatory Board (**EMSRB**) is also required to take the peace officer licensing exam. Please check the **Minnesota Board of Peace Officer Standards and Training** (POST) website for more information on standards and rules.

Program requirements

For every undergraduate degree at Metro State:

- 120 total credits
- 40 upper-division credits
- 30 credits completed at Metro State
- 40 general education credits in 10 goal areas (Minnesota Transfer Curriculum, typically met by a community college A.A. degree)
- 8 upper-division liberal studies credits
- 3 Racial Issues Graduation Requirement (RIGR) credits
- A minimum cumulative GPA of 2.0

For the Criminal Justice BA with Police Studies Certificate:

- 55 total credits:30 credits for the Police Studies Certificate*Admission is by application only. For more information, contact:* Criminology.Advising@metrostate.edu.*Transfer coursework must be from a regionally accredited college or university certified by the Minnesota Board of Peace Officer Standards and Training (POST) to offer the Professional Peace Officer Education (PPOE) required for licensure.*
- 24 major credits must be completed at Metro State (i.e., courses with a CJS or CRIM prefix)
- All major courses must be completed with a grade of C- or higher.

Notes:

- The 24 major credits count toward the 30 credits completed at Metro State
- CJS 101 counts toward MTC Goal 5
- CJS 340 counts toward MTC Goals 5 and 8 and upper-division liberal studies
- CJS 350 counts toward MTC Goal 5 and upper-division liberal studies
- CJS 354 counts toward MTC Goal 5 and upper-division liberal studies

- CJS 360 counts toward MTC Goals 5 and 7, upper-division liberal studies, and RIGR
- CJS 375 counts toward MTC Goals 6 and 9, and upper-division liberal studies

Criminal Justice Minor

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

Enrolling in this program

Program eligibility requirements

To enter into the Criminal Justice minor, students must submit a School of Criminology and Criminal Justice Undergraduate Program Declaration Form. Please consult with an advisor before enrolling in courses toward the minor.

Program requirements

For every undergraduate degree at Metro State:

- 120 total credits
- 40 upper-division credits
- 30 credits completed at Metro State
- 40 general education credits in 10 goal areas (Minnesota Transfer Curriculum, typically met by a community college A.A. degree)
- 8 upper-division liberal studies credits
- 3 Racial Issues Graduation Requirement (RIGR) credits
- A minimum cumulative GPA of 2.0

For the Criminal Justice minor:

- 22 total credits
- 50% of credits must be taken at Metro State
- All minor courses must be completed with a grade of C- or higher

Notes:

- The 22 minor credits count toward the 30 credits completed at Metro State
- Police Science majors cannot use their required coursework to also meet the Criminal Justice minor
- Computer Forensics majors cannot use CJS or CRIM courses as directed electives if the same courses are fulfilling the requirements of their computer forensics major
- CJS 101 counts toward MTC Goal 5
- CJS 360 counts toward MTC Goals 5 and 7, upper-division liberal studies, and RIGR

Disability Studies Minor

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

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

Enrolling in this program

Early Childhood Studies BAS

Program overview

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

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

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

Careers and professional opportunities

The Early Childhood Studies BAS degree gives students the flexibility to demonstrate their commitment to young childrens development through work in a variety of early childhood settings as teachers, directors, trainers, and administrators. Graduates successfully seek employment in child care centers, Head Starts, preschool programs, and child care resource and referral agencies. The Early Childhood Studies program meets the needs of home care providers seeking an academic credential and individuals advocating for

children within government agencies. The Bachelor of Applied Science in Early Childhood Studies does not lead to a Minnesota teaching license.

Enrolling in this program

Program eligibility requirements

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

Program requirements

The Bachelor of Applied Science in Early Childhood Studies from the Psychology Department consists of 120 semester credits. At least 30 semester credits must be completed at Metro State University and at least 40 credits must be at the upper division (300-level or above). Credits may overlap to satisfy more than one requirement. The baccalaureate and program degree requirements include:

- 40 general education credits, defined by the Minnesota Transfer Curriculum 10 Goal Areas;
- 8 liberal studies credits, which must be upper division (300 level or higher) general education courses;
- 43 credits for the Early Childhood Studies major including practicum credits and a program residency requirement of 24 credits earned at Metro State University; and
- 29 elective credits.

A Minnesota Department of Human Services background study is required. The background check process includes an online application, photo and fingerprint. Information about how to complete the background study requirement will be provided in Early Childhood Studies courses.

Director's Credential

Metro State University offers two online courses leading to the Minnesota Association for the Education of Young Children (MnAEYC) Director's Credential. The MnAEYC Director's Credential program is a voluntary opportunity for the career advancement and professional development of early childhood center directors and other administrators. Students seeking the Director's Credential complete PSYC 425 Administration of Early Childhood Programs I and PSYC 426 Administration of Early Childhood Programs II through Metro State University. After courses are successfully completed, students send an application and payment to the Minnesota Association for the Education of Young Children to receive the credential.

Student-Directed Learning and Alternative Learning Strategies

Alternative learning strategies are options for students in the Early Childhood Studies program. Through a Student-Directed Independent Study, students can create a proposal to study an early childhood topic that is not covered in

a college course. Early Childhood Studies faculty can assist with registration and evaluation of the student created course. Faculty Designed Independent Studies are created by faculty often using the same learning outcomes as the course of the same name. Faculty Designed Independent Studies are listed in the class schedule.

Prior Learning Assessment (PLA) is the process by which learning gained through work, training, or self-study is systematically assessed for college credit. The student and faculty decide how the student will demonstrate that the student has met the learning outcomes. Assessment may include writing a paper, creating a portfolio, taking a test, or an oral interview. Students work with a faculty evaluator to decide the best way to assess what they already know about the care and education of children. Students can also register for a free online workshop PSYC 020-81 Getting Credit for What You Know in Early Childhood.

Finally, students can earn college credits for training that is not sponsored by Metro State University but has been assessed and approved for prior learning credit. Admitted students are eligible to apply for credit if they earned the Child Development Associate (CDA) credential, the Montessori Center of Minnesota Association Montessori Internationale (AMI) 3-6 Diploma, or the Parents In Community Action (PICA) Head Start Journey Assessment for teachers. Contact an Early Childhood Studies program advisor to learn more about these options.

Educational Psychology Minor

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

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

Enrolling in this program

Program requirements

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

Evidence-Based Practices in Corrections Certificate

The Evidence-Based Practices Certificate builds in-demand skills for working effectively with individuals and groups across social services, behavioral health, and justice-related fields. Designed for students in criminal justice,

police science, psychology, social work, human services, and related majors, the program focuses on practical strategies to support behavior change, improve outcomes, and engage diverse populations. Classes are offered fully online, providing the flexibility to build career-ready skills on your schedule. Students develop practical competencies in:

- applying evidence-based research to real-world practice
- motivational interviewing to build trust and support change
- using the Risk-Need-Responsivity (RNR) model to guide decision-making
- conducting structured risk and needs assessments
- cognitive-behavioral approaches to address thinking and behavior patterns
- facilitating groups and leading structured interventions
- developing individualized, goal-oriented case plans

Developed in partnership with the Hennepin County Department of Community Corrections and Rehabilitation, this one-semester certificate is recognized by the department as equivalent to one year of professional work experiencegiving graduates a meaningful credential and a clear advantage in the job market. Graduates go on to work in community corrections and related fields, including adult and juvenile probation, community supervision, case management, reentry services, and program deliveryadvancing into senior programming and public safety leadership positions over time.

Enrolling in this program

Program eligibility requirements

Evidence-Based Practices (EBP) in Corrections is offered as a stand-alone 12-credit undergraduate certificate or as an elective focus area within the Criminal Justice BA, fulfilling the majors directive elective requirement.
Our program begins every spring, and space in each cohort is limited. We encourage you to apply early in the fall to secure your spot. Early applications give the university time to process required transcripts from high schools or transfer colleges, which can take several weeks.
Dont waitapply early to avoid delays and ensure full consideration.
The EBP Certificate is designed to prepare professionals for the realities of the field. Success requires dedication and consistencyjust like the job.

- **Eligibility:** Youre eligible if youre already a Metro State student or if you have at least one year of college or relevant experience in criminal justice, corrections, or human services. Youll need access to observe a correctional group, which may mean passing a background check.
- **Course Schedule:** Youll take all four EBP courses together in one semester (12 credits). This is a demanding, cohort-based programjust like the work itself. It is comprised of evening classes (two nights per week, approx. 3 hours each) and Saturday sessions (one monthly, approx. 8 hours each).
- **Curriculum:** Mirrors the training probation officers in Minnesota receive on the job. Graduates enter the field with practical skills that make them competitive and ready to make an immediate impact with clients.

- **Attendance:** 90% minimum required. Because courses build practical skills, attendance is mandatory.
- **Delivery:** All courses are taught virtually via Zoom, although delivery formats may change depending on circumstances.
- **Grades:** To earn the certificate (recognized by Hennepin County as equal to one year of work experience), you need a B or better in every course. If youre using the courses as electives toward the Criminal Justice BA, a C- or better is required. Students who fail any course are not eligible for the certificate, and missed courses cannot be made up.

Questions? Contact EBP Coordinator Jocelyn Worden at jocelyn.worden@metrostate.edu

Program requirements

Students must complete all four courses concurrently in the same semester owing to the consecutive presentation of content.
To earn the professional certificate, recognized by the Hennepin County Department of Community Corrections and Rehabilitation as equivalent to one year of work experience, students must achieve a grade of at least B in all four courses. For directive elective credit toward the Criminal Justice BA, a minimum grade of C- is required.

Family Studies Minor

The family studies minor prepares students to understand family function, structure, and complexity with the intent to increase competence when working with, and on behalf of, diverse families.
A minor in family studies can serve as a support area for a student majoring in one of the social or behavioral sciences, such as psychology or sociology. In addition, a minor in this area can serve as an ideal complement for students in a professional field, such as social work, nursing, education, or criminal justice.

Enrolling in this program

Human Services BS

The Human Services major (BS), available in fully online, in-person, or hybrid courses, is for students preparing for a career as helping professionals, broadly trained to provide direct service, advocacy, coordination of services, and community care.
Students complete nine core four-credit classes (36 credits), sixteen elective credits in areas such as violence prevention, family studies, disability studies or aging studies, and a 160-hour practicum at a community-based agency. This coursework and community experience is designed to prepare professionally and culturally competent graduates ready to serve others and strengthen communities. Students have the option to complete the degree online if that is their preference. The flexible, student-centered curriculum

emphasizes advocacy, social justice, empowerment, and a strengths-based approach.

More information

For more information on the Human Services BS program, see the **frequently asked questions page**.

Careers

Graduates with a degree in human services work in a variety of fields including:

- Family services
- Youth development
- Aging support
- Violence prevention and intervention
- Adoption and foster care
- Community engagement
- Economic justice
- Community safety
- Restorative Justice
- Organizational leadership
- Corrections
- Nonprofit management
- Accessibility services
- Court/justice system

Job titles of our graduates include:

- Child/Family Advocate
- Community Outreach Worker
- Crisis Intervention Counselor
- Youth Development Specialist
- Grant Writer/Development Assistant
- Human Services Manager
- Mental Health Aide
- Probation Officer
- Behavioral Management Specialist
- Social and Community Services Manager
- Program Director
- Career Pathways Manager
- Case Manager
- Legal Advocate

Enrolling in this program

Human Services Family Studies BHS

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

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

Enrolling in this program

Human Services Leadership and Administration BHS

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

The core of any administration curriculum includes basic knowledge in the areas of budgeting, communication, organizational planning and change, public relations/marketing, leadership, supervision and personnel administration & development. The human services leadership and administration curriculum also includes basic knowledge in areas unique to nonprofits, such as organizational management, volunteer management, program management, fund-raising, legal issues and governance. This program area contains courses specifically applicable to leadership and administration in human services organizations.

Enrolling in this program

Industrial and Organizational Psychology Minor

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

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

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

Enrolling in this program
Program requirements

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

Mental Health Psychology Minor

The mental health psychology minor is designed for students who are interested in psychological theory and applications to mental health issues. Such students might be interested in working with chronically mentally ill, wellness efforts, chemical dependency (with dual diagnosis), social work positions or in areas of social services or institutions in which a working knowledge of mental health is essential. The minor fits well with other majors including social work, nursing and human services.
To complete the mental health psychology minor, students are required to take a minimum of 20 credits. At least 12 of these credits must be taken at Metro State, and at least 12 credits must be upper division.

Enrolling in this program
Program requirements

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

Police Science BS

Metro States School of Law Enforcement and Criminal Justice (SLC) originated in the Minnesota legislature, by **statute**, to advance the profession of law enforcement. SLC has been a leader in professional peace officer education and applied police research for over 30 years. Our program, certified by the Minnesota Board of Peace Officer Standards and Training (POST Board), prepares students for the rigors of 21st Century policing by emphasizing social and racial justice, ethical, evidence-based policing, community engagement, and peace officer health and wellness.
We offer three possible degree tracks for law enforcement majors:

4. **Track 1:** Designed for students who wish to become **license-eligible** in the state of Minnesota. In accordance with **Minnesota Rules 6700.0300**, the POST Board has established learning objectives for professional peace officer education in four categories: (1) core competencies; (2) foundational knowledge; (3) the performance of peace officer duties and tasks; and (4) tools, techniques and tactics (also known as skills). This track covers all of them and upon degree completion, students may take the **peace officer licensing exam**.

5. **Track 2:** Designed for students who have already earned an associates degree in law enforcement and/or are **license-eligible** in the state of Minnesota. This Transfer Pathway track allows students to upgrade their associates degree to a bachelors degree and gain a competitive advantage for job placement in the field.
6. **Track 3:** Designed for licensed peace officers, our Law Enforcement Major Completion Program (LEMCP) allows working peace officers to upgrade their associates degree to a bachelors degree and gain a competitive advantage for career advancement in the field.

Our Mission

SLC is committed to providing peace officer education programs designed to eliminate systemic and structural inequities; developed using community and stakeholder input; and focused on equity-minded, evidenced-based, and data-informed practices. Our programs deliver, monitor, and assess education and training of culturally competent peace officers who are prepared to deliver justice and serve all people and communities with dignity and respect.

Enrolling in this program

Program eligibility requirements

Transfer Pathways ensures that any law enforcement (or equivalent) transfer pathway Associate of Science (AS) degree transfers into our Police Science BS so students can easily earn a bachelor's degree. Students are eligible for the Police Science BS if they have already earned an associates degree in law enforcement (or equivalent) and/or are already licensed peace officers or license-eligible in the state of Minnesota.
Students must submit a School of Criminology and Criminal Justice Undergraduate Program Declaration Form when they have completed the following:

- 30 credits
- GELS/MNTC writing requirements
- Cumulative Metro State GPA of 2.25
- School of Criminology and Criminal Justice Pre-major Advising Workshop (PAW)

All police science pre-majors should work closely with a School of Criminology and Criminal Justice advisor.

Program requirements

For every undergraduate degree at Metro State:

- 120 total credits
- 40 upper-division credits
- 30 credits completed at Metro State
- 40 general education credits in 10 goal areas (Minnesota Transfer Curriculum, typically met by a community college A.A. degree)

- 8 upper-division liberal studies credits
- 3 Racial Issues Graduation Requirement (RIGR) credits
- A minimum cumulative GPA of 2.0

For the Police Science BS:

- 36 credits of required coursework, plus as many directed electives as needed to meet Metro State graduation requirements
- 24 major credits must be taken at Metro State (i.e., courses with a CJS or CRIM prefix)
- All major courses must be completed with a grade of C- or higher

Notes:

- The 24 major credits count toward the 30 credits completed at Metro State
- Students are encouraged to explore other disciplines to obtain a minor or certificate or otherwise enhance professional development and meet Metro State graduation requirements
- CJS 340 counts toward MTC Goals 5 and 8, and upper-division liberal studies
- CJS 360 counts toward MTC Goals 5 and 7, upper-division liberal studies, and RIGR
- CJS 375 counts toward MTC Goals 6 and 9, and upper-division liberal studies
- CRIM 367 counts toward MTC Goal 3

Police Studies Certificate

Join the ranks of the 10,000 peace officers who serve the land of 10,000 lakes. This post-baccalaureate certificate program offers a pathway to policing for anyone who has obtained a bachelor's degree (or higher) in any discipline from a regionally accredited college/university and wants to become **license-eligible** in the state of Minnesota. Designed for career-changers and working adults, the program can be completed in one academic year provided the designated pathway and timeline are followed.

Courses

Our curriculum includes the same Professional Peace Officer Education (PPOE) courses required for degree-seeking students majoring in law enforcement. For this reason, certificate students take courses alongside our degree-seeking students.

The certificate starts fall semester. Courses are offered online, hybrid, and/or in-person in the evenings during the fall and spring semesters. The Skills Practicum courses are offered summer semester, during the day (M-F), in-person.

Please note, students who have not yet completed (a) introduction to criminal justice and (b) juvenile justice from a POST Board certified school in their undergraduate degree program must complete these courses prior to attending the Skills Practicum.

Please see the **Sample Course Sequence** for 20222023.

Enrolling in this program

Program eligibility requirements

Our Police Studies Certificate provides a pathway to policing for career-changers and people not already "license eligible" in the state. Applicants must hold an associate's degree (or higher) in any discipline to enter this program unless enrolled in Metro State's Criminal Justice BA with Police Studies Certificate or another bachelor's program.
Prospective students should apply directly to the School of Criminology and Criminal Justice for admission. For assistance, contact Criminology.Advising@metrostate.edu.

Program requirements

Standards for admission into a certified PPOE Program minimally include:

- Passing a psychological evaluation to determine you are not a danger to yourself or others during participation in courses that are mentally, physically, and psychologically challenging;
- Passing a criminal history screening to determine you have not been convicted of a disqualifying crime;
- Passing a medical screening and a physical fitness test.

Minnesota Rules 6700.0700 sets minimum standards for peace officer license eligibility and these standards go beyond those required for entry into our program. **Minnesota Rules 6700.1500** further sets standards of conduct for licensed peace officers. Go to the following links for more information:
Minimum Selection Standards for Peace Officer License Eligibility [**Minn Rules 6700.0700**]
Standards of Conduct for Licensed Peace Officers [**Minn Rules 6700.1500**]
Emergency Medical Responder certification approved by the Minnesota Emergency Medical Services Regulatory Board (**EMSRB**) is also required to take the peace officer licensing exam. Please check the **Minnesota Board of Peace Officer Standards and Training** (POST) website for more information on standards and rules.

Psychology BA

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

Enrolling in this program
Program requirements

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

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

Psychology electives

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

Application of knowledge

All students are expected to demonstrate the ability to apply knowledge in their chosen area of psychology through an internship and its accompanying seminar, or through past work or community involvement.
Students plan this experience in Psyc 407.

Field Experiences are expected for most students entering psychology as a new field of study, and for students exploring a new area of psychology. Examples of possible field settings include research laboratories, child care agencies, group homes, mental health agencies, and community centers working with children, teens and families, or the elderly. This requirement can also be met through departmental teaching assistantships or through research assistantships. Students with experience in psychology-related areas may elect to apply for credit through the assessment of prior learning or theory seminars, or incorporate this learning into a student-designed independent study. Students will develop their application of knowledge in Psyc 407.

Student-Directed Learning and Alternative Learning Strategies

The Psychology Department has a number of collaborations with diverse organizations that support and foster learning opportunities for our students. The Psychology Department is a University leader in Student-Directed Learning through Student-Designed Independent Study (SDIS, students earn credit in topics not part of the regular curriculum) and Prior Learning Assessment (PLA, students can earn credit for significant learning about Psychology in settings such as agency employment). In addition, students can earn credit for conducting research or assisting faculty in research or teaching.

The Psychology Department also offers Internships, Group Internships (e.g., Psyc 399, Psyc 580), and Faculty-Designed Independent Study (FDIS) courses. FDIS courses have the same learning outcomes and meet the same requirements as the corresponding lecture course but are offered in a more flexible format. Some FDIS courses start later in the semester and can accommodate students who want to start a course at a non-traditional time of the year.

Graduation with distinction

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

Graduation with Distinction application and requirements

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

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

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

Graduation with Distinction required coursework includes:

- Psychology BA requirements, which must include:

7. Psyc 307 Data Analysis (4 credits) as one elective
8. Application of Knowledge requirement met through completion of an Independent Research Thesis

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

- Graduation with Distinction notation on their transcripts
- Individualized mentorship

Psychology Minor

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

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

Enrolling in this program

Program requirements

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

Social Work BSW

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

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

The programs mission concentrates on multicultural competence for generalist social work practice and aims to increase the capacity of:

- Individuals and families to maintain their cultural identities and heritage;
- Individuals and families to live and function successfully in two or more cultural environments;
- Groups and communities to serve and nurture their members and to achieve a viable balance between community or group needs and available resources;
- Organizations at all levels to continuously examine and modify their practices and procedures to ensure an equitable distribution of resources; and,
- Organizations to provide race, gender, and class-sensitive service.

Program accreditation

The Social Work program has been accredited since 1997 under the Council of Social Work Education (CSWE). The program was reaccredited under the new CSWE 2015 Educational Policy Accreditation Standards (EPAS).

Enrolling in this program

Program eligibility requirements

Applicants must demonstrate a commitment to, and have work or volunteer experience serving communities of color and/or Native American communities. Applicants must complete all of the prerequisite coursework

and have at least 60 semester credits of general education. A statistics course must be completed before the senior year's SOWK 552 Community Research and Advocacy course.
The following are the Social Work program prerequisites with a minimum of three credits in each of the following:

- Introduction to Social Work or Introduction to Human Services from a community college
- Political Science -U.S.A. Government and Politics
- Human Biology or Biology of Women
- Developmental Psychology
- Psychology
- Introduction to Sociology
- Racial/Ethnic Awareness (content is about people of color and/or Native Americans in the U.S.)

Program requirements

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

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

In addition, students must have eight upper-division credits (300 or higher from a 4 years educational institution) from liberal studies or a different discipline than Social Work.
A statistic course must be completed before the student takes the second research class, SOWK 552, Community Research and Advocacy.

Student licensure

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

Substance Use Disorders Post-baccalaureate Certificate

This certificate program is designed for individuals who already have a baccalaureate degree or higher from an accredited institution and are seeking licensure in Substance use Disorders Post-baccalaureate certificate in the state of Minnesota. Most courses in this program are offered in the evening.

Enrolling in this program

Program eligibility requirements

To be eligible for acceptance to the Substance Use Disorders Post-Baccalaureate Certificate UCERT, the following must be completed:

- Students must have a bachelor's degree earned from a regionally accredited college/university.
- Approved admission to Metro State University.
- Conditional admits must provide an official transcript with a confirmed Bachelors degree prior to major declaration.
- Students must complete an official degree plan with their academic advisor.

Program requirements

Students must complete 41 credits in the certificate.

- 16 core credits, including HSCD 303, must be completed at Metro State University.
- Students must complete the major program courses with a letter grade of C- or higher.
- Students must pass a Minnesota Department of Human Services (DHS) background study prior to practicum.

Student licensure

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

Violence Prevention and Intervention Minor

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

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

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

Enrolling in this program

Program eligibility requirements

At least one course in sociology or psychology

College of Individualized Studies

Civic Engagement Minor

If you are interested in changing your community for the better, you may want to consider a minor in civic engagement. Through the minor you will be able to develop a combination of **knowledge, skills, values, and experiential learning** that will allow you to promote socially responsible daily behavior; community, and economic development; community service; and grass-roots activity and advocacy that will benefit you and those around you.
The minor requires 20 credits of course work.

Enrolling in this program

Program eligibility requirements

To be admitted to the Civic Engagement minor, students must meet with the minor advisor and complete a minor declaration form. The advisor orients students to the minor and provides consultation throughout the program. For more information and advising, please contact the College of Individualized Studies advising center, cis.advising@metrostate.edu

Program requirements

Coursework. The minor requires 20 credits of coursework or creative learning strategies.

- Foundation (4 credits), IDST 310: Principles of Civic Engagement
- Civic Skills and/or issues (8 credits).
- Electives (8 credits) selected with approval of Civic Engagement minor advisor.

Student Learning Outcomes. Student who complete the minor will be able to:

- Know and understand multiple perspectives on the role of citizens and civic engagement in a democratic society, including at least one specific issue area or context in which civic engagement takes place and/or increase development of at least one set of civic engagement skills
- Know the variety of forms of civic engagement and assess the efficacy of different approaches and strategies
- Compare critical social, cultural, political, and historical dynamics that underlie the practice of civic engagement from a US and/or global perspective
- Integrate theory, practice, and experience of civic engagement
- Reflect on the role of civic engagement in one's life

Individualized Studies Bachelor of Applied Science (BAS)

For students who want to create their own academic path with an occupational focus, the Bachelor of Applied Science in Individualized Studies program places the aspirations and dreams of those students at the center of their educational journey. Since 1971, our students have been able to design individual degree programs to meet their educational, professional, and personal goals. Your unique Bachelor of Applied Science (BAS) degree can be

customized to build on what you have already learned and accomplished in school, work, and in life. CIS offers you a chance to:

- Incorporate courses from a variety of different subjects
- Design a degree that reflects your educational, personal, and career interests
- Transfer credits from other schools, particularly those acquired in technical programs, and apply them towards a BAS degree
- Use creative learning strategies, including prior learning, to complete your degree in less time and money

The Individualized Studies Bachelor of Applied Science degree reflects the original mission of Metro State Universityto give students primary authority over and responsibility for their educations. Students design their own course of study with guidance from faculty in the initial course, PRSP 301 Perspectives: Educational Philosophy & Planning, creating well-balanced multidisciplinary, interdisciplinary, or intradisciplinary Applied Science degrees.

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

Students also self-design focuses that are not found in any other area of the university that are unique to the student's personal, educational, and career aspirations. Your degree plan is a blue print for building your Individualized Studies BAS. Similar to a blue print, your degree plan sketches your overall vision of what you hope to build.
If you are looking for an education that spans multiple subjects and professions, or an area in which Metro State does not offer a major, the College of Individualized Studies may be your academic home. The Individualized BAS degree program gives you the opportunity to:

- Focus your degree on your individual learning and career
- Combine multiple subjects from across the university curriculum
- Earn credit for learning outside the classroom
- Apply up to 80 Technical Program credits to your four-year degree

To navigate the limitless possibilities of the individually designed academic experience, students are assigned academic advisors who assist them in their progress toward completion of the degree.
For more information, contact cis.advising@metrostate.edu or 651.793.1937.

Enrolling in this program

Program eligibility requirements

To join the Individualized Studies program, students must declare the major either upon admission to the university or by submitting a College of Individualized Studies Undergraduate Program Declaration Form.

Program requirements

The program requires students to create a self-designed and faculty-approved individualized degree plan, which is developed while taking *PRSP 301: Perspectives* in the first semester.
Students need 120 credits total to achieve a BAS degree. These 120 credits must satisfy both baccalaureate degree requirements and program requirements. Credits may overlap to satisfy more than one requirement.
Baccalaureate Degree Requirements:

- **General Education** (40 credits), which is defined by the Minnesota Transfer Curriculum in 10 Goal Areas.
- **Liberal Studies** (8 credits), which are upper-division general education courses.
- **Racial Issues Graduation Requirement** (3 credits), which is typical met through approved coursework.
- **Upper Division** (40 credits), which are credits earned at the 300 level and above.
- **Metro State Residency** (30 credits), which are credits earned from Metro State University.

Individualized Program Requirements:

- **Program Residency** (20 credits), which are credits earned from any institution while in the program.
- **BAS Focus Area** (38 credits or more), which is each student's self-designed area of study. The focus area must include the following:*PRSP 301: Perspectives* (4 credits), which must be completed with an approved degree plan by the end of a student's first semester in the program. This class also counts toward the Liberal Studies requirement.*PRSP 499: Capstone* (4 credits), which must be taken during a student's final semester in the program, before graduation.At least 12 upper division credits in addition to PRSP 301 and PRSP 499.Occupational credits (30 credits or more) which pertain to one occupation or related set of occupations.If the student is completing two majors, one being individualized studies, none of the credits that count towards the other major may be included in the focus area.

Individualized Studies Bachelor of Arts (BA)

For students who want to create their own academic path, the Bachelor of Arts in Individualized Studies program places the needs and dreams of those students at the center of their educational journey. Since 1971, our students have been able to design individual degree programs to meet their educational, professional, and personal goals. Your unique Bachelor of Arts (BA) degree can be customized to build on what you have already learned and accomplished in school, work and in life. CIS offers you a chance to:

- Incorporate courses from a variety of different subjects
- Design a degree that reflects your educational, personal, and career interests
- Transfer credits from other schools and apply them towards a BA degree
- Use creative learning strategies, including prior learning to complete your degree in less time and money

The Individualized Studies Bachelor of Arts degree reflects the original mission of Metropolitan State University-to give students primary authority over and responsibility for their educations. Students design their own course of study with guidance from faculty in the initial course, PRSP 301 Perspectives: Educational Philosophy & Planning, creating well-balanced multidisciplinary, interdisciplinary or intradisciplinary Liberal Arts degrees.

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

Students also self-design focuses that are not found in any other area of the university that are unique to the student's personal, educational and career aspirations. Your degree plan is a blue print for building your Individualized Studies BA. Similar to a blue print, your degree plan sketches your overall vision of what you hope to build.
If you are looking for an education that spans multiple subjects and professions, or an area in which Metropolitan State does not offer a major, the College of Individualized Studies may be your academic home. The Individualized BA degree program gives you the opportunity to:

- Focus your degree on your individual learning and career
- Combine multiple subjects from across the university curriculum
- Earn credit for learning outside the classroom
- Apply up to 80 Technical Program credits to your four-year degree

To navigate the limitless possibilities of the individually designed academic experience, students are assigned academic advisors who assist them in their progress toward completion of the degree.
For more information, contact cis.advising@metrostate.edu or 651-793-1937.

Enrolling in this program

Program eligibility requirements

To join the Individualized Studies program, students must declare the major either upon admission to the university or by submitting a College of Individualized Studies Undergraduate Program Declaration Form.

Program requirements

The program requires students to create a self-designed and faculty-approved individualized degree plan, which is developed while taking *PRSP 301*, *Perspectives* in the first semester.
Students need 120 credits total to achieve a BA degree. These 120 credits must satisfy both baccalaureate degree requirements and program requirements. Credits may overlap to satisfy more than one requirement.
Baccalaureate Degree Requirements:

- **General Education** (40 credits), which is defined by the Minnesota Transfer Curriculum in 10 Goal Areas.
- **Liberal Studies** (8 credits), which are upper-division general education courses.
- **Racial Issues Graduation Requirement** (3 credits), which is typical met through approved coursework.
- **Upper Division** (40 credits), which are credits earned at the 300 level and above.
- **Metro State Residency** (30 credits), which are credits earned from Metro State University.

Individualized Program Requirements:

- **Program Residency** (20 credits), which are credits earned from any institution while in the program.
- **Focus Area** (32 credits or more), which is each student's self-designed area of study. The focus area must include the following:*PRSP 301: Perspectives* (4 credits), which must be completed with an approved degree plan by the end of a student's first semester in the program. This class also counts toward the Liberal Studies requirement.*PRSP 499: Capstone* (4 credits), which must be taken during a student's final semester in the program, before graduation.At least 12 upper division credits in addition to PRSP 301 and PRSP 499.If the student is completing two majors, one being individualized studies, none of the credits that count towards the other major may be included in the focus area.

College of Liberal Arts

Advocacy and Political Leadership BA

Why Advocacy and Political Leadership?

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

- Advancing social justice: Creating a more equitable and just world
- Building community power: Working in communities to bring people together to solve problems that impact their lives
- Developing leadership capacity: Cultivating the knowledge, skills, and attitudes necessary for effective and equitable leadership within our communities

What will I do in the major?

The Advocacy and Political Leadership BA program prepares students for careers in political and social change work. The coursework in the major is organized around the kinds of work people do in politicswhether they work in electoral politics, movement organizations, or advocacy organizations. Students develop a holistic understanding of politics as an ecosystem of cooperating and competing organizations, impacting the policy environment that shapes our lives. Students in the major take courses in:

- Campaign Management
- Campaign Finance and Fundraising
- Political Communications
- Research and Policy Development
- Advocacy for Policy Change

Students can choose to take electives focusing on community organizing, community development, political and social theory, or an internship course on careers in politics. Students in their final semester complete an Advocacy and Political Leadership Portfolio, to demonstrate the career skills they have developed in each of the core course domains.

4+1 program to get a master's degree in one year

Students have the option of completing a 4+1 program, to graduate with the APL major and the Masters in Advocacy and Political Leadership with one additional year of coursework.

What can I do with the degree?

The Advocacy and Political Leadership BA prepares students for careers in:

- Political campaigns and elections
- Nonprofit and non-governmental organizations
- Advocacy organizations
- Community organizations
- Union organizing and labor organizations

The Advocacy and Political Leadership major also prepares undergraduates for application to the Master's in Advocacy and Political Leadership program at Metro State University.

Enrolling in this program

Anthropology and Sociology BA

Why Anthropology and Sociology?

The Anthropology and Sociology Major is an ideal course of study for students interested in:

- The great diversity and equality of human cultures and societies

- Understanding how and why differences of culture, race, class, gender, and sexual orientation shape societies
- Applying anthropological and sociological approaches to solving social problems
- Analyzing how culture and society shape our lives, often in invisible ways
- Developing career skills in sociocultural analysis, data literacy, research translation, systems thinking, communication and dialogue skills, project design, and more

The Anthropology and Sociology major focuses on the analysis of society and culture, while promoting social justice and cultural respect.

What will I do in the major?

Courses in the Anthropology and Sociology major fall into the following areas of study:

- Foundational concepts in anthropology and sociology: the study of what people have, do, think, and feel within cultures and societies
- The origins and development of human cultures and societies
- Social dynamics of gender, race, class, religion, sexual orientation, inequality, and more
- Applying anthropology and sociology to careers and solving social problems

Students in the Anthropology and Sociology major learn fundamental skills in anthropological and sociological analysis and research and conduct their own research to complete their degrees.

What can I do with the degree?

The Anthropology and Sociology major offers graduates valuable training for professional or graduate work in several fields:

- Local, State, and Federal Governments
- Local and International Development and Aid Organizations
- Consumer and User Experience (UX) Research
- Nonprofit and Non-Governmental Organizations (NGOs)
- Community Advocacy
- Public Health
- Social Services and Counseling
- Universities and Research Institutions
- Graduate School in Anthropology, Sociology, and Related Fields

More information on careers in sociology is on the American Sociological Association website, on the American Anthropological Association website, and from the Anthropology Career Readiness Network.

Enrolling in this program

Anthropology and Sociology Minor

Why Anthropology and Sociology?

The Anthropology and Sociology minor is an ideal course of study for students interested in:

- The great diversity and equality of human cultures and societies
- Understanding how and why differences of culture, race, class, gender, and sexual orientation shape societies
- Applying anthropological and sociological approaches to solving social problems
- Analyzing how culture and society shape our lives, often in invisible ways
- Developing career skills in sociocultural analysis, data literacy, research translation, systems thinking, communication and dialogue skills, project design, and more

The Anthropology and Sociology minor focuses on the analysis of society and culture, while promoting social justice and cultural respect.

What will I do in the minor?

Courses in the Anthropology and Sociology minor fall into the following areas of study:

- Foundational concepts in anthropology and sociology: the study of what people have, do, think, and feel within cultures and societies
- The origins and development of human cultures and societies
- Social dynamics of gender, race, class, religion, sexual orientation, inequality, and more
- Applying anthropology and sociology to careers and solving social problems

Students in the Anthropology and Sociology minor learn fundamental skills in anthropological and sociological analysis and research.

Enrolling in this program

Program eligibility requirements

This minor is open to students in all majors *except* Global Studies, Political Science, and Social Science.

Applied Communication Skills

Enrolling in this program

Program eligibility requirements

Any student admitted to Metro State University may declare an Applied Communication Skills certificate.

Program requirements

11 credits

Applied Linguistics (TEFL-TESOL) Certificate

Got the travel bug and dream of teaching English to clients overseas? Or are you a homebody, eager to make use of rapidly changing apps and technologies to tutor English in real time from your home office?
Or maybe youre a fan of language, its mechanics, and its intersections with cutting-edge new artificial intelligence applications and software. Youre interested in laying the groundwork for later graduate work in linguistics. These are all reasons why you might be interested in earning the Applied Linguistics (TEFL-TESOL) Certificate. Our certificate prepares students to meet professional standards for teaching English to language learners residing abroad. The program of study includes linguistics courses about the nature of language and cultural aspects of linguistic systems, as well as courses in English syntax, phonology, morphology, and pragmatics. A unique feature of Metro State Universitys certification process is the four-part internship sequence designed to help students meet the two-year teaching/tutoring experience requirements preferred by hiring agencies.
Please note: an Applied Linguistics (TEFL-TESOL) Certificate does not provide licensure or qualify its holders to teach in Minnesota public schools. To learn more about earning English-teaching licensure, check information on the English for Teaching BS degree.
The Applied Linguistics (TEFL-TESOL) Certificate is a direct requirement or preferred qualification for the following jobs:

- Teaching English by travelling to institutions abroad
- Securing private clients abroad
- Teaching English from home to foreign clients via Skype, ZOOM, and other internet applications
- Consulting, instructing, and coaching speakers of other languages as they prep for the TOEFL to gain admissions to an English-speaking university
- Tutoring English language learners in Minnesota, outside of public school contexts

The Applied Linguistics certificate can complement students study in a wide variety of fields. For example, individuals are sometimes presented with the following opportunities as a result of studying and/or teaching English linguistics at home or abroad:

- Cross-language liaison for business, nonprofit, or advocacy work in the U.S.;
- Cultural consultant for businesses abroad;
- Natural language computer/AI applications development; or
- Application for more advanced or senior positions within an organization.

Students can also use their certificate in Applied Linguistics as a foundation for future graduate work in linguistics, which, in conjunction with study in other fields (e.g., foreign language, computer science), leads to careers such as:

- Cryptologic Linguist
- Special Agent: Linguist
- Computational Linguist
- Speech System Diagnostics
- Semantic Ontologist
- Translators
- Dialect Analytic Linguist
- Analytical Linguist

Enrolling in this program

Program eligibility requirements

Students must be enrolled in a Bachelor's degree program or have completed a Bachelor's degree.
International students welcome!

Communication Specialist Track, Professional Communication BA

Communication specialists develop and apply a wide range of communication skills spanning health communication, organizational communication, media studies, and public relations. Communication specialists are flexible and adaptive, attuned to issues of equity and diversity. They utilize their skills to serve and improve their organizations and their communities.

Enrolling in this program

Program eligibility requirements

Any student admitted to Metro State University may declare a major in the Communication Specialist track, Professional Communication BA. Students in the Professional Communication major may declare only one track. Work with your academic advisor to ensure you are enrolled in the appropriate track.

Program requirements

34-36 credits

Community Organizing and Development Minor

Why a minor in Community Organizing and Development?

The Community Organizing and Development minor is ideal course of study for students interested in organizing, developing and sustaining community, and institutional and social change. The minor provides a holistic overview of community organizing and development. Students in the minor will:

- Develop foundational skills for community organizing and development;
- Explore approaches to community empowerment and social justice; and
- Understand how public policy reflects community values and distributes power, status, and resources unequally among social groups.

What will I do in the Minor?

Students in the minor will combine the academic study of community organizing and development with practical skill building. Students will learn core concepts and practices in the fields of community organizing and community development. The coursework in the minor is meant to prepare students to work in community and create social and political change. Students have the opportunity to deepen their knowledge of social change theories and practices through the upper-division electives in the minor.

Enrolling in this program

Creative Writing BA

The Creative Writing program at Metro State University is one of the richest and most diverse in the nation. Both our B.A. and minor in Creative Writing include workshops in fiction, poetry, memoir, and creative non-fiction; in writing children's literature, writing very short creative works, writing humor, writing the graphic novel, writing for publication and profit, and advanced creative writing. As a creative writing student at Metro State, you will gain experience in drafting, analyzing, and editing creative works of writing.
Our stellar faculty is award-winning, widely published literary artists whose joy in both teaching and writing is infectious. Metro State's creative writing curriculum challenges students with the delights and hard work required to write imaginatively, including developing an individual writing process, setting writing goals, understanding the opportunities available in print and electronic media, and leading a life made richer by the literary arts.
The program invites you to learn from instructors who are highly accomplished practitioners and excellent teachers. Faculty in the creative writing program are accomplished writers of national prominence. Author accolades include:

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

Enrolling in this program

Creative Writing Minor

The Creative Writing minor offers students experience in drafting, analyzing, and editing creative works of writing. Students in the minor may take classes

in fiction, poetry, memoir and creative non-fiction, writing children's literature, writing very short creative works, writing humor, writing for publication and profit, and advanced creative writing.
The Creative Writing minor provides a familiarity with the joys and challenges of the art of writing imaginatively, including developing an individual writing process, setting writing goals, understanding the opportunities available in print and electronic media, and leading a life made richer by the literary arts. Students must complete a total of 19 credits.
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- an American Book Award,
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- an Asian American Literary Award (Members' Choice),
- two Loft-McKnight Awards,
- several Minnesota State Book Awards, and
- several American Library Association Awards.

Enrolling in this program

Design of User Experience Minor

The Design of User Experience minor is a 20-credit program that provides students with knowledge and skills in designing and improving user experience of information products. Through this minor, students acquire

analytical thinking and hands-on skills to work in a wide range of industries, particularly in information technology services and digital innovation.
This minor can be an excellent complement to a degree in communication, business, computer science and psychology.
Learn more at our upcoming information session on February 19 at 11 a.m.

Enrolling in this program

Program eligibility requirements

In order to be eligible for declaring this minor, you must be admitted to the university as an undergraduate student and be accepted to a specific major or degree program.

Program requirements

Up to eight (8) credits may be transferred.
Transfer courses may be applicable to minor requirements. The university's degree audit system (DARS) will specify transfer courses that are directly equivalent to minor requirements; other transfer courses must be approved by the coordinator of the Design of User Experience minor.

Digital Media Minor

The Digital Media minor combines theory and practice in the ever-expanding world of digital communication.
Classes in the minor provide background in writing, communication and visual theory, while focusing on the production of digital media.
Students choose from a menu of classes in multimedia, social media and web and information design. They complete a prerequisite course on how to identify, locate and use tools for producing digital communication.

Enrolling in this program

Program eligibility requirements

Students majoring in any discipline are welcome to pursue the minor in Digital Media.

Program requirements

Students may count TWO 4-credit electives in the Digital Media minor toward their major and/or another minor. In addition, the prerequisiteTCID 280may be counted toward both the student's major and the Digital Media minor. Up to 9 credits may be taken at the lower division.

English BA

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

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

Enrolling in this program

Program eligibility requirements

This program has no particular eligibility requirements. We recommend that students complete WRIT 131 (or its equivalent) and gain at least 30 college credits before attempting 300-level work.

Program requirements

This program does not include 100-level coursework or accept 100-level courses as equivalents for any program requirement. With advisor approval, up to 12-credits of 200-level transfer courses may be applied to specific major requirements. Up to 18 total credits may be accepted in transfer, with advisor approval.

English for Teaching BS

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

- **Writing** - the writing process, composition theory, and the ability to write in different genres for a variety of purposes and audiences;
- **Reading** - reading theory, the nature of reading comprehension, literary interpretation, and evaluating texts;
- **Literature** - the aesthetic dimensions of literary genres and analysis of historical and cultural contexts;
- **Speech communication** - verbal and nonverbal speech processes, listening skills, public speaking and interpersonal communication; and
- **Media literacy** - print and non-print media, and the effects of various electronic media on the communication process.

Program accreditation

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

Enrolling in this program
Program requirements
Student licensure

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

English Minor

The English minor helps students grow intellectually while polishing analytical, interpretative, and reasoning skills.
Students from many fields learn how works of literature address urgent social, political, and personal issues of our time.

Enrolling in this program

Environmental Communication Minor

Environmental communication is a growing career field. The environmental communication minor provides an understanding of environmental communication trends, policies, and practices to equip students in a variety of majors with the necessary knowledge and skills to become effective managers and leaders in business, and in public and nonprofit organizations. Environmental issues are complex, and every sector of society has a stake in clearly and effectively relating their messages or concerns to the public. The courses include both theory and practice and focus on the achievement of effective environmental communication skills to assist with the ever-changing problems and issues in environmental studies.
Graduates with an environmental communication minor will be able to analyze the various environmental issues, the values and assumptions behind those issues, and the communication tools available for persuasion and public policy decisions.

Enrolling in this program

Ethical Game Design

The Ethical Game Designer Certificate taps into industry and community demands to increase the diversity of characters in games as well as create

more ethical gaming environments for players and game makers. Through this certificate, students will gain skills and abilities in balancing and adjusting gameplay, providing useful feedback, creating core game mechanics, critical thinking, devising compelling missions and challenges, keeping ideas fluent, and originality.

Enrolling in this program

Ethnic Studies BA

This degree program spotlights diverse ethnic communities in the United States within a globalized, transnational context. Our program centers on the experiences, voices, collective memories and in-group diversity of ethnic and racialized communities of color, as well as their coalitions and allies.
Students learn analytical and critical thinking skills through comparing and contrasting the experiences of African American, Asian American, Latina/o, and American Indian groups and individual members, as well as concentrating on experiences of individuals and groups in one particular ethnic group. Situated at the heart of our program are matters of race, racism, racialization and power; the viscous nature of ethnic identity development and performance; and interactions among groups.
Resident faculty hold expertise in many aspects of ethnic studies including history, religion, visual and media culture, gender, and interdisciplinary studies. Community faculty bring their applied work experience into the classroom. In addition, the department participates in a number of community/university partnership activities which provide students with unique learning opportunities.
A degree in Ethnic Studies enables individuals to gain

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

The Ethnic Studies Department resident and community faculty are committed to a culturally plural and equitable society. The faculty infuse a blend of life experience with scholarship, offering students a unique academic experience. Our coursework converges at the intersections of race, religion, gender, class, and sexuality in the shaping of perspectives and life chances.
Students learn the following:

- how to navigate among the multiple covert and overt past, present, and future discourses of race and ethnicity;

- how to practically apply knowledge and be cultural critics and critical consumers of popular culture; and
- how to be life-long learners, cultural bridges, and influential in promoting a more equitable society.

The Ethnic Studies major has two tracks:

- Cross-cultural Comparative Track
- Individualized Track

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

Enrolling in this program

Ethnic Studies Minor

Ethnic Studies is a study of people of color and their experience in all dimensions of life. Our curriculum aims to understand and pose questions that critically consider notions of and meanings regarding race, sexuality, gender, class, nation, indigeneity and immigration.

Enrolling in this program

Game Design emphasis, Professional Writing and Interaction Design BA

This major prepares students for a wide range of careers in professional writing and interaction design. It enables learners to write for professional and technical contexts and produce multimodal and intelligent content. In addition to completing a core curriculum, learners choose to specialize in one or more of these emphases: technical communication, science and medical writing, user experience design, and game design.

Game Design Emphasis:

The Game Design emphasis helps students produce interactive and static writing artifacts that showcase their ability to write creatively, technically, and consistently across complicated technological environments. Using principles and strategies utilized in the video game industry, this concentration allows students to create innovative game worlds; write compelling storylines, characters, and mechanics; create and maintain design documentation; and work with a variety of different team members and in a variety of different roles in a production team. Students who choose this emphasis do not need any prior programming knowledge.

Other available emphases

Technical Communication Emphasis:

The technical communication emphasis enables learners to write and produce multimodal and intelligent content for technical problem-solving.

Learners write technical documentation and ensure that such documentation is usable, accessible, and compliant with regulations.

Science and Medical Writing Emphasis:

The science and medical writing emphasis enables learners to produce content for science and medical writing situations in research, government, technology, and other contexts. Learners apply rhetorical theory to create effective science and medical writing deliverables for a variety of audiences. They analyze how power and knowledge iterate within science and medical writing.

User Experience Design Emphasis:

The user experience design emphasis enables learners to analyze, design, and evaluate the user experience of content. Learners use various methods and tools to analyze users and contexts and construct the user experience.

Enrolling in this program

Game Marketing Expert

This interdisciplinary certificate, Game Marketing Expert, is designed for anyone who wants to create their own games or work on the business, publishing, or marketing side of the games industry. Students will learn the principles and processes that go into writing a marketing report and go through the process with their own game (or as part of a group, if desired). Students will gain skills and abilities in team building and leadership, critical thinking, visual design, problem solving, giving feedback, keeping ideas fluent, working towards commercial success of a product, and communicating with peers, supervisors, and users.

Enrolling in this program

Game Scholar

The Game Scholar Certificate is designed for students who have an academic and scholastic interest in games. The certificate is designed to deepen your understanding of games and fun on a meta-level, improve your ability to analyze and critique games, and provide you the opportunity to tap into current topics of interest in the game community.

Enrolling in this program

Game Studies Minor

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

Video games have quickly become the most lucrative and influential entertainment media, as well as an enormous powerhouse in the technology industry. Gaining a deeper understanding of the complex interactions between the games industry, game designers, games themselves, and

players is crucial to an understanding of how video games, and all technologies, have and will continue to impact our lives.
This program will:

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

Enrolling in this program

Gender Studies BA

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

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

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

Enrolling in this program

Program requirements

REQUIREMENTS (120 TOTAL CREDITS ARE REQUIRED TO GRADUATE, 40 CREDITS ARE REQUIRED FOR THIS MAJOR)

Gender Studies Minor

The minor in Gender Studies allows students to study gender and sexuality while pursuing a major in another area.
Students majoring in psychology, human services, criminal justice, and many other disciplines who minor in gender studies gain practical and theoretical knowledge that helps prepare them for a diverse workplace.

Enrolling in this program

Global Studies BA

Why Global Studies?

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

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

What will I do in the major?

Courses in Global Studies will explore:

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

The Global Studies major combines courses in Anthropology and Sociology, Geography, and Political Science, as well as the option of approved upper-division electives with a global focus in other College of Liberal Arts departments. Students in the Global Studies major learn fundamental skills in social science research and conduct their own research to complete their degrees.

What can I do with the degree?

The Global Studies BA program offers graduates valuable training that can be applied to professional work in several fields, such as:

- International law and global business
- Foreign service and international development
- Nonprofit and humanitarian work
- Non-governmental organizations

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

Enrolling in this program

Health Communication track, Professional Communication BA

The lack of health equity in the U.S. is a pressing social problem. Individuals from underrepresented groups often have worse health outcomes and receive substandard care compared with those from dominant groups. Therefore, professionals who have an expertise in health equity are needed to help improve this problem. Health Communication professionals encompass a wide variety of roles. These include hospital or healthcare communication specialists, grant-writers, advocates and health communicators in nonprofit organizations and government agencies, among others.

Students will learn the skills needed to communicate about health across a variety of contexts, including in patient-provider encounters, health organization settings, and health campaign planning.

Students complete the foundational courses before the intermediate courses. The advanced courses should be taken during a student's final year. Electives may be taken alongside either the intermediate or advanced courses.

Enrolling in this program

Program eligibility requirements

Any student admitted to Metro State University may declare a major in the Health Communication track, Professional Communication BA. Students in the Professional Communication major may declare only one track. Work with your academic advisor to ensure you are enrolled in the appropriate track.

Program requirements

36 credits

History BA

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

History is, along with philosophy and mathematics, one of the oldest academic disciplines still practiced today. History and astronomy are the only contemporary disciplines with their own Greek Muses (Ours is Clio).

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

All citizens, of this country and of the world, have good reason to learn history and to learn about the nature of history. In all classes, students come to see that, as both the powerful and the powerless have learned over and over, history is not a perfectly objective chronicle of the past, but rather an

interpretation of that past. We are all a part of history, and in that sense, we understand ourselves only to the extent that the tellers of history allow us to do so. At the same time, historical education broadens students' knowledge and perspective, as they learn about people and places far removed from their own experiences. Thus, a goal in history classes is to empower students to develop a discerning eye on the stories about the past that are presented as the simple truth.

At Metro State, history is taught in ways that are both fascinating and important to everyone. Our courses tend to balance the actions of leaders and elites with stories of the grassroots movements that have challenged those elites and advanced popular agendas. Survey courses are offered in American history and world history, similar to those applied by history departments at many colleges and universities. However, a more distinctive feature of this curriculum is the large number of courses focusing on more specific topics, ranging from History of the Holocaust to The Vietnam War to Gender History. Many courses in the Metro State history program offer opportunities for students to dig into documents and other archival material, "getting their hands dirty," as it were, like professional historians do, and learning to interpret evidence.

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

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

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

Enrolling in this program

Program requirements

A minimum total of thirty-eight (38) semester credit hours in history courses must be completed with a minimum grade of C- or better in each course.

History Minor

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

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Here is what one history major says about our program:

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Enrolling in this program

Program requirements

A minimum total of nineteen (19) semester credit hours in history courses must be completed with a minimum grade of C- or better in each course.

Humanities Minor

The humanities minor explores connections among the literature, art, architecture, philosophy, music, and popular culture of a given era or topic. The program supports majors in many disciplines by honing critical thinking skills and providing educational breadth or opportunities for personal enrichment.

Enrolling in this program

Interactive Narrative Specialist

The Interactive Narrative Specialist certificate is created to give students a chance to explore the creative and technical world of interactive narrative writing. This type of writing, often called writing in decision trees, takes unique skills that are applicable in a wide range of fields including Game Design. Students will gain skills and abilities in usability testing, critical thinking, creating core game mechanics, balancing and adjusting gameplay, design thinking, creative writing, devising complex challenges, providing and utilizing feedback, visual design, and editing.

Enrolling in this program

Liberal Arts BA

The Liberal Arts Major (LAM) provides an opportunity for students to pursue an individualized major within the College of Liberal Arts. Through this interdisciplinary, liberal arts program, students customize their degree based on individual interests and educational goals.

The liberal arts major consists of at least 33 upper-division credits for which the student can articulate a rationale of coherence in writing. With the support of an advisor, students will select 32 credits of interdisciplinary work for the core of their LAM program. In addition, students in their final semester will complete a LAM Mentorship, a 1-credit Student Designed Independent Study (SDIS) with a member of the CLA faculty.

Successful LAM majors propose a coherent program with significant advanced-level work that demonstrates mastery of the chosen subject. LAM proposals should not closely resemble an existing degree program within the college. Usually, all LAM credits are in courses offered by the College of Liberal Arts; however, with approval, as many as 8 credits in disciplines outside the college may be included. At least half of the LAM credits must be earned at Metro State University.

Enrolling in this program

Program eligibility requirements

Get approved early! Avoid complications to your graduation planning by submitting your Liberal Arts Major (LAM) proposal in a timely manner. The LAM offers a rolling application process. For 2026-2027, proposal due dates are September 9, October 7, November 11, December 2, January 13, February 10, March 10, and April 7. The LAM Faculty Review Committee typically will respond to proposals within two weeks after the proposal due date.
Students interested in the LAM must first work with an advisor to choose your courses from different Liberal Arts areas and complete your customized plan. All LAM proposals consist of three parts:

9. LAM Rationale of Coherence Essay (approximately 1000-2000 words) and Rationale of Coherence ChecklistIdentifies the focus of the interdisciplinary Liberal Arts MajorSpecifies how this program of study will contribute to the student's future goalsDescribes how *each* of the courses included in the student's course list contributes to the overall learning/goal(s)
10. LAM Course List (at least 33 upper-division credits)Includes at least 32 upper-division semester credits (3xx-, 4xx-, or 5xx-level courses)Includes a 1-credit LAM Mentorship Student-Designed Independent Study (SDIS)At least half of the credits in the course list must be earned at Metro StateNo more than 8 semester credits of the total coursework can be in non-CLA courses or disciplinesNo D grades are acceptable in any LAM
11. LAM ChecklistIncludes student tech IDIncludes advisor's nameIs signed and dated

Your academic advisor can supply a frequently-asked questions document that includes crucial information about the Liberal Arts Major. Students are encouraged to apply to the LAM before they have earned 80 credits or at least one semester before they intend to graduate. Students submitting their LAM proposal after this may find their graduation delayed.
Students must submit their proposals to the LAM Director and may do so by email. Proposals not meeting minimum guidelines will be immediately returned to students. Typically, within two weeks of each proposal deadline, the LAM Faculty Review Committee will evaluate student proposals and either approve them or return them with suggestions for revision. Students often will work on several drafts of their proposals in order to create the best plan of study to fit their goals. Students quoting materials from the university's course catalog or individual faculty syllabi in their Rationale of Coherence Essay must provide an appropriate source citation. Students can find resources to help them meet the university's academic integrity policies and procedures here. Each LAM proposal will be scored on a rubric and must demonstrate appropriate communication skills, writing skills, and research skills. Students may request a copy of this rubric from their advisor.

Program requirements

All LAMs must include at least 33 upper-division credits.

Students admitted to the LAM program must adhere to their own LAM course list approved by the LAM Faculty Review Committee.
If changes to an approved LAM program are necessary, up to 8 credits of the LAM may be amended with an advisor's permission. Changing more than 8 credits decertifies the LAM, and it must then be resubmitted for review by the LAM Faculty Review Committee.
All LAM students must complete a 1-credit LAM Mentorship in their final semester.

Media Literacy Minor

The Media Literacy minor prepares students to be critical consumers of the wide range of media that envelops them every day.
Students also learn about audience, media globalization, emergence and convergence of media trends, media and education, and learn theory appropriate for critical analysis. Electives in the program also offer students opportunities to learn creative skills that will help sift through or create the messages/content that informs, educates, or entertains.

Enrolling in this program

Program eligibility requirements

Any admitted student may declare a Media Literacy minor. Students in the Media Studies track may pursue minors in Organizational Communication, Public Relations, or any minor outside the Professional Communication program. Because the track and the minor share significant overlapping coursework, students in the Media Studies track are not eligible to earn the Media Literacy minor.
A student may only include 8 credits of coursework in the minor that is counted toward their major or another minor. Work with your academic advisor to ensure both major and minor requirements are met when planning out your course load each semester.

Program requirements

20 credits

Media Studies Track, Professional Communication BA

The Media Studies major is designed to merge practical application of media technology and production practices with a basis for practice built on critical thinking and awareness of the latest in media theory. As a Media Studies major, you obtain broadly applicable skills and knowledge for a wide variety of communications careers.
Professionals with a degree in Media Studies apply their sophisticated knowledge of media theories, digital production skills, and analytical abilities to plan and create media-based communication solutions for corporations, nonprofits, government agencies, and advocacy campaigns.

Enrolling in this program

Program eligibility requirements

Any student admitted to Metro State University may declare the Media Studies Track, Professional Communication, BA as a major. Students in the Professional Communication major may declare only one track. Work with your academic advisor to ensure you are enrolled in the appropriate track.

Program requirements

36 credits

Organizational Communication Minor

The minor in Organizational Communication develops skills in building teams, coaching, analyzing information flow, resolving conflicts, presenting information, and understanding organizational systems and culture.

Enrolling in this program

Program eligibility requirements

Any admitted student may declare the Organizational Communication minor. Students in the Organizational Communication track may pursue minors in Public Relations, Media Literacy, or any minor outside the Professional Communication program. Because the track and the minor share significant overlapping coursework, students in the Organizational Communication track are not eligible to earn the Organizational Communication minor.

A student may only include 8 credits of coursework in the minor that is counted toward their major or another minor. Work with your academic advisor to ensure both major and minor requirements are met when planning out your course load each semester.

Program requirements

19 credits

Organizational Communication track, Professional Communication BA

Professionals in organizational communication analyze how internal communication solutions promote organizational success.

Organizational communicators are observers, auditors, interviewers, managers, and coaches who build and train teams, bridge information gaps, coordinate efforts, analyze information flow, resolve conflicts, and understand and work to improve organizational systems and cultures.

Enrolling in this program

Program eligibility requirements

Any student admitted to Metro State University may declare a major in the Organizational Communication track, Professional Communication BA. Students in the Professional Communication major may declare only one track. Work with your academic advisor to ensure you are enrolled in the appropriate track.

Program requirements

36 credits

Philosophy BA

Philosophy, meaning the love of wisdom, is the systematic and critical study of fundamental questions arising both in everyday life and in the practice of other academic disciplines. It is the most ancient of the academic disciplines, with sources from around the world dating back thousands of years.
The philosophy major is designed to develop your ability to think clearly, carefully, constructively, and critically about a wide range of issues including questions about:

- **what is real (and what merely fictional or mythical):** Does God exist? Am I just a material body, or am I also an immaterial soul? Are humans free and therefore responsible for what they do, or are they determined by forces beyond their control? Are race and/or gender socially constructed, or do they reflect biological realities?
- **values:** What makes an action right, a person good, a painting beautiful, or a nation just? Are standards of value universal or culturally specific?
- **knowledge:** What is the difference between knowing something and simply having an opinion or belief about it? Are there limits to what we can know, and do some of our questions foolishly violate these limits? Is all knowledge ultimately grounded in sensory experience or can some truths be known through reason alone?
- **philosophy itself:** Is philosophical truth universal, or is it merely cultural and relative to time and place? Do the same laws of logic and reason apply everywhere or do they differ from one culture to the next? Is philosophy practiced in the same way across the world, or are there importantly different conceptions of philosophy and its methods?

Philosophical questions can be pursued out of simple curiosity (and the encounter with new ways of thinking can be exhilarating for its own sake), but the philosophy instructors at Metro State are convinced that the main value of philosophy is to enable us to lead richer lives and to make the world a better place.

Careers

The study of philosophy helps a person to develop their abilities to:

- Read texts carefully, closely, accurately, and sympathetically
- Analyze positions and arguments fairly and critically
- Uncover unstated and unexamined assumptions in arguments both ones own and others
- Construct cogent and persuasive arguments for ones position
- Write and speak in a manner that is simple, natural, clear, and persuasive.
- See an issue from more than one point of view and value dialogue with others.

These skills are useful in many fields careers in law, computer science, business, medicine, criminal justice, the arts, publishing, and many more all

value the skills developed by the study of philosophy. People with philosophy degrees can be found in nearly every line of work, and their analytic skills and mental flexibility often help them to excel.
A Case for Majoring in Philosophy
The Unexpected Way Philosophy Majors are Changing the World of Business
Is Philosophy the Most Practical Major?
In a New Generation of College Students, Many Opt for the Life Examined
The Rise in Stock of Philosophy Graduates
Philosophers Find the Degree Pays Off in Life And in Work

Enrolling in this program

Philosophy Minor

The Philosophy minor allows students to explore questions about knowledge, value, meaning, and reality, and to develop and improve their capacities for analysis, reflection, careful reading, and clear writing. It includes courses in the history of philosophy, in philosophical approaches to race, gender, and sexuality, and in philosophical methods, and it has room for two elective courses in philosophy. It offers the student a more wide-ranging set of courses than our other minor (the Practical Ethics minor).
This minor can complement a degree in virtually any field. Up to 9 credits can be transferred into the minor from another college or university.

Enrolling in this program

Political Science BA

Why political science?

Political science is an ideal field of study for students interested in:

- Social justice: Building a more equitable world
- Rule of law: Ensuring that no one is above the law and laws are applied equally to all
- Understanding institutions: Identifying points of access and how power can be applied to change outcomes
- Systems of inequality: Understanding how opportunities and benefits in society are unequally distributed among groups, privileging some while subordinating others

What will I do in the major?

Students in the Political Science major will choose between courses in three general areas:

- **U.S. political institutions:** These classes focus on the ways in which political institutions structure power in the United States, paying attention to issues of access, representation, and unequal outcomes.
- **Global politics:** These classes focus on international politics, globalization, and political problems that transcend international boundaries.
- **Political action and community leadership:** These classes focus on the development of concrete political skills related to community organizing and effective political advocacy.

The Political Science BA program at Metro State University combines both the academic study of politics with real-world political experience. Students in the political science major conduct their own research to complete their degrees.

What can I do with the degree?

Completing the Political Science major can be the first step toward careers in a variety of fields, including:

- Law
- Local, state, and federal government
- Advocacy
- Elections and campaign management
- Nonprofit and non-governmental organizations

Students who complete the Political Science BA are also well-prepared for graduate study in political science and related fields.

Enrolling in this program

Political Science Minor

Why political science?

Political science is an ideal field of study for students interested in:

- Social justice: Building a more equitable world
- Rule of law: Ensuring that no one is above the law and laws are applied equally to all
- Understanding institutions: Identifying points of access and how power can be applied to change outcomes
- Systems of inequality: Understanding how opportunities and benefits in society are unequally distributed among groups, privileging some while subordinating others

What will I do in the minor?

Courses in the Political Science Minor will teach:

- The origins and development of political systems, ideologies and institutions;
- Political dimensions of difference and inequality;
- The impact of political values and the ways these values shape institutional development and change.

Students in the Political Science Minor will take between 19 and 20 credits of Political Science courses.

What can I do with the minor?

Students in the Political Science minor will choose between courses in three general areas:

- U.S. political institutions: These classes focus on the ways in which political institutions structure power in the United States, paying attention to issues of access, representation, and unequal outcomes.
- Global politics: These classes focus on international politics, globalization, and political problems that transcend international boundaries.
- Political action and community leadership: These classes focus on the development of concrete political skills related to community organizing and effective political advocacy.

The Political Science minor at Metro State University combines both the academic study of politics with real-world political experience.

Enrolling in this program

Program eligibility requirements

This minor is open to students in all majors *except* Advocacy and Political Leadership, Anthropology and Sociology, Global Studies, and Social Science.

Practical Ethics Minor

The Practical Ethics minor is designed to familiarize students with the nature and varieties of moral reasoning that are applied to areas of everyday experience, such as:

- business, marketing, management, and sales;
- medicine and the delivery of health care;
- criminal justice;
- media and public relations;
- social service careers;
- civic life; and
- intimate life in the roles of friend, lover, partner, parent, child, man or woman, and racialized person.

Practical ethics is a 20-credit minor meant to complement a degree in any professional field, such as marketing, management, counseling, nursing, or human services.

Enrolling in this program

Public Relations Minor

The minor in public relations gives students the opportunity to develop competence in oral, written and visual communication as well as the critical thinking skills necessary to make strategic choices while developing communications campaigns. Students are introduced to a core set of skills and theories, best practices in communication, and professional standards relevant to the practice of public relations.
Note: This minor may be combined with the Professional Communication-Organization Track, but not with the Professional Communication-Public Relations Track.

Enrolling in this program

Program eligibility requirements

Any admitted student may declare a Public Relations minor. Students in the Public Relations track may pursue minors in Media Literacy, Organizational Communication, or any minor outside the Professional Communication program. Because the track and the minor share significant overlapping coursework, students in the Public Relations track are not eligible to earn the Public Relations minor.

A student may only include 8 credits of coursework in the minor that is counted toward their major or another minor. Work with your academic advisor to ensure both major and minor requirements are met when planning out your course load each semester.

Program requirements

20 credits

Public Relations track, Professional Communication BA

Public relations practitioners use their sophisticated communication skills, theoretical knowledge, and analytical abilities to conduct advocacy campaigns, lobby, and develop strategic relationships.

Enrolling in this program

Program eligibility requirements

Any student admitted to Metro State University may declare a major in the Public Relations track, Professional Communication BA. Students in the Professional Communication major may declare only one track. Work with your academic advisor to ensure you are enrolled in the appropriate track.

Program requirements

36 credits

Religious Studies Minor

Religion is a central part of all cultures. From an academic perspective, the study of religion offers powerful insights into human behavior and cultures. Religious beliefs inform what people value and how they act. Religious differences are often used for political purposes, such as those seen in international conflicts and in American politics. On a personal level, many students have grown up with religious beliefs that sometimes sustain, and sometimes restrain, their development. Studying religion provides students, no matter what their upbringing, opportunities to expand both their personal perspectives and their analytical, critical thinking skills.

Sometimes students fear a conflict between the academic study of religion and personal faith. The teachers of the religious studies courses believe the study of religion can strengthen both thinking abilities and personal beliefs. These courses in religious studies present a diversity of traditions and offer

students an opportunity to study religion in a supportive academic atmosphere. The courses incorporate multicultural perspectives, especially issues of race, gender, class, sexuality, disabilities and other differences.

Enrolling in this program

Research and Information Studies Minor

The Research and Information Studies Minor explores information studies as a discipline. Students develop professional level research skills and strategies using research libraries, online databases, print and media collections, special collections and archives.

In addition to the joy of intellectual curiosity, courses cover many current issues including privacy, censorship, international sources, public communication, the evaluation of arguments and information, and the publishing industry.

This is a useful minor for students interested in continuing their post-BA studies in the fields of library science, museum work, law, writing, and professional communication.

Enrolling in this program

Science and Medical Writing emphasis, Professional Writing and Interaction Design BA

This major prepares students for a wide range of careers in professional writing and interaction design. It enables learners to write for professional and technical contexts and produce multimodal and intelligent content. In addition to completing a core curriculum, learners choose to specialize in one or more of these emphases: technical communication, science and medical writing, user experience design, and game design.

Science and Medical Writing Emphasis:

The Science and Medical Writing emphasis enables learners to produce content for science and medical writing situations in research, government, technology, and other contexts. Learners apply rhetorical theory to create effective science and medical writing deliverables for a variety of audiences. They analyze how power and knowledge iterate within science and medical writing.

Other available emphases

Technical Communication Emphasis:

The technical communication emphasis enables learners to write and produce multimodal and intelligent content for technical problem-solving. Learners write technical documentation and ensure that such documentation is usable, accessible, and compliant with regulations.

User Experience Design Emphasis:

The user experience design emphasis enables learners to analyze, design, and evaluate the user experience of content. Learners use various methods and tools to analyze users and contexts and construct the user experience.

Game Design Emphasis:
The game design emphasis helps students produce interactive and static writing artifacts that showcase their ability to write creatively, technically, and consistently across complicated technological environments. Using principles and strategies utilized in the video game industry, this concentration allows students to create innovative game worlds; write compelling storylines, characters, and mechanics; create and maintain design documentation; and work with a variety of different team members and in a variety of different roles in a production team. Students who choose this emphasis do not need any prior programming knowledge.

Enrolling in this program

Screenwriting BA

Focused on exceptional visual storytelling and inspirational content, the Screenwriting Program at Metro State teaches artistic individuals how to create commercially viable, socially conscious media (scripts, films, TV shows, documentaries, web series, etc.) by building creative & technical skills, offering critical perspectives, and providing practical preparation for a career in professional screenwriting, filmmaking and/or media production.

The only of its kind in the state of Minnesota, our Screenwriting BA Program is unique because it covers every step in the creative process. Led by diverse, award-winning faculty, students learn to harness their imaginations and write original screenplays; collaborate, produce, direct, shoot, and edit films; and then exhibit and share their films with audiences in Metro State Universitys 320 seat digital cinema, Film Space, located on the Saint Paul campus.

Students attend film festivals, screenplay readings, panels, and other professional development events in the Twin Cities as part of normal course work. This community engagement is woven into the curriculum and offers valuable networking and learning opportunities. Each student completes multiple screenplays and short films that are both important creative accomplishments and professional portfolio samples. A required internship helps bridge the gap from college to career.
For a look at some of the work of students and alumni in the program, check out the Lakes List, a collection of exemplary screenplays for movies, short films, web series and TV shows, written by the screenwriting students and alumni of the Screenwriting BA program.

Enrolling in this program

Program eligibility requirements

Students must have completed a minimum of 30 credits before declaring a screenwriting major.

Screenwriting Minor

The Screenwriting minor is intended for the student who is interested in learning the basics of writing a screenplay.
A course of study presents screenwriting as a creative art form. The minor may complement other fields such as theater or creative writing, or it may be appropriate for someone who simply loves movies. Electives provide critical and practical perspectives with offerings in digital film production and film theory.

Enrolling in this program

Social Science BA

Why the Social Science BA?

The Social Science BA is a great choice for students interested in:

- Developing a broad understanding of anthropology, geography, sociology, and political science
- Examining social issues from an interdisciplinary perspective

What will I do in the major?

Students in this major take courses in a variety of social science disciplines, including:

- Anthropology
- Geography
- Political Science
- Sociology

Students in the Social Science BA program learn fundamental skills in social science research and conduct their own research to complete their degrees.

What can I do with the degree?

The Social Science BA offers graduates valuable academic training that can be applied to professional work in several fields, such as:

- graduate work in anthropology, political science, or sociology
- careers in public agencies, nonprofit organizations, and the business world

Enrolling in this program

Social Studies for Teaching BS

Why Social Studies for Teaching?

The Social Studies for Teaching Major (BS) is ideal for students who wish to become a social studies teacher (grades 5-12). The major is designed to provide students with both a strong foundation in social science disciplines and the intellectual skills necessary for excellence as a social studies teacher, grades 5 through 12.
The Social Studies for Teaching major is committed to the following principles; that effective social studies teachers:

- share with other liberally educated people the ability to think critically and communicate
- care deeply about their subject and are able to convey that passion and interest to their students.
- are interdisciplinary; they can synthesize and apply core concepts from a variety of social science fields to enhance their own and their students understanding of a topic or subject area.
- have developed a sociological imagination: they are able to link personal experience with larger socioeconomic forces and help their students do the same.
- are culturally reflective and aware; they are willing to engage in an ongoing process of reflection and analysis of the social and cultural roots of their own values, behaviors and beliefs, and those of the students and community they will be working with.
- are empowered; they are able to think realistically and hopefully about ways citizens can act positively to change their communities.
- have acquired the passion and tools for lifelong learning.

What will I do in the major?

Social Studies for Teaching (BS) majors must take a structured course sequenceboth lower and upper divisionto ensure they have met state board standards in the following areas of study:

- History
- Political Science
- Sociology
- Anthropology
- Geography
- Economics
- Ethnic Studies

What can I do with the degree?

Completing the Social Studies for Teaching (BS) prepares students to be a social studies teacher (5-12). In order to become a licensed teacher, however, students must complete a licensure program approved by the Minnesota Professional Educator Licensing and Standards Board (PELSB), formerly known as the Minnesota Board of Teaching. For more information and for a complete list of all licensure programs in Minnesota, visit PELSB's website.

Program accreditation

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

Enrolling in this program
Program requirements
Student licensure

Completing the Social Studies for Teaching major designed to meet state content standards for teachers is only part of the preparation for teaching this subject area effectively to middle school or high school youth. To earn a

Tier 3 Social Studies license (grades 5-12) to teach in Minnesota, among other requirements you must also meet state pedagogy standards by completing additional coursework in urban secondary education and student teaching at either the undergraduate or graduate level through the University's Urban Teacher Program in the School of Urban Education.Please note that the School of Urban Education has the responsibility for recommending students for licensure once they have met all state licensure requirements. For information about Urban Teacher Program admission requirements as well as urban secondary education coursework and student teaching required for licensure, please visit the Secondary Education Licensure page or contact the School of Urban Education at urban.education@metrostate.edu .

Studio Arts BA

The Bachelor of Arts in studio arts at Metro State University gives students the opportunity to cultivate their creativity while developing marketable skills.
A core curriculum in drawing, painting, and digitally-based arts is supplemented by other media and techniques, community-based internships, and coursework in related disciplines.
Under the guidance of accomplished arts faculty with national and international exhibition histories, students will prepare for graduate school and/or careers in the visual arts.

Enrolling in this program

Program eligibility requirements

To be eligible for acceptance to the Studio Arts major, students must submit a College of Liberal Arts Undergraduate Declaration form.

Studio Arts Minor

Since the beginning of human history, people have had a need to create images and objects. These impulses emerge for different reasons--communication, commerce, an act of devotion, necessity for utilitarian wares, personal expression, decoration, therapy, and so on.
Courses offered in studio arts allow students of various skill levels to examine the history of art and craft, sharpen critical thinking skills, and explore the possibilities of the sometimes instinctive and elusive creative process. To these ends, a minor is offered in studio arts.

Enrolling in this program

Technical communication emphasis, Professional Writing and Interaction Design BA

This major prepares students for a wide range of careers in professional writing and interaction design. It enables learners to write for professional and technical contexts and produce multimodal and intelligent content. In addition to completing a core curriculum, learners choose to specialize in one or more of these emphases: technical communication, science and medical writing, user experience design, and game design.

Technical Communication Emphasis:
The technical communication emphasis enables learners to write and produce multimodal and intelligent content for technical problem-solving. Learners write technical documentation and ensure that such documentation is usable, accessible, and compliant with regulations.

Other available emphases

Science and Medical Writing Emphasis:
The science and medical writing emphasis enables learners to produce content for science and medical writing situations in research, government, technology, and other contexts. Learners apply rhetorical theory to create effective science and medical writing deliverables for a variety of audiences. They analyze how power and knowledge iterate within science and medical writing.

User Experience Design Emphasis:
The user experience design emphasis enables learners to analyze, design, and evaluate the user experience of content. Learners use various methods and tools to analyze users and contexts and construct the user experience.

Game Design Emphasis:
The game design emphasis helps students produce interactive and static writing artifacts that showcase their ability to write creatively, technically, and consistently across complicated technological environments. Using principles and strategies utilized in the video game industry, this concentration allows students to create innovative game worlds; write compelling storylines, characters, and mechanics; create and maintain design documentation; and work with a variety of different team members and in a variety of different roles in a production team. Students who choose this emphasis do not need any prior programming knowledge.

Enrolling in this program

Technical Communication Minor

The technologies around us change rapidly and constantly, and the Technical Communication minor teaches students how to communicate about technology to a wide range of audiences, using print and online media.
The goal of the minor is to strengthen students' abilities to write about technology and to use technology to write. You will learn basic principles of editing, document design, and web design.
Students pursuing degrees in many areas (such as computer science, natural science, business, or liberal arts) may enhance their marketability due to the applied nature of the minor.
Graduates will be able to apply principles of audience analysis to technical communication situations; analyze and create a website that effectively communicates with its audience; and apply technical communication skills to all of their writing.

Enrolling in this program

Theater BA

The Theater Program is designed to provide students with an understanding of and critical appreciation for the basic elements of theater, including acting, directing and playwriting. This program does not emphasize specific tracks in theater, and among the hallmarks of the theater degree is an emphasis on students creating original work, allowing valuable insight into the creative process and its practical applications. Additionally, a study of the great traditions of theater and the development of skills can empower students toward their own clear and original voicea valuable asset in any profession. For this reason, the program encourages the integration of theater skills and theory within other disciplines and individual studies. Students are welcome to contact a theater program advisor to better focus this integration.
This program also values prior learning. Students at Metro State may continue to build upon previous learning experience in theater, in keeping with our tradition of alternate learning strategies.
A number of past and current students have worked professionally and semi-professionally in the theater for years and are now committed to an academic qualification.

Enrolling in this program

Program eligibility requirements

Twelve-fifteen credits need to be taken at a community college within the MinnState system.

Program requirements

It is strongly suggested that students meet with the program advisor in advance of the year they plan to begin the theater major so they can be aware of future production opportunities and other options.
The courses required for your specific program are listed in the course requirements section. Contact your advisor with questions concerning your degree plan. Students should work with theater faculty advisors to make sure that equivalent classes can count toward the major when transferring.

Theater Minor

Skills and insights acquired through the study of theater can be life enhancing. A Theater Minor can be focused beyond the basic requirements to provide for an individualized study, encouraging the integration of theater skills and tools within many other disciplines. Specifically, in the minor, students acquire a basic understanding of, and critical appreciation for, contemporary theater art. Additionally, an appreciation of the great traditions of the theater experience on and off stage, and studies in playwriting, acting, improvisation, directing, etc. can enhance creativity, aesthetic engagement, leadership and an increased ability to achieve across the curriculum,

empowering students toward effective communication and a clear, authentic "voice."
The theater minor is flexibly aimed at integration with other majors, but it may be supported by courses in: creative writing, screenwriting, studio arts, music, media studies, literature, and storytelling.

Enrolling in this program

User Experience Design emphasis, Professional Writing and Interaction Design BA

This major prepares students for a wide range of careers in professional writing and interaction design. It enables learners to write for professional and technical contexts and produce multimodal and intelligent content. In addition to completing a core curriculum, learners choose to specialize in one or more of these emphases: technical communication, science and medical writing, user experience design, and game design.

User Experience Design Emphasis:

The user experience design emphasis enables learners to analyze, design, and evaluate the user experience of content. Learners use various methods and tools to analyze users and contexts and construct the user experience.

Other available emphases

Technical Communication Emphasis:

The technical communication emphasis enables learners to write and produce multimodal and intelligent content for technical problem-solving. Learners write technical documentation and ensure that such documentation is usable, accessible, and compliant with regulations.

Science and Medical Writing Emphasis:

The science and medical writing emphasis enables learners to produce content for science and medical writing situations in research, government, technology, and other contexts. Learners apply rhetorical theory to create effective science and medical writing deliverables for a variety of audiences. They analyze how power and knowledge iterate within science and medical writing.

Game Design Emphasis:

The game design emphasis helps students produce interactive and static writing artifacts that showcase their ability to write creatively, technically, and consistently across complicated technological environments. Using principles and strategies utilized in the video game industry, this concentration allows students to create innovative game worlds; write compelling storylines, characters, and mechanics; create and maintain design documentation; and work with a variety of different team members and in a variety of different roles in a production team. Students who choose this emphasis do not need any prior programming knowledge.

Enrolling in this program

College of Nursing and Health Sciences

Dental Hygiene BSDH

This program provides associate degree dental hygienists from accredited institutions an opportunity to complete a Bachelor of Science in Dental Hygiene (BSDH) degree. All Dental Hygiene Department educational programs are based on academic excellence, and the values of community involvement, ethical conduct and social responsibility.
Completion of a baccalaureate degree provides dental hygienists with new and relevant employment opportunities as oral healthcare professionals. An important benefit may be broadening employment prospects in traditional and/or non-traditional work settings. Contemporary non-traditional work settings for dental hygienists may include:

- Educational roles
- Sales
- School-based programs
- Local, state or federal health programs
- Health care related project management
- Marketing
- Research

The dental hygiene baccalaureate completion program is designed to meet the professional and educational goals of dental hygienists. Offered on-line by dental hygiene educators, students can participate in advancing their education while maintaining employment. The program focuses on:

- Expanding dental hygiene knowledge and skills
- Deepening professional growth in the role as a community minded dental hygienist
- Expanding your opportunities in the workforce
- Preparing students who are interested in pursuing Metro State University's Master of Science in Advanced Dental Therapy graduate degree (MSADT) Baccalaureate degree is required for graduate education MSADT prerequisite course is offered in the BSDH degree completion program

Enrolling in this program

Program eligibility requirements

Metro State Universitys Dental Hygiene program is a degree completion program. Students admitted to our program are licensed dental hygienists or enrolled in an Associate of Science program leading to dental hygiene licensure through one of our community college partners. Admission is rolling and admitted students may enroll in courses in the next available term. Admitted students work closely with their academic advisor to meet university and major graduation requirements.
A clinical component is not essential to BSDH program completion.

Program requirements

The degree requirements for graduation with a Bachelor of Science in Dental Hygiene include:

- A minimum of 120 semester credits are needed for a Minnesota State granted baccalaureate degree. These credits will consist of:Transferable Associate Degree Dental Hygiene courseworkTransferable General Education Liberal Studies (GELS) coursesRequired Metro State University Dental Hygiene Major and GELS coursesRequired Metro State University Racial Issues Graduation Requirement courseworkMinimum of 30 credits completed at Metro State UniversityMinimum of 40 upper division credits
- View University wide graduation requirement information.

Courses

All dental hygiene courses utilize online learning strategies. Online coursework provides flexibility and convenience while completing your baccalaureate degree. Other required courses may be offered using online, hybrid or face-to-face formats.

Health Systems Studies BS

This program provides individuals holding a health related associate degree the opportunity to complete a baccalaureate degree, Bachelor of Science in Health Systems (BSHS).

The growing and complex healthcare environment creates exciting opportunities within the health care industry. Our innovative baccalaureate degree completion program prepares individuals for positions of increasing responsibility and greater opportunities in clinical practice, management and leadership, community health, program development, education, and product sales. Several current trends support the need for baccalaureate preparation by those working in health related fields including:

- Health care reforms and increasing access to care
- Complex delivery and payment systems
- Technological advances in health care
- Emerging discoveries and evidence-based best practices
- A well informed and health conscious public
- Changing demographic including an aging population with more complex health needs
- Increased diversity of our communities

This multi-disciplinary program helps students build careers in health promotion and disease prevention within complex health systems located within diverse communities. Building on foundations of the liberal arts, behavioral and life sciences, students in this program learn to effectively lead people and projects.

Program Overview

This Health Systems educational program is based on academic excellence, and the values of community involvement, service, and health equity. Completion of a baccalaureate degree provides new and relevant knowledge and skills to healthcare professionals. An important benefit may be broadening employment prospects in traditional and/or non-traditional work settings. Contemporary non-traditional work settings and roles may include:

- Product development or sales
- School or community-based health programs
- Local, state or federal health programs
- Health care related project management
- Health care management or leadership roles
- Health care insurers or payers
- Educational roles
- Research

The health systems baccalaureate completion program is designed to meet the professional and educational goals of individuals involved in some aspect of the health care field. Students determine the pace of their education, allowing flexibility in advancing the education while maintaining employment. The curriculum, in establishing content domain areas, provides opportunities for students to individualize the degree program. Students work with their academic advisor to select courses appropriate to meet the focus area requirements.
The program focuses on:

- Expanding project management knowledge and skills
- Deepening professional growth in the role as a community minded health professional
- Preparing students to work within diverse communities and teams
- Expanding team collaboration and communication skills
- Preparing for greater leadership opportunities.

Enrolling in this program

Program eligibility requirements

To be eligible for acceptance to program, the following must be completed:

- Approved admission to Metro State University.
- An official transcript indicating completion of an associate degree in a health-related field from a regionally accredited institution.
- A minimum cumulative grade point average (GPA) of 2.0. The GPA used for admission assessment is the cumulative GPA calculated from all coursework and evaluation of all transcripts.
- Completion of an official degree plan with an academic advisor.

Students complete the Undergraduate Program Declaration Form as part of the degree planning meeting.

Program requirements

The degree requirements for graduation with a Bachelor of Science in Health Systems include:

- A minimum of 120 semester credits are needed for a Minnesota State granted baccalaureate degree. These credits will consist of:
- Transferable Associate Degree coursework
- Transferable General Education Liberal Studies (GELS) courses
- Required Metro State University Health Science Major and GELS courses
- Required Metro State University Racial Issues Graduation Requirement coursework
- For more information, view the University wide graduation requirement information

Courses

The coursework within the Bachelor of Science in Health Systems may be organized in many different ways with several offered in different formats such as online or with a mix of online and in class meetings which provides flexibility and convenience while completing your baccalaureate degree.

Health-Related Degree Programs

This degree program builds upon an associate degree in a health-related field. There are many programs which offer degrees applicable for admission to this program including (but not limited to) associate degrees (AS) or (AAS) in the follow fields:

- Dental Assistant
- Emergency Medical Technician or Paramedic
- Exercise Science
- Health Information Management Technician
- Laboratory Technician
- Medical Assistant
- Medical Billing and Coding
- Medical Equipment Technician
- Medical Office Specialist
- Medical Sonography
- Nutrition Science
- Occupational Therapy Assistant
- Orthotics Technician
- Pharmacy Technician
- Phlebotomy Technician
- Physical Therapist Assistant

- Prosthetic Technician
- Radiologic Technology
- Respiratory Therapy

If you are interested in this program and have completed an associate degree in a health-related field that is not noted above, please contact the College of Nursing and Health Sciences Advising Center at cnhs.advising@metrostate.edu.

Nursing Prelicensure BSN

The Metro State University Prelicensure Bachelor of Science in Nursing program is a four-year undergraduate program that prepares graduates to provide holistic, person-centered care to individuals, families, and communities from diverse backgrounds. This Bachelor of Science in Nursing (BSN) program is based on a set of core competencies that graduates learn, through a variety of clinical experiences, to adapt to changing healthcare needs and advance health equity through interdisciplinary collaboration, civic engagement, self-care and life-long learning. Graduates of the program are eligible to take the national licensure exam (NCLEX-RN ®) and practice as a professional nurse.

Enrolling in this program

Program eligibility requirements

To be eligible for acceptance to the Prelicensure BSN major, students must complete/submit the following:

12. General admission to Metro State University, which requires submission of official transcripts from all post-secondary institutions attended;
13. Completion of the nine prerequisites (first and second semester curriculum listed on the Courses and Requirements Tab) with a 2.75 minimum GPA (WRIT 131, PSYC 100, MNTC GOAL AREA 3 SCIENCE, METRO 101 or MNTC GOAL AREA 6 COURSE, BIOL 221, BIOL 225, PSYC 311, MNTC GOAL AREA 1 INTERMEDIATE WRITING COURSE, WRIT 330);
14. Establish a minimum cumulative grade point average (GPA) of 2.75, calculated from all official transcripts.
15. Most current available version of the ATI TEAS Exam is required with minimum score of 58.7students can find more information about it at **TEAS Exam | Metro State University (metrostate.edu)**;
16. Submission of the Metro State University **Prelicensure BSN Application** by the deadline of August 21, 2026;
17. Third semester classes Pre-program requirements (listed on the Courses and Requirements Tab) must be completed prior to program start (BIOL 222, PHIL 321, COMM 372, NURS 220, HSCI 201).
18. Students must have a minimum GPA of 2.75 in both the first, second, and third semester prerequisite courses listed in the Prelicensure BSN Program course sequence to maintain eligibility for admission. Official transcripts will be used to calculate the GPA, and the most recent grades will be used. Each individual course must have at least a C grade. Applicants must also have a minimum

cumulative grade point average (GPA) of 2.75 to apply. Each individual course must have at least a C grade and the most recent grades will be used.

Application Information Packet
Applicants should review **program applicant polices**.

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 are eligible to take the NCLEX-RN® licensure examination and are eligible for registration as a Public Health Nurse in the state of Minnesota after becoming licensed as a registered nurse in the state.

Nursing RN to BSN

Join us at one of our monthly information sessions to learn more about the RN to BSN program.
This program is for registered nurses with an associate degree or a diploma in nursing who wish to complete a Bachelor of Science in Nursing.
The RN to BSN program admits registered nurses only and students are expected to maintain an active, unencumbered license to practice professional nursing in the United States throughout the program.
There are two cohort progression models: Online and Hybrid.

RN to BSN Online Cohorts

In online cohorts, all of the nursing courses are completely online, with the exception of the NURS 456P, Community Health Nursing Practicum, which includes some clinical experiences in the community along with the online content. That class occurs in the fourth semester of the cohort progression. Classes run for five consecutive semesters, including summers.

- 32 credits of nursing coursework
- Up to 24 non-nursing credits, if needed, to meet other graduation requirements such as general education
- Part-time progression (typically two courses per semester)
- Online cohorts begin in fall and spring semesters
- Prerequisites no longer required (Stat 201 is still a course prerequisite to NURS 335, which is held in the second semester of the progression)

RN to BSN Hybrid Cohorts

In hybrid cohorts, nursing classes combine online with face-to-face delivery. Classes with face to face content typically meet twice per month. Some

classes are completely online. NURS 456P, Community Health Nursing Practicum, includes some clinical experiences in the community along with the online content. That class occurs in the fourth semester of the cohort progression. Classes run for five consecutive semesters, including summers.

- 32 credits of nursing coursework
- Up to 24 non-nursing credits, if needed, to meet other graduation requirements such as general education
- Part-time progression (typically two courses per semester)
- Hybrid cohorts begin once per year in fall semesters
- Prerequisites no longer required (Stat 201 is still a course prerequisite to NURS 335, which is held in the second semester of the progression)

Program Highlights

- Program designed to provide flexibility for working adult students
- The BSN program is endorsed by the American Holistic Nursing Credentialing Corporation. Graduates waive the post-graduate practice and continuing education hours necessary to be eligible to take the holistic nursing certification exam.
- Graduates qualify for Public Health Nursing Registration in the State of Minnesota.

Program accreditation

The baccalaureate degree in nursing at Metro State University is accredited by the Commission on Collegiate Nursing Education, 655 K Street, NW, Suite 750, Washington, DC 20001, 202-887-6791.

Enrolling in this program

Program eligibility requirements

To be eligible for acceptance to the RN to BSN major, the following must be completed:

- Admission to Metro State University
- Evidence of active unencumbered registered nurse licensure in the United States
- An official transcript indicating completion of an associate degree or diploma in nursing from an accredited institution
- A minimum cumulative grade point average (GPA) of 2.5 and a grade of at least a C in all previous nursing courses
- The GPA used for admission assessment is the cumulative GPA calculated from all coursework and evaluation of all transcripts
- Students must complete an official degree plan with their academic advisor which will include discussion about placement in an RN to BSN cohort

Program requirements

Pre-practicum requirements

All students must meet all pre-practicum requirements prior to starting their Practicum in Community Health and 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 Bachelor of Science in nursing program are eligible for registration as a Public Health Nurse in the state of Minnesota.

College of Sciences

Applied Statistics Minor

Since our world is becoming more quantitative and data-focused, job opportunities in statistics are plentiful and projected to increase worldwide. The applied statistics minor will provide students with knowledge and skills needed for a future career involving data evaluation and data analysis. The applied statistics minor offers students a program of study in core areas of statistics with an emphasis on applications. This minor is designed to complement other majors where additional statistical knowledge is beneficial.

Graduates will be able to apply statistical methods to design of experiments, data management, and data analysis.

Enrolling in this program

Program eligibility requirements

Students interested in pursuing the Applied Statistics Minor must submit the online Undergraduate Program Change or Declaration eForm. Transfer coursework equivalency is determined by the Mathematics and Statistics Department.

Program requirements

Students are required to complete at least 13 credit-hours of the Applied Statistics Minor at Metro State University. Students must include at least 8 credits in the Applied Statistics Minor that is not counted as part of their major or any other minor. Work with your academic advisor to assure both major and minor requirements are met when planning out your course load every semester towards graduation. All prerequisite and required courses must be completed with grades of C- or above.

Biochemistry BS

Biochemistry encompasses both biology and chemistry. Biochemists focus on the molecular aspects of living organisms, particularly the structures, functions, and interactions of biological macromolecules (proteins, nucleic acids, lipids, and carbohydrates). The biochemistry major provides strong foundation in experimental design, literature research, critical thinking, and analytical reasoning skills. Students will learn the tools and concepts necessary to prepare them for graduate study in biochemistry, industry employment, and professional programs in the healthcare field.

Enrolling in this program

Program eligibility requirements

Students expressing interest in the Biochemistry Bachelor of Science (BS) major when they apply for admission to the university will be assigned an academic advisor in the Natural Sciences Department and will be given premajor status.

To be eligible for acceptance to the Biochemistry BS major, students must submit an Undergraduate Program Change or Declaration eForm when the following is completed:

- Prerequisite and Premajor Foundation Courses of BIOL 111 General Biology I, CHEM 111 General Chemistry I, CHEM 112 General Chemistry II

All prerequisite and required courses must be completed with grades of C- or above. Transfer coursework equivalency is determined by the Natural Sciences Department.

Program requirements

In addition to the overall graduation requirements, the Bachelor of Science Biochemistry major requires each student complete 70 credits in the major, including 25 upper division major credits. All prerequisite and required courses must be completed with grades of C- or above. Transfer coursework equivalency is determined by the Natural Sciences Department. Each foundation science course must include at least one credit of professionally supervised laboratory experience with standard undergraduate laboratory equipment and materials. Lower-division (100- and 200-level) courses cannot be used to fulfill core or elective requirements of the major.

Biology BA

Biology is the study of life, from the simplest cells to the most complex ecosystems. When you study biology you develop an understanding of your own life and an appreciation for your connection to the natural world. The biology major provides students with scientific knowledge, laboratory skills, research experience, and intellectual training in analytical and quantitative reasoning.

A biology degree helps open the door to a wide range of fields including health care, food science, public health, biotechnology, conservation and natural resource management Biology graduates may choose to continue on to professional and graduate programs in health care, research and education.

The Bachelor of Arts in Biology offers students a comprehensive introduction to the biological sciences followed by advanced study in at least one area of individual interest. The program emphasizes the development of transferable liberal arts skills and includes the flexibility for students to pursue their own academic interests as part of their degree program.

Enrolling in this program

Program eligibility requirements

Students expressing interest in the Biology Bachelor of Arts (BA) major when they apply for admission to the university will be assigned an academic advisor in the Natural Sciences Department and will be given premajor status.

To be eligible for acceptance to the Biology BA major, students must submit an Undergraduate Program Change or Declaration eForm when the Prerequisite and Pre-major Foundation courses are completed.

All prerequisite and required courses must be completed with grades of C- or above. Transfer coursework equivalency is determined by the Natural Sciences Department.

Program requirements

In addition to the overall graduation requirements, the Bachelor of Arts Biology major requires each student complete 57 credits in the major, including 25 upper division major credits. All prerequisite and required courses must be completed with grades of C- or above. Transfer coursework equivalency is determined by the Natural Sciences Department. Each foundation science course must include at least one credit of professionally supervised laboratory experience with standard undergraduate laboratory equipment and materials. Lower-division (100- and 200-level) courses cannot be used to fulfill core or elective requirements of the major.

Biology BS

Biology is the study of life, from the simplest cells to the most complex ecosystems. When you study biology you develop an understanding of your own life and an appreciation for your connection to the natural world. A Bachelor of Science in Biology degree helps open the door to a range of career fields including health care, food science, public health, biotechnology, conservation and natural resource management.

The BS in Biology offers students a comprehensive introduction to the biological sciences with a strong foundation in mathematics and the physical sciences, followed by advanced study in at least one area of student interest. BS in Biology graduates may choose to continue on to professional and graduate programs in health care, research and education. The biology major provides students with scientific knowledge, laboratory skills, research experience and intellectual training in analytical and quantitative reasoning. Possible career titles with a bachelors degree in biology include Biochemist, Biological Technician, Environmental Scientist, Health Services Manager, Pharmaceutical Sales, and Food Scientist. A Biology BS major, plus a Health, Humanities, and Community minor is a recommended pathway for students considering careers in professional healthcare programs (medical school, dental school, pharmacy, physicians assistant programs, veterinary school). Biology BS graduates are well positioned for laboratory jobs in life sciences

companies and government laboratories around the Twin Cities. Biology BS majors may consider going to graduate school in life sciences programs for a master's or PhD degree.

Enrolling in this program

Program eligibility requirements

Students expressing interest in the Biology BS major when they apply for admission to the university will be assigned an academic advisor in the Natural Sciences Department and will be given pre-major status.
To be eligible for acceptance to the Biology BS major, students must submit an Undergraduate Program Change or Declaration eForm when the prerequisite and pre-major foundation courses are completed.
All prerequisite and required courses must be completed with grades of C- or above. Transfer coursework equivalency is determined by the Natural Sciences Department.

Program requirements

In addition to the overall graduation requirements, the Bachelor of Science Biology major requires each student complete 68 credits in the major, including 25 upper division major credits. All prerequisite and required courses must be completed with grades of C- or above. Transfer coursework equivalency is determined by the Natural Sciences Department. Each foundation science course must include at least one credit of professionally supervised laboratory experience with standard undergraduate laboratory equipment and materials. Lower-division (100- and 200-level) courses cannot be used to fulfill core or elective requirements of the major.

Biology Minor

The biology minor offers students a strong foundation in modern biological science to complement their major. The minor includes coursework in biology, chemistry and mathematics, with one semester of advanced study in an area of student interest.

Enrolling in this program

Program eligibility requirements

o be eligible for acceptance to the Biology minor, students must submit a Undergraduate Program Change or Declaration eForm when the following is completed:

- Prerequisite math course and core courses of BIOL 111 General Biology I, BIOL 112 General Biology II, CHEM 111 General Chemistry I, CHEM 112 General Chemistry II

All prerequisite and required courses must be completed with grades of C- or above. Transfer coursework equivalency is determined by the Natural Sciences Department.

Program requirements

Each core science course must include at least one semester credit of professionally supervised on-ground laboratory experience with standard undergraduate laboratory equipment and materials. Lower-division (100- and 200-level) courses cannot be used to fulfill upper division core or elective requirements in the minor.

Each student must complete 25 credits in the major including at least 5 upper division credits and at least 10 credits from Metro State University. A student must include at least 5-credits of coursework in the biology minor that is not counted as part of their major or other minor. Work with your academic advisor to assure both major and minor requirements are met when planning out your course load every semester toward graduation.All prerequisite and required courses must be completed with grades of C- or above.

Chemistry BS

Chemistry is the study of the energetics, composition, properties, structure and reactions of matter. A student earning a B.S. Chemistry degree will learn to think creatively, to analyze data, to utilize instrumentation, and to understand human interaction with the material world from multiple perspectives. The chemistry major provides students with a broad introduction to the discipline of chemistry combined with detailed exploration of at least one area of interest.

The chemistry major prepares students to apply scientific methodology to solve chemical problems, to relate chemistry to their daily life and environment, to think critically and quantitatively, and to understand the experimental methods, techniques and instrumentation used in chemistry. Earning a B.S. degree in chemistry can be a natural pathway to a wide variety of career choices. Some of these career options are lab intensive positions such as research, analytical and product chemists. Others options that are outside of the typical lab oriented positions would be careers in sales, marketing and management. The B.S. chemistry degree can also be a stepping stone towards careers that require more advanced degrees such as teaching chemistry at a university level, medicine, law, pharmacy or dentistry.

Enrolling in this program

Program eligibility requirements

Students expressing interest in the Chemistry BS major when they apply for admission to the university will be assigned an academic advisor in the Natural Sciences Department and will be given premajor status

To be eligible for acceptance to the Chemistry BS major, students must submit an Undergraduate Program Change or Declaration eForm when the following is completed:

- Prerequisites and Premajor Foundation courses of CHEM 111 General Chemistry I, CHEM 112 General Chemistry II

All prerequisite and required courses must be completed with grades of C- or above. Transfer coursework equivalency is determined by the Natural Sciences Department.

Program requirements

In addition to the overall graduation requirements, the Bachelor of Science Chemistry major requires each student complete 64 credits in the major, including 25 upper division major credits. All prerequisite and required courses must be completed with grades of C- or above. Transfer coursework equivalency is determined by the Natural Sciences Department. Each foundation science course must include at least one credit of professionally supervised laboratory experience with standard undergraduate laboratory equipment and materials. Lower-division (100- and 200-level) courses cannot be used to fulfill core or elective requirements of the major.

Chemistry Minor

The chemistry minor provides students with a broad introduction to the discipline of chemistry combined with detailed exploration of at least one area of interest. The chemistry minor complements other majors where additional chemistry knowledge is of benefit. The chemistry minor prepares students to apply scientific methodology to solve chemical problems, to relate chemistry to their daily life and environment, to think critically and quantitatively, and to understand the experimental methods, techniques and instrumentation used in chemistry.

Enrolling in this program

Program eligibility requirements

To be eligible for acceptance to the Chemistry minor, students must submit an Undergraduate Program Change or Declaration eForm once they have successfully completed 15 credits of the core courses. Each core science course must include at least one semester credit of professionally supervised on-ground laboratory experience with standard undergraduate laboratory equipment and materials. Lower-division (100- and 200-level) courses cannot be used to fulfill upper division core or elective requirements in the minor. All prerequisite and required courses must be completed with grades of C- or above. Transfer coursework equivalency is determined by the Natural Sciences Department.

Program requirements

Each student must complete 23 credits in the minor including at least 10 upper division credits and at least 10 credits from Metro State University. A student must include at least 5-credits of coursework in the chemistry minor that is not counted as part of their major or other minor. Work with your

academic advisor to assure both major and minor requirements are met when planning out your course load every semester toward graduation. All prerequisite and required courses must be completed with grades of C- or above.

Computer Forensics BAS

The Bachelor of Applied Science in Computer Forensics is a four-year, 120-credit program offered through the Computer Science and Cybersecurity department. A computer forensics degree prepares students with knowledge in computer and digital incident investigation, eDiscovery, network and mobile forensics, legal and ethical issues in computing, and computer and privacy laws.

Bachelor of Applied Science in Computer Forensics graduates will work in computer technology and related fields in supporting companies and organizations to protect their interests or in helping law firms and legal organizations to deal with civil litigations and internal disputes/arbitrations. Graduates with a bachelor of science in computer security or forensics can also assist law enforcement to fight against cyber terrorism and crimes.

Enrolling in this program

Program eligibility requirements

Students expressing interest in the Computer Forensics Bachelor of Applied Science when they apply for admission to the university will be assigned an academic advisor in the College of Sciences and will be given a pre-major status. Official admission to this major program and review of prior course credentials is done directly through the Computer Science and Cybersecurity (CSC) Department.

To be eligible for acceptance to the Computer Forensics major, students must submit an Undergraduate Program Change or Declaration eForm when the following is completed:

- Minimum cumulative GPA of 2.5 for CFS 262, CFS 264 and CFS 280 or transfer equivalents
- Successful completion of General Education Goal I Writing Requirement
- Complete each of the pre-major foundation courses with a grade of C - or better

Students who do not meet the requirements above or are on academic probation will not be accepted to the major. Students who are not accepted to the major will not be allowed to take advanced courses in the discipline. All prerequisite and required courses must be completed with grades of C- or above. Transfer coursework equivalency is determined by the Computer Science and Cybersecurity Department.

Program requirements

Guidelines for completing the Computer Forensics major

Students are strongly encouraged to complete the pre-major foundation courses as part of an Associate of Science (AS) or an Associate of Applied

Science (AAS) degree program in a field such as System Administration, Networking Administration, Database Administration, or Computer Forensics at a community or technical college (Note: Premajor Foundation (26 credits) and Computing Fundamental Courses (16 credits) are waived for those who earned either an AS or an AAS in Computer/Digital Forensics). Alternatively, students could start the program as freshmen at Metro State University and take these classes with the intent to declare a major in Computer Forensics.

- Students expressing interest in the Computer Forensics BAS when they apply for admission to the university will be assigned an academic advisor in the College of Sciences and will be given a pre-major status.
- In order to declare a major, students should reference the program eligibility requirements noted in this catalog on the previous page and also noted on a students Degree Audit Report (DARs).
- All courses for the major must be completed with a grade of C - or better.
- A minimum of 16 semester credits of major requirements must be completed at Metro State. At least 24 credits of coursework must be completed at the upper division level.
- Students are responsible to both be aware of and abide by prerequisites for CFS, CYBR, and ICS courses for which they enroll, or will be administratively dropped from a course if they have not met prerequisites.
- Transfer coursework equivalency is determined by the Computer Science and Cybersecurity (CSC) Department and additional guidelines are noted below.

Computer Forensics Certificate

The computer forensics certificate is a 24 credit program that is designed for students who have already earned a bachelor's degree and would like to re-shape their skills and knowledge in the field of computer forensics that prepares students with knowledge in computer forensics, digital incident investigation, cyberspace ethics, and computer laws.

Enrolling in this program

Program eligibility requirements

To be eligible for acceptance to the Computer Forensics Post-baccalaureate certificate, students must submit an Undergraduate Program Change or Declaration eForm when the following has been completed:

- A bachelors degree earned from a regionally accredited college/university with a GPA of 2.5 or better.

Official admission to this program and review of prior course credentials is done directly through the Computer Science and Cybersecurity (CSC) Department with the approval from the coordinator of the program. Students without a bachelor's degree are not eligible for admission for this certificate but advised to pursue the major or minor in Computer Forensics.

Program requirements

Each student must complete 24 credits in the certificate program including at least 12 upper division credits and at least 10 credits earned from Metro State University. No course cannot be used twice in the program. However, students are allowed to have up to 8 credits overlapped with their current major or transferred from their previously completed major or minors. All required and elective courses applied to the program must be completed with a grade of C - or above. For further details, reference the General Guidelines section below.

Computer Forensics Minor

This minor program is a 24-credit program that prepares students with knowledge in computer forensics, digital incident investigation, cyberspace ethics, and computer laws.

Enrolling in this program

Program eligibility requirements

To be eligible for acceptance to the Computer Forensics minor, students must submit an Undergraduate Program Change or Declaration eForm when the following requirements are met:

- Currently enrolled in the university with a specific major program
- 30 earned college credits with a GPA of 2.5 or better

All required and elective courses must be completed with a grade of C - or above. Transfer coursework equivalency is determined by the Computer Science and Cybersecurity Department.

Program requirements

Each student must complete 24 credits in the minor including at least 12 upper division credits and at least 10 credits earned from Metro State University. Students are allowed to have up to 8 credits overlapped with their current or previously completed majors or minors. Please work with your academic advisor to assure both your major and minor requirements are met when planning out your course load every semester toward graduation. All required and elective courses must be completed with a grade of C- or above. For further details on prerequisites, reference the General Guidelines section below.

Computer Information Technology BS

Metro State's Computer Information Technology (CIT) major prepares students to be information technology professionals. This major provides a foundation of both theoretical and practical knowledge in the many aspects of information sciences and technology.

Coursework develops analytical and problem-solving skills and is complemented by hands-on lab work in Metro State's computer labs. A minimum of 20 semester credits of major requirements must be completed

at Metro State toward earning a bachelors degree in computer information technology.
A bachelors degree in computer information technology enables students to become developers, designers, or information technology specialists who can deploy appropriate technology to solve problems in businesses and organizations.
Individuals with strong backgrounds of technical and analytical skills, effective communication abilities, and project development knowledge are in demand as the information needs of the world continue to grow. CIT majors can go on to pursue careers as Web analysts, systems analysts, computer support analysts, database designers and analysts, technical managers, and application programmers.
The computer information technology degree program also provides preparation for graduate studies in information technology, information systems, and business.

Enrolling in this program

Program eligibility requirements

Students interested in the Computer Information Technology Bachelor of Science degree will be given premajor status when admitted to the university. They will be assigned an academic advisor in the College of Sciences.
For acceptance into the Computer Information Technology major, students must submit the Undergraduate Program Change or Declaration eForm when the following conditions are met:

- have a minimum GPA of 2.5 for ICS 141 and MATH 215 or transfer equivalents; for GPA calculations, a passing grade in courses taken under the pass/fail grading option is equivalent to a C-;
- have a grade of C- or higher for all major prerequisites;
- complete the General Education Goal I Writing Requirement; and
- demonstrate competency in the Java programming language either by coursework (e.g., ICS 141) or passing a Java competency exam.

Students in premajor status are unable to take any 400-level major courses. Official acceptance into this major program and the review of transfer coursework equivalency and qualifications are done through the Computer Science and Cybersecurity (CSC) Department.

Program requirements

Requirements for completing the Computer Information Technology major

- All newly admitted students will be assigned academic advisors and are placed in pre-major status until they have met the program eligibility requirements. The Undergraduate Program Change or Declaration eForm must be submitted for a student to be considered for acceptance into the major.
- All courses in the major must be completed with a grade of C- or better.

- The pass/fail grading option is not allowed for required major courses.
- At least 16 credits of major requirements must be completed at Metro State University.
- At least 28 credits of upper-division (i.e., 300-level, or higher) coursework must be completed in the major.
- Read and understand the guidelines for transfer courses and prerequisites as listed in the General Guidelines section.

Computer Science BS

The computer science major provides a firm foundation in computing principles, the development of effective problem-solving and mathematical skills, and the systematic application of theory to the design and development of software. Metro States computer science program, available on campus in Minnesota and online, also provides preparation for graduate school in computer science. A minimum of 16 semester credits of major requirements must be completed at Metro State to earn a Bachelor of Science in Computer Science.

Computer science is the study of systematic approaches for the design and development of application systems that support the functioning of core industries and services and the theory that underpins these techniques. The theoretical issues range from algorithms and data structures that can be readily applied to far more abstract questions such as what is computable and the fundamental questions regarding computing efficiency. The field also studies the software and hardware approaches for the design of computer systems.

Computer science degree career prospects

According to the U.S. Department of Labor, the computer science field is expected to experience exceptional growth, with rates that are projected to exceed all other occupational categories. Most graduates of the program are successfully employed in the industry, and some Metro State computer science program undergraduates have gone on to master's and PhD programs at well-known graduate schools in the country.

Program Educational Objectives

The computer science program is designed to help graduates achieve the following career and professional objectives. Graduates will:

- Have the flexibility, versatility and problem-solving skills that can be applied to any problem domain, so they will be productively employed in the computing field in roles such as Computer Programmer, Software Developer, Software Engineer, and Software Systems Analyst
- Be successfully employed and accepted into well-established graduate schools
- Have strong writing and presentation skills
- Have a sense of societal and ethical responsibility in professional endeavors

Enrolling in this program

Program eligibility requirements

Students interested in the Computer Science Bachelor of Science degree will be given premajor status when admitted to the university. They will be assigned an academic advisor in the College of Sciences.
For acceptance into the Computer Science major, students must submit the Undergraduate Program Change or Declaration eForm when the following conditions are met:

- have a minimum GPA of 2.5 for ICS 141, ICS 240, and MATH 215 or transfer equivalents; for GPA calculations, a passing grade in courses taken under the pass/fail grading option is equivalent to a C-;
- have a grade of C- or higher for all major prerequisites;
- complete the General Education Goal I Writing Requirement; and
- demonstrate competency in the Java programming language either by coursework (e.g., ICS 141) or passing a Java competency exam.

Students in premajor status are unable to take any 400-level major courses. Official acceptance into this major program and the review of transfer coursework equivalency and qualifications are done through the Computer Science and Cybersecurity (CSC) Department.

Program requirements

Requirements for completing the Computer Science major

- All newly admitted students will be assigned academic advisors and are placed in premajor status until they have met the program eligibility requirements. The Undergraduate Program Change or Declaration eForm must be submitted for a student to be considered for acceptance into the major.
- All courses in the major must be completed with a grade of C- or better.
- The pass/fail grading option is not allowed for required major courses;
- At least 16 credits of major requirements must be completed at Metro State University.
- At least 32 credits of upper-division (i.e., 300-level, or higher) coursework must be completed in the major.
- Read and understand the guidelines for transfer courses and prerequisites as listed in the General Guidelines section.

Cybersecurity BS

Students completing the Bachelor of Science in Cybersecurity degree program on campus in Minnesota or online will learn to assess the security needs of computer and network systems, recommend safeguard solutions to prevent unwanted security breaches, and manage the implementation of security devices, systems and procedures. The cyber security program emphasizes lab-based courses designed to provide students with the conceptual and technical background necessary to secure jobs in cybersecurity and related areas.

Learn more about the accelerated combined (BS + MS) degree in Cybersecurity Operations.
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.

Career Prospects

Cybersecurity is in very high demand as a career field, with the projected number of jobs growing 28% over the next decade. The starting salary for well-qualified cybersecurity bachelors degree graduates approaches $100,000/year.
Potential cybersecurity career titles include Security Auditor/Manager, Security Administrator, Security Analyst/Architect/Engineer, Penetration Tester, Vulnerability Assessor, Incident Responder, and Secure Software Developer.

Program Educational Objectives

The cybersecurity degree program in Minnesota and online is designed to help graduates achieve the following career and professional objectives. Graduates will:

19. Contribute to their communities and societies in the area of cybersecurity and demonstrate an understanding of contemporary security issues, both technological and societal
20. Advance their careers through the application of their cybersecurity knowledge
21. Work effectively as team members and demonstrating ethical and responsible behaviors
22. Apply cybersecurity methods and concepts to the general area of their bachelors degree in cybersecurity
23. Maintain skills through continuing professional development and life-long learning

Curriculum Structure

The Bachelor of Science in Cybersecurity consists of 70 credits, of which 30 credits are prerequisites taken prior to declaring the major, 32 credits are required core courses, 4 credits of elective courses from a selected list, and 4 credits are from a senior capstone project or a cyber-residency program. Students must complete a minimum of 20 credit hours of their major required courses and/or major electives at Metro State University. In addition, students must complete at least 30 credits at Metro State University in order to graduate.

Enrolling in this program

Program eligibility requirements

Upon admission to the university, students intending to pursue a Bachelor of Science in Cybersecurity will be granted pre-major status and assigned an academic advisor from the College of Sciences.
To be formally accepted into the Cybersecurity major, students must submit an Undergraduate Program Change or Declaration eForm after meeting the following criteria:

- Achieve a minimum cumulative GPA of 2.5 in ICS 265 and MATH 215, or their approved transfer equivalents;
- Earn a grade of C- or higher in all major prerequisite courses. The pass/fail grading option is not allowed for required major courses;
- Successfully complete the General Education Goal I Writing Requirement; and
- Demonstrate competency in the C programming language, either through relevant coursework (e.g., ICS 265) or by passing a departmental C Programming Competency Exam.

Students with pre-major status are not eligible to enroll in 400-level courses within the Cybersecurity major. The Computer Science and Cybersecurity (CSC) Department is responsible for the official admission of students into the major, as well as the evaluation of transfer coursework for equivalency and eligibility.

Program requirements

Guidelines for completing the Cybersecurity BS

- **Pre-Major Status and Advising**: All newly admitted students will be assigned an academic advisor and granted pre-major status. Students remain in this status until they have fulfilled the programs eligibility requirements. To be considered for formal admission into the major, students must submit the Undergraduate Program Declaration Form.
- **Academic Standards**: All courses required for the major must be completed with a grade of C- or higher. In addition, students must achieve a minimum cumulative GPA of 2.5 in ICS 265 and MATH 215, or their approved transfer equivalents.
- **Residency Requirement**: A minimum of 16 credits applicable to the major must be completed at Metro State University.
- **Upper-Division Coursework**: The major requires at least 28 credits of upper-division coursework (i.e., courses numbered 300-level or above).
- **Transfer Credit and Prerequisites**: Students are expected to read and understand the policies regarding transfer coursework and course prerequisites, as outlined in the *General Guidelines* section.

Cybersecurity Certificate

Cybersecurity is a computing-based field that prepares individuals for careers in securing computer systems. It is an interdisciplinary course of study, including instruction in information technology and assurance, computer

architecture, programming and systems analysis; cryptography; security system design; applicable law and regulations; risk assessment and policy analysis; contingency planning; investigation techniques; and troubleshooting, often in the context of adversaries.
Learn more about the accelerated combined (BS + MS) degree in Cybersecurity Operations
Metro State's Cybersecurity Certificate is a 24-credit program intended for students who have already graduated with an earned bachelor's degree and would like to reshape their skills and knowledge in the field of cybersecurity. Students without a bachelor's degree in any field are not eligible for pursuing this certificate. The certificate consists of course work designed to develop analytical and problem-solving skills and provide students with both the theoretical and technical backgrounds along with the necessary practical experiences to secure challenging jobs in the field of cybersecurity. The major goal of the cybersecurity certificate is to prepare students with the necessary skills to enter into the cybersecurity workforce by demonstrating an in-depth understanding of contemporary technological and societal issues related to cybersecurity and to be able to contribute to the community at large in a responsible and ethical manner.
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.

Prospects
Cybersecurity is in very high demand as a career field, with the projected number of jobs growing 28% over the next decade and starting salaries for well-qualified BS graduates approaching $100,000/year.

Potential cybersecurity career titles include Security Auditor/Manager, Security Administrator, Security Analyst/Architect/Engineer, Penetration

Tester, Vulnerability Assessor, Incident Responder, and Secure Software Developer.

Enrolling in this program

Program eligibility requirements

Students interested in pursuing a Cybersecurity Certificate are encouraged to consult with their assigned academic advisor to confirm eligibility and develop an appropriate academic plan. To be considered for admission to the certificate program, students must submit an Undergraduate Program Change or Declaration eForm after meeting the following criteria:

- Completion of a bachelors degree in any discipline from a regionally accredited college or university with a cumulative GPA of 2.5 or higher.

Formal acceptance into the certificate program, along with the evaluation of transfer coursework and eligibility, is conducted by the Department of Computer Science and Cybersecurity (CSC).

Program requirements

Guidelines for completing the Cybersecurity Certificate

The Cybersecurity Certificate is intended for individuals who have already earned a bachelors degree and seek to enhance their expertise and professional competencies in the field of cybersecurity. Applicants who have not completed a bachelors degree are not eligible for admission to this program.

Students are encouraged to consult with their assigned academic advisor to determine eligibility and to ensure proper planning. To declare the Cybersecurity Minor, students should review the program eligibility requirements outlined in this catalog or refer to their Degree Audit Report System (DARS).

To successfully complete the certificate, the following requirements must be met:

- A minimum grade of C- is required in all courses applied toward the minor. The pass/fail grading option is not allowed for required minor courses.
- At least 12 upper-division credits within the certificate must be completed at Metro State University.
- Students should review and adhere to the guidelines regarding transfer credits and prerequisites, as detailed in the General Guidelines section.

Cybersecurity Minor

Cybersecurity is a computing-based field that prepares individuals for careers in securing computer systems. It is an interdisciplinary course of study, including instruction in information technology and assurance, computer architecture, programming and systems analysis; cryptography; security system design; applicable law and regulations; risk assessment and policy

analysis; contingency planning; investigation techniques; and troubleshooting, often in the context of adversaries.
Learn more about the accelerated combined (BS + MS) degree in Cybersecurity Operations
Metro State's Cybersecurity Minor is a 24 semester credit program primarily intended for students majoring in Computer Science (CS), Computer Information Technology (CIT), or Computer Forensics (CFS). The minor consists of course work designed to develop analytical and problem-solving skills and provide students with both the theoretical and technical backgrounds along with the necessary practical experiences to secure challenging jobs in the field of cybersecurity.
The major goal of the minor is to prepare students with the necessary skills to enter into the cybersecurity workforce by demonstrating an in-depth understanding of contemporary technological and societal issues related to cybersecurity and to be able to contribute to the community at large in a responsible and ethical manner.
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.

Prospects

Cybersecurity is in very high demand as a career field, with the projected number of jobs growing 28% over the next decade and starting salaries for well-qualified BS graduates approaching $100,000/year.

Potential cybersecurity career titles include Security Auditor/Manager, Security Administrator, Security Analyst/Architect/Engineer, Penetration Tester, Vulnerability Assessor, Incident Responder, and Secure Software Developer.

Enrolling in this program

Program eligibility requirements

Students interested in pursuing a minor in Cybersecurity are encouraged to consult with their assigned academic advisor to assess their eligibility. To be considered for admission to the Cybersecurity minor, students must submit an Undergraduate Program Change or Declaration eForm after meeting the following criteria:

- Active enrollment at the university with a declared major;
- Successful completion of the General Education Goal I Writing Requirement; and
- A minimum of 30 earned college credits with a cumulative GPA of 2.5 or higher.

Formal acceptance into the minor, along with the evaluation of transfer coursework and eligibility, is conducted by the Department of Computer Science and Cybersecurity (CSC).

Program requirements

Guidelines for completing the Cybersecurity Minor

The Cybersecurity Minor is designed primarily for students majoring in Computer Science (CS), Computer Information Technology (CIT), or Computer Forensics (CFS) who seek to pursue dynamic and competitive careers in cybersecurity.

Students are encouraged to consult with their assigned academic advisor to determine eligibility and to ensure proper planning. To declare the Cybersecurity Minor, students should review the program eligibility requirements outlined in this catalog or refer to their Degree Audit Report System (DARS).

To complete the minor, the following conditions must be met:

- A minimum grade of C- is required in all courses applied toward the minor. The pass/fail grading option is not allowed for required minor courses;
- At least 12 upper-division credits within the minor must be completed at Metro State University.
- Students should review and adhere to the guidelines regarding transfer credits and prerequisites, as detailed in the General Guidelines section.

Data Science BS

The Data Science Bachelor of Science degree offers students skills and knowledge in advanced analytics, data mining, business analytics, and statistics for generating meaningful insights and developing data-centric strategies essential for industry. Students seeking a Data Science bachelors degree are part of a multi-disciplinary program integrating coursework in four areas: statistics, mathematics, computer science, and management. Students graduating with the Data Science BS degree should be prepared to interact with data at all stages of an investigation and will possess the oral

and written communication skills to work effectively within a team environment.

Enrolling in this program

Program eligibility requirements

Students expressing interest in the Data Science Bachelor of Science when they apply for admission to the university will be assigned a faculty advisor in the Department of Mathematics & Statistics and will be given premajor status.
Students interested in pursuing the Data Science BS should take the following steps:
1. Speak with a faculty member in the Mathematics & Statistics Department or contact the Chair of the department (math@metrostate.edu) to learn more about the Data Science BS.
2. Complete the following Premajor Foundation Courses:

- Take STAT 201 Statistics I, ICS 140 Introduction to Computational Thinking with Programming, and MATH 215 Discrete Mathematics
- Attain grades of C- or higher and a cumulative GPA of 2.5 or higher in the above courses.

3. Declare the Data Science BS using the online Undergraduate Program Change or Declaration eForm**.**
Transfer coursework equivalency is determined by the Mathematics and Statistics Department.

Program requirements

Students must complete premajor courses with grades C- or higher and with a cumulative GPA of 2.50 or higher to be admitted into the program.Students must complete a minimum of 20 credits in the program at Metro State University. Take note of prerequisites prior to registering for courses.

Electronic Discovery Certificate

Metro State's Electronic Discovery Certificate is a 20-credit program intended for students who have already graduated with an earned bachelor's degree and would like to reshape their skills and knowledge in the field of electronic discovery, or also known as e-discovery. Students without a bachelor's degree in any field are not eligible for pursuing this certificate.

The Electronic Discovery certificate prepares working professionals with knowledge in digital evidence recovery, including assisted review, predictive coding, and digital litigation support. This certificate is beneficial but not limited to the students who earned degrees and work in the areas of Accounting, Criminal Justice, Finance, Health System Studies, Human Resource Management, Human Services, Human Services Leadership, and Administration.

Enrolling in this program

Program eligibility requirements

To be eligible for acceptance to the Electronic Discovery certificate, students must meet at least one of the following requirements 1) An earned bachelor degree; 2) An earned two year degree; 3) 30 earned college credits with a GPA of 2.5 or better. All prerequisite and required courses must be completed with a grade of C - or better. Transfer coursework equivalency is determined by the Computer Science and Cybersecurity Department.

Program requirements

Each student must complete 20 credits for the certificate including at least 12 upper division credits and at least 10 credits earned from Metro State University. Students are allowed to have up to 8 credits overlapped with their current or previously completed majors or minors within the university or from other institutions. Please work with your academic advisor for having a suitable study plan. All prerequisite and required courses must be completed with a grade of C - or better.

Electronic Discovery Minor

This minor program is a 20-credit program that prepares students with knowledge in electronic discovery, including assisted review, predictive coding, and digital litigation support. This minor is beneficial but not limited to the students who are studying the majors in Accounting, Criminal Justice, Finance, Health System Studies, Human Resource Management, Human Services, Human Services Leadership and Administration.

Enrolling in this program

Program eligibility requirements

To be eligible for acceptance to the Electronic Discovery minor, students must submit an Undergraduate Program Change or Declaration eForm when the following conditions are satisfied:
1) Currently enrolled in the university with a specific major program
2) 30 earned college credits with a GPA of 2.5 or better

All prerequisite and required courses must be completed with a grade of C- or better. Transfer coursework equivalency is determined by the Computer Science and Cybersecurity Department.

Program requirements

Each student must complete 20 credits in the minor including at least 12 upper division credits and at least 10 credits earned from Metro State University. Students are allowed to have up to 8 credits overlapped with their current or previously completed majors or minors. Please work with your academic advisor to assure both your major and minor requirements are met when planning out your course load every semester toward graduation. All

prerequisite and required courses must be completed with a grade of C- or better.

Environmental Science BS

Environmental Science is the study of the biological, chemical, physical and social science principles that govern the structure and functioning of the natural world. Through the study of environmental science the student develops an understanding of their own life and an appreciation for their multifaceted role in the natural world.

The Environmental Science major begins with a solid foundation of mathematics, physics, biological and social science, upon which the study of environmental science is built. The major provides students with scientific knowledge, laboratory skills, research experience, and intellectual training in analytical and quantitative reasoning. The program emphasizes the development of transferable liberal arts skills and includes the flexibility for students to pursue their own academic interests in the field as part of their degree program.

A degree in environmental science helps open the door to a wide range of fields including applied science, pollution management, conservation biology, public health and natural resource management. Environmental science graduates may choose to continue on to professional and graduate programs in research, management and education.

Enrolling in this program

Program eligibility requirements

Students expressing interest in the Environmental Science Bachelor of Science (BS) major when they apply for admission to the university will be assigned an academic advisor in the Natural Sciences Department and will be given premajor status

To be eligible for acceptance to the Environmental Science major, students must submit a College of Sciences Undergraduate Program Change or Declaration eForm. Students are admitted to the program upon successful completion of the prerequisite and following premajor foundation courses:

- BIOL 111 General Biology I, BIOL 112 General Biology II, CHEM 111 General Chemistry I, CHEM 112 General Chemistry II
- STAT 201 Statistics or MATH 208 Applied Calculus

All prerequisite and required courses must be completed with grades of C- or above. Transfer coursework equivalency is determined by the Natural Sciences Department.

Program requirements

In addition to the overall graduation requirements, the Bachelor of Science Environmental Science major requires each student complete 57 credits in the major, including 25 upper division major credits. All prerequisite and

required courses must be completed with grades of C- or above. Transfer coursework equivalency is determined by the Natural Sciences Department. Each foundation science course must include at least one credit of professionally supervised laboratory experience with standard undergraduate laboratory equipment and materials. Lower-division (100- and 200-level) courses cannot be used to fulfill upper division core, capstone or elective requirements of the major.

Environmental Science Minor

The environmental science minor provides students with a broad introduction to the discipline of environmental science, with coursework in biology, chemistry, geology and integrated environmental science. The environmental science minor complements other majors and prepares students to apply scientific methods to solve environmental problems, to think critically and quantitatively, to relate science to current issues, and to understand the experimental methods, techniques and instrumentation used in environmental science.

Enrolling in this program

Program eligibility requirements

To be eligible for acceptance to the Environmental Science minor, students must submit an Undergraduate Program Change or Declaration eForm when the following is completed:

- Prerequisite math course and Foundation courses of BIOL 112 General Biology II, CHEM 112 General Chemistry II, GEOL 110 Introduction to Earth Sciences

All prerequisite and required courses must be completed with grades of C- or above. Transfer coursework equivalency is determined by the Natural Sciences Department.

Program requirements

Each core science course must include at least one semester credit of professionally supervised on-ground laboratory experience with standard undergraduate laboratory equipment and materials. Lower-division (100- and 200-level) courses cannot be used to fulfill upper division core or elective requirements in the minor.

Each student must complete 22 credits in the minor including at least 10 upper division credits and at least 10 credits from Metro State University. A student must include at least 5-credits of coursework in the environmental science minor that is not counted as part of their major or other minor. Work with your academic advisor to assure both major and minor requirements are met when planning out your course load. All prerequisite and required courses must be completed with grades of C- or above.

Forensic Science Minor

The Forensic Science minor is designed for Natural Sciences majors (Biochemistry BS, Chemistry BS, and Biology BS) interested in applying their scientific knowledge to working in police forensic laboratories, such as the Minnesota Bureau of Criminal Apprehension (BCA). Through specialized training in law enforcement procedures, students will gain the skills necessary to analyze evidence, interpret data, and contribute to solving criminal cases. The program emphasizes the critical role of forensic scientists in the justice system, including testifying in court and adhering to best practices in evidence handling and analysis. This minor prepares students to bridge the gap between science and law, equipping them with the tools to make a real-world impact in forensic investigations.

Enrolling in this program

Program eligibility requirements

Students interested in the Forensic Science minor should work with their academic advisor to determine eligibility requirements depending which Natural Sciences major you have declared. For acceptance into the minor, students are required to submit an Undergraduate Program Change or Declaration eForm when the following conditions are met:

- Currently enrolled in the university with one of the following majors, Biochemistry, Chemistry or Biology.
- Complete scientific prerequisite CHEM 341 Quantitative Analysis (or concurrent enrollment).

Program requirements

Students are admitted into the minor once the scientific prerequisite, CHEM 341 Quantitative Analysis, is satisfactorily completed or are currently enrolled. Lower-division (100- and 200-level) courses cannot be used to fulfill upper division core or elective requirements in the minor. At least 10 credits from the minor must be completed at Metro State University. All prerequisite and required courses must be completed with grades of C- or above. Transfer coursework equivalency is determined by the Natural Sciences Department and the School of Criminology and Criminal Justice. Work with your academic advisor to assure both major and minor requirements are met when planning out your course load every semester toward graduation.

Health, Humanities, and Community Minor

The Health, Humanities, and Community minor is designed for students majoring in the Natural Science Department who intend to pursue healthcare professional programs (such as medical school, dental school, pharmacy school, physicians assistant programs, veterinary school, and others).

In completing this minor, students will engage in discussion-based critical-thinking coursework investigating some of societys most pressing concerns.

Students will take psychology and anthropology courses and will select from multiple humanities disciplines to broaden their perspective on these issues, framing a holistic approach to healthcare. Many Liberal Studies and upper-division GELS options are included in the course selections to facilitate completion of graduation requirements. Further, the HHC minor will provide the student with many of the recommended courses for their professional school requirements.

Enrolling in this program

Program eligibility requirements

To be eligible for acceptance to the Health, Humanities and Community minor, students must submit an Undergraduate Program Change or Declaration eForm once they have successfully completed 12 credits of the required courses.

Program requirements

Students completing the Health, Humanities, and Community minor must take General Psychology and one upper division psychology class, one upper division anthropology class and two upper division humanities classes from the listed course selections. At least 12 credits must be taken at Metro State University. Lower-division (100- and 200-level) courses cannot be used to fulfill upper division core or elective requirements in the minor. All prerequisite and required courses must be completed with grades of C- or above. Transfer coursework equivalency is determined by the Natural Sciences Department in consultation with other departments.

Industrial & Applied Mathematics BS

The Industrial and Applied Mathematics Bachelor of Science degree is an innovative and flexible program, offering students the quantitative and computational knowledge and communication skills essential for careers in industry and further study of applied mathematics. The major builds upon and integrates coursework in mathematics, statistics, and computing, with a strong emphasis in modeling, data analysis, and oral and written technical communication. Two elective courses allow students to customize the program depending on their educational and career-related objectives. **Students graduating with an Industrial and Applied Mathematics BS from Metro State should be prepared to enter the workforce with quantitative and computational problem-solving skills pertinent to financial, insurance, biomedical, and retail industries.**

Enrolling in this program

Program eligibility requirements

Students expressing interest in the Industrial & Applied Mathematics Bachelor of Science when they apply for admission to the university will be assigned a faculty advisor in the Department of Mathematics & Statistics and will be given premajor status.

Students interested in pursuing this program should take the following steps:

24. Speak with a faculty member in the Mathematics & Statistics Department or contact the Chair of the department (math@metrostate.edu) to learn more about the Industrial & Applied Mathematics, B.S. as well as other programs in the department to determine which program best aligns with your interests.
25. Complete the following Premajor Requirements:Take the following prerequisite courses: STAT 201 Statistics I, ICS 140 Introduction to Computational Thinking with Programming, MATH 210 Calculus I, and MATH 215 Discrete Mathematics.Earn grades of C- or higher and a cumulative GPA of 2.5 or higher in the above prerequisite courses.
26. Declare the Industrial & Applied Mathematics, B.S. using the online Undergraduate Program Change or Declaration eForm.

Transfer coursework equivalency is determined by the Mathematics and Statistics Department.

Program requirements

To be admitted into the program students must complete premajor requirements with grades C- or higher and with a cumulative GPA of 2.50 or higher. Students must complete a minimum of 20 credits in the program at Metro State University.

Industrial & Applied Mathematics Minor

The Industrial and Applied Mathematics Minor is a flexible program designed to enhance the quantitative capacities of students pursuing degrees in diverse fields. The minor integrates coursework in mathematics and statistics, including mathematical modeling and statistical programming. Two elective courses allow students to customize the program depending on their educational and career-related objectives.

Enrolling in this program

Program eligibility requirements

Students interested in pursuing the Industrial and Applied Mathematics Minor must complete the Undergraduate Program Change or Declaration eForm. Transfer coursework equivalency is determined by the Mathematics and Statistics Department.

Program requirements

This minor is NOT open to students pursuing the Mathematics BA or the Industrial and Applied Mathematics BS degree. Students must complete at least 13 credits of the minor at Metro State University. Students must take at least 8 credits in the minor that are not counted as part of their major or any other minor. All prerequisite and required courses must be completed with grades of C- or above. Work with your academic advisor to assure both major and minor requirements are met when planning your course load every semester towards graduation.

Industrial Engineering BS

Enrolling in this program

Program eligibility requirements

Students expressing interest in the Industrial Engineering Bachelor of Science when they apply for admission to the university will be assigned a faculty advisor in the Department of Mathematics & Statistics and will be given premajor status.
Students interested in pursuing this program should take the following steps:

27. Speak with a faculty member in the Mathematics & Statistics Department or contact the Chair of the department (math@metrostate.edu) to learn more about the Industrial Engineering, B.S. as well as other programs in the department to determine which program best aligns with your interests.
28. Complete the following premajor requirements:Take the following prerequisite courses: IENG 200 Introduction to Industrial Engineering, MATH 210 Calculus I, and MATH 211 Calculus II.Earn grades of C- or higher and a cumulative GPA of 2.5 or higher in the above prerequisite courses.
29. Declare the Industrial Engineering, B.S. using the online Undergraduate Program Change or Declaration eForm.

Transfer coursework equivalency is determined by the Mathematics and Statistics Department.

Program requirements

To be admitted into the program students must complete premajor requirements with grades C- or higher and with a cumulative GPA of 2.50 or higher. Students must complete a minimum of 20 credits in the program at Metro State University.

Intelligence and Security Analysis Certificate

Enrolling in this program

Program eligibility requirements

Students interested in pursuing the Intelligence and Security Analysis Certificate are encouraged to consult with their assigned academic advisor to confirm eligibility and develop an appropriate academic plan. To be considered for admission to the certificate program, students must submit an Undergraduate Program Change or Declaration eForm after meeting the following criteria:

- **Current Students**: Formal declaration of a major in one of the following *approved disciplines* at Metro State University, with a cumulative GPA of 2.5 or higher:
  Cybersecurity, Computer Science, Computer Information Technology, Computer Forensics, Biochemistry, Data Science, Criminal Justice, Mathematics, Information Assurance, or **Management Information Systems (MIS).**

OR

- **Post-Baccalaureate Students**: Completion of a bachelors degree in *any discipline* from a regionally accredited college or university with a cumulative GPA of 2.5 or higher.

Formal acceptance into the certificate program, including the review of student qualifications, is conducted by the Department of Computer Science and Cybersecurity (CSC). Evaluation of transfer coursework is carried out by the academic department responsible for the corresponding major or course subject area.

Program requirements

Guidelines for completing the Intelligence and Security Analysis (INSA) undergraduate certificate

The Intelligence and Security Analysis Certificate is designed for individuals seeking to strengthen their expertise in intelligence operations, analytical methodologies, and related security practices. The certificate is open to:

- **Current undergraduate students** who have formally declared a major in one of the following approved disciplines at Metro State University:
  Cybersecurity, Computer Science, Computer Information Technology, Computer Forensics, Biochemistry, Data Science, Criminal Justice, Mathematics, Information Assurance, or **Management Information Systems (MIS)**, and have a cumulative GPA of 2.5 or higher.
- **Post-baccalaureate students** who have completed a bachelors degree in any discipline from a regionally accredited college or university with a cumulative GPA of 2.5 or higher.

Students are encouraged to consult with their assigned academic advisor to determine eligibility and to ensure proper planning. To declare the Intelligence and Security Analysis Certificate, students must submit an Undergraduate Program Declaration Form and meet the eligibility criteria as outlined above.

Formal acceptance into the minor, along with the evaluation of transfer coursework and eligibility, is conducted by the Department of Computer Science and Cybersecurity (CSC). Evaluation of transfer coursework is conducted by the academic department responsible for the relevant major or course subject.

To successfully complete the certificate, the following requirements must be met:

- A minimum grade of C- is required in all courses applied toward the minor. The pass/fail grading option is not allowed for required minor courses;
- At least 12 upper-division credits within the minor must be completed at Metro State University.
- Students should review and adhere to the guidelines regarding transfer credits and prerequisites, as detailed in the General Guidelines section.

Life Sciences Teaching BS

Program accreditation

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

Enrolling in this program

Program eligibility requirements

To be eligible for acceptance to the Life Sciences Teaching major, students must submit an Undergraduate Program Change or Declaration eForm when the following is completed:

- Prerequisite and Premajor Foundation Courses of BIOL 111 General Biology I, BIOL 112 General Biology II, CHEM 111 General Chemistry I, CHEM 112 General Chemistry II, STAT 201 Introduction to Statistics, and BIOL 211 Genetics

Each foundation science course must include at least one semester credit of professionally supervised on-ground laboratory experience with standard undergraduate laboratory equipment and materials. Lower-division (100- and 200-level) courses are not accepted as equivalent to upper division courses and cannot be used to fulfill upper division core requirements in the major. All prerequisite and required courses must be completed with grades of C- or above. Transfer coursework equivalency in the sciences is determined by the Natural Science Department.

Program requirements

Students must complete at least 47 credits in the major including at least 15 upper division credits and at least 25 credits from Metro State University. An additional 38-credits of education courses and admission into the Urban Teacher Program are separate from the Life Sciences Teaching major requirements but required for licensure, for a total of 85 credits needed for this program. Details on admission to the Urban Teacher Program requirements can be found at: https://www.metrostate.edu/academics/programs/urban-secondary-education#requirements

Student licensure

Teaching Licensure Grades 5-12 Completing the Life Sciences Teaching major designed to meet state content standards for teachers is only part of the preparation for teaching this subject area effectively to middle school or high school youth. To earn a Tier 3 Life Science (grades 9-12) and General Science (grades 5-8) license to teach in Minnesota, among other requirements you must also meet state pedagogy standards by completing additional coursework in urban secondary education and student teaching at either the undergraduate or graduate level through the University's Urban Teacher Program in the School of Urban Education.Please note that the School of

Urban Education has the responsibility for recommending students for licensure once they have met all state licensure requirements. For information about Urban Teacher Program admission requirements as well as urban secondary education coursework and student teaching required for licensure, please visit the Secondary Education Licensure page or contact the School of Urban Education at urban.education@metrostate.edu .

Mathematics BA

The Mathematics Bachelor of Arts program at Metro State offers rigorous study in mathematics that integrates both depth and breadth. The bachelors degree in mathematics program provides students with a strong undergraduate foundation in mathematics essential for graduate studies in pure or applied mathematics and preparation for innovative applications of mathematics in a variety of careers. Compared to the Industrial and Applied Mathematics B.S., this is a more traditional mathematics major, with a greater emphasis on theory.

Enrolling in this program

Program eligibility requirements

Students expressing interest in the Mathematics Bachelor of Arts when they apply for admission to the university will be assigned a faculty advisor in the Department of Mathematics & Statistics and will be given premajor status. Students interested in pursuing this program should take the following steps:

30. Speak with a faculty member in the Mathematics & Statistics Department or contact the Chair of the department (math@metrostate.edu) to learn more about the Mathematics BA as well as other programs in the department to determine which program best aligns with your interests.
31. Complete the following **Premajor Requirements**:Take the following prerequisite courses: STAT 201 Statistics I, ICS 140 Introduction to Computational Thinking with Programming, MATH 210 Calculus I, and MATH 215 Discrete Mathematics.Earn grades of C- or higher and a cumulative GPA of 2.5 or higher in the above prerequisite courses.
32. Declare the Mathematics BA using the online Undergraduate Program Change or Declaration eForm.

Transfer coursework equivalency is determined by the Mathematics and Statistics Department.

Program requirements

Students must complete the premajor courses with grades C- or higher and with a cumulative GPA of 2.50 or higher in order to be admitted into the program. Students must complete a minimum of 20 credits in the program at Metro State University.

Mathematics Teaching BS

Program accreditation

Metro States program to earn a mathematics degree to become a teacher is accredited by the Minnesota Professional Education and Licensing Standards

Board (PELSB) to meet the content standards associated with teaching licensure in this subject area. Mathematics teaching degree candidates gain a solid foundation in the areas of statistics, calculus, analysis, geometry, modeling, and abstract algebra. Several teaching methods courses give prospective teachers the tools to transmit that knowledge and serve the diverse needs of a classroom in an urban setting.

Enrolling in this program

Program eligibility requirements

Students interested in pursuing the Mathematics Teaching BS should take the following steps:
(1) Speak with a faculty member in the Mathematics & Statistics Department or contact the Chair of the department (math@metrostate.edu) to learn more about the Mathematics Teaching, B.S. as well as other programs in the department to determine which program best aligns with your interests.
(2) Complete the following Premajor Requirements:

- Take the following prerequisite courses: STAT 201 Statistics I, MATH 210 Calculus I, and MATH 211 Calculus II.
- Earn grades of C- or higher and a cumulative GPA of 2.5 or higher in the above prerequisite courses.

(3) Declare the Mathematics Teaching, B.S. using the online Undergraduate Program Change or Declaration eForm.
Transfer coursework equivalency is determined by the Mathematics and Statistics Department.

Program requirements

In order to declare the Mathematics Teaching BS, grades C- or higher and a cumulative GPA of 2.5 or higher in MATH 210, MATH 211, and STAT 201 are required. Students must complete a minimum of 20 credits in the program at Metro State University.

Student licensure

Completing the Mathematics Teaching major designed to meet state content standards for teachers is only part of the preparation for teaching this subject area effectively to middle school or high school youth. To earn a Tier 3 Mathematics license (grades 5-12) to teach in Minnesota, among other requirements you must also meet state pedagogy standards by completing additional coursework in urban secondary education and student teaching at either the undergraduate or graduate level through the university's Urban Teacher Program in the School of Urban Education.Please note that the School of Urban Education has the responsibility for recommending students for licensure once they have met all state licensure requirements. For information about Urban Teacher Program admission requirements as well as urban secondary education coursework and student teaching required for

licensure, please visit the Secondary Education Licensure page or contact the School of Urban Education at urban.education@metrostate.edu.

Physics Minor

The physics minor provides students with a broad introduction to the discipline of physics combined with further exploration of at least one area of interest. The minor introduces students to the fundamental laws that govern nature and the universe and complements other majors where additional physics knowledge is of benefit. It prepares students to apply scientific methodology to solve physics problems, to think critically and quantitatively, to relate physics to their daily life and environment, and to understand the experimental and theoretical methods used in modern physics.

Enrolling in this program

Program eligibility requirements

To be eligible for acceptance to the Physics minor, students are required to submit an Undergraduate Program Change or Declaration eForm. Each core science course must include at least one semester credit of professionally supervised on-ground laboratory experience with standard undergraduate laboratory equipment and materials. Lower-division (100- and 200-level) courses cannot be used to fulfill upper division core or elective requirements in the minor. All prerequisite and required courses must be completed with grades of C- or above. Transfer coursework equivalency is determined by the Natural Sciences Department.

Program requirements

Each student must complete 20 credits in the minor including at least 5 upper division credits and at least 10 credits completed at Metro State University. A student must include at least 5-credits of coursework in the physics minor that is not counted as part of their major or other minor. Work with your academic advisor to assure both major and minor requirements are met when planning out your course load every semester towards graduation.All prerequisite and required courses must be completed with grades of C- or above.

School of Urban Education

English as a Second Language Minor for K-12 ESL licensure

The English as Second Language (ESL) minor is designed for students interested in the knowledge, skills, methods, and strategies for working with urban English Language Learners in K-12 schools. With completing a few more courses and practicum experience, students will meet the requirements to add a K-12 ESL teaching license to the initial teaching license being completed as part of your major and Bachelors degree. This minor can also be a program of interest for those who work with English learners outside of the school setting.

Program accreditation

This program is accredited by the Minnesota Professional Education and Licensing Standards Board (PELSB) to meet the standards for being licensed to teach ESL to students in K-12 classrooms. 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

GPA of 2.5 or higher.
Students seeking additional K12 ESL licensure must already by admitted to the Urban Teacher Program seeking a major and Minnesota teaching license in another field. Students in non-teaching majors who want to add the ESL minor need to complete EDU 200 and EDU 203.
Students seeking additional K12 ESL licensure must also be able to demonstrate proficiency in both English and another language to meet licensing standard 3.A: "An English as a second language teacher demonstrates a high level of proficiency in English commensurate with the role of an instructional model and develops an awareness of the process of formal language learning by learning a second language through two years of second language instruction in a high school setting or one year of second language instruction in a post-secondary setting, or the equivalent."

Program requirements

Field experiences (5-15 hours) are required for most courses. For those seeking additional licensure, one 80 hr. practicum course (EDU 456, 457, 458) is required, and a minimum of 25 hours of field experience at the other two school levels.

Student licensure

This is not an initial licensure program. Students seeking additional K12 licensure must also be seeking initial licensure in Early Childhood, Elementary or a Secondary Education subject area. Passing the MTLE content test for ESL licensure is also required.

Secondary Education Licensure with English for Teaching BS

Gain a Minnesota teaching license for grades 5-12 in one of four major content areas. Share your passion for learning and make a difference in the lives of urban youth. Empower yourself with the content knowledge, multicultural teaching skills, urban field experiences, and professionalism you need to give urban secondary students a high-quality, equitable education. The Urban Secondary Education licensure program within the School of Urban Education (UED) is designed to meet the needs of urban middle and high schools for teachers who can improve students' educational achievement. The UED prepares prospective secondary teachers who can use their understanding of diverse urban learners and communities along with

content knowledge and build on the talents and resiliency of their students for success in school and life.
Our approach to teacher education focuses on preparing diverse, reflective and resilient teachers who are outstanding in their commitment to teaching urban youth and creating equitable educational opportunities. More than any other program in Minnesota, we attract more teacher candidates who are of color, multilingual, low-income or ""first generation"" into teaching careers who can relate to the experiences of culturally and linguistically diverse urban youth and their communities.
The UED partners with departments in the College of Liberal Arts and College of Sciences that provide the content area knowledge for teaching in a particular subject area and house the departments that offer the following four majors:

- English for Teaching (BS) Learn the content to teach writing, reading, literature, speech communication, and media literacy to students in grades 5-12.
- Life Sciences Teaching (BS) Learn the content to teach life sciences to students in grades 9-12 and general science to students in grades 5-8.
- Mathematics Teaching (BS) Learn the content to teach mathematics to students in grades 5-12.
- Social Studies for Teaching (BS) Learn the content to teach history and social sciences to students in grades 5-12.

Graduate level options

Students with previous bachelors degrees seeking secondary education licensure may complete this program at the graduate level towards a masters degree. See M.S. Urban Education pages, linked below, for information about the graduate pathway to secondary education licensure in particular content areas.

- Secondary Education Teacher Preparation concentration for Life Sciences Teaching
- Secondary Education Teacher Preparation concentration for Social Studies Teaching
- Secondary Education Teacher Preparation concentration for Mathematics Teaching
- Secondary Education Teacher Preparation concentration for English Teaching

Program accreditation

This program is accredited by the Minnesota Professional Education and Licensing Standards Board (PELSB) to meet the Standards of Effective Practice for Beginning Teachers as part of the requirements for being licensed to teach in a specific subject area.

Enrolling in this program

Program eligibility requirements

In addition to being declaring and admitted into the English for Teaching BS major program in College of Liberal Arts, students need to apply for and gain admission to the Urban Teacher Program within the School of Urban

Education to earn a Minnesota grades 5-12 license in Communication Arts and Literature.
To be admitted in the Urban Teacher Program, students need to meet the requirements and criteria stated in the Undergraduate Admission Requirements for the School of Urban Education.
Contact UEd.advising@metrostate.edu or meet with a School of Urban Education advisor to learn more.

Program requirements

In addition to completing required coursework and additional requirements for a bachelor's degree, the following are among the requirements for program completion and Tier 3 licensure in Minnesota:
Completion of at least 120 hours of practicum experiences in urban middle school (60 hours) and urban high school (60 hours) classrooms in your licensure subject area.
Completion of 12 weeks of full-time student teaching.
Passing all required performance assessments.
Licensure application with fee.

Secondary Education Licensure with Life Sciences Teaching BS

Enrolling in this program

Program eligibility requirements

In addition to being declaring and admitted into the Life Sciences Teaching BS major program in College of Sciences, students need to apply for and gain admission to the Urban Teacher Program within the School of Urban Education to earn a Minnesota grades 5-8 General Science and grades 9-12 Life Science license.
To be admitted in the Urban Teacher Program, students need to meet the requirements and criteria stated in the Undergraduate Admission Requirements for the School of Urban Education.
Contact urban.education@metrostate.edu or meet with a School of Urban Education advisor to learn more.

Program requirements

In addition to completing required coursework and additional requirements for a bachelor's degree, the following are among the requirements for program completion and Tier 3 licensure in Minnesota:
Completion of at least 120 hours of practicum experiences in urban middle school (60 hours) and urban high school (60 hours) classrooms in your licensure subject area.
Completion of 12 weeks of full-time student teaching.
Passing all required performance assessments.
Licensure application with fee.

Secondary Education Licensure with Math Teaching BS

Enrolling in this program

Program eligibility requirements

In addition to being declaring and admitted into the Math Teaching BS major program in College of Sciences, students need to apply for and gain admission to the Urban Teacher Program within the School of Urban Education to earn a Minnesota grades 5-12 Mathematics license.
To be admitted in the Urban Teacher Program, students need to meet the requirements and criteria stated in the Undergraduate Admission Requirements for the School of Urban Education.
Contact urban.education@metrostate.edu or meet with a School of Urban Education advisor to learn more.

Program requirements

In addition to completing required coursework and additional requirements for a bachelor's degree, the following are among the requirements for program completion and Tier 3 licensure in Minnesota:
Completion of at least 120 hours of practicum experiences in urban middle school (60 hours) and urban high school (60 hours) classrooms in your licensure subject area.
Completion of 12 weeks of full-time student teaching.
Passing all required performance assessments.
Licensure application with fee.

Secondary Education Licensure with Social Studies for Teaching BS

Enrolling in this program

Program eligibility requirements

In addition to being declaring and admitted into the Social Studies for Teaching BS major program in College of Liberal Arts, students need to apply for and gain admission to the Urban Teacher Program within the School of Urban Education to earn a Minnesota grades 5-12 license in Social Studies.
To be admitted in the Urban Teacher Program, students need to meet the requirements and criteria stated in the Undergraduate Admission Requirements for the School of Urban Education.
Contact UED.advising@metrostate.edu or meet with a School of Urban Education advisor to learn more.

Program requirements

In addition to completing required coursework and additional requirements for a bachelor's degree, the following are among the requirements for program completion and Tier 3 licensure in Minnesota:
Completion of at least 120 hours of practicum experiences in urban middle school (60 hours) and urban high school (60 hours) classrooms in your licensure subject area.
Completion of 12 weeks of full-time student teaching.

Passing all required performance assessments.
Licensure application with fee.

Teaching English as a Second Language (ESL)

The BS Teaching ESL (English as Second Language) major is designed for students interested in the knowledge, skills, methods, and strategies for working with urban multilingual language users in K-12 schools. This program is designed so that students can meet the requirements to obtain an initial K-12 ESL teaching license as part of a major and bachelors of science degree. This major can also be a program of interest for those who work with multilingual language users outside of the school setting.

Program Highlights

- Designed to provide flexibility for working adult students
- Create a flexible schedule to take classes at your pace given your other life and work responsibilities
- Courses meet once per week, often in the evening
- Courses are offered in-person, online with synchronous meetings and in hybrid formats
- Participate in direct field experience in urban classrooms and courses focusing on urban education
- The curriculum has a strong focus on cultural relevance and education equity throughout the program
- Instructors integrate and build upon the rich, diverse cultural knowledge and professional experience of students in program courses
- Learn with the most diverse student and faculty population of any teacher preparation unit in Minnesota; a majority of our students, faculty and staff in the School of Urban Education are from BIPOC communities
- Learn in small, friendly classes that allow you to know instructors and fellow students well
- Get a high-quality education at the most affordable cost of any university in Minnesota

Transfer Students

This major is an excellent option for students transferring from a Minnesota State 2-year college with an associate degree having completed the Minnesota Transfer Curriculum. Whether or not you have completed your associates degree, just some coursework in Education or no Education coursework yet, the School of Urban Education is the place for you because nearly 90% of Metro States students transfer from other institutions. Consult with an **Urban Education advisor** to know which transfer courses meet major requirements, or visit **transferology.com**.

Career Opportunities

This degree and licensure program opens up opportunities for both personal and professional growth. This program is most appropriate for individuals who are interested in working with students who are multilingual or are trying to become multilingual language users by learning English in addition to their home language. Make a difference in the lives of urban children by setting a strong education foundation that will last a lifetime. Empower

yourself with the content knowledge, teaching skills, urban field experiences, and professional poise you need to give multilingual urban students a high-quality education.

Program Accreditation

This degree program is accredited by the Minnesota Professional Educator Licensing and Standards Board (PELSB) for meeting the requirements of an initial licensure program to be an ESL teacher in K-12 classrooms.

Enrolling in this program

Program eligibility requirements

To be admitted in the Urban Teacher Program, students need to meet the requirements and criteria stated in the **Undergraduate Admission Requirements** in the School of Urban Education.
Contact UED.advising@metrostate.edu or **meet with an advisor** to learn more.

Program requirements

In addition to completing required coursework for the major and **University graduation requirements**, the following are among the requirements for program completion and K12 license:

- Completion of at least 120 hours in urban K-6 (40 hours), Middle School (40 hours), and High School (40 hours) are required prior to student teaching.
- Completion of a total 12 weeks of full-time student teaching at one school level (elementary, middle school or high school)
- Passing all required performance assessments.
- Background check and license application with fee.

Urban Early Childhood Education BS for Birth-Grade 3 Licensure

Share your passion for learning and teaching with young children in diverse, urban settings. Prepare for a career as a licensed, Birth-Grade 3 early childhood educator who is committed to working with children and their families in urban settings. Make a difference in the lives of young children by setting a strong education foundation that will last a lifetime. Empower yourself with the content knowledge, teaching skills, urban field experiences, and professional poise you need to give urban students a high-quality education. You will accomplish these goals with a degree in Urban Early Childhood Education.

Program Overview

The Urban Early Childhood Education major in the School of Urban Education (UED) is designed to meet the needs of urban early learning settings for teachers who can promote young children's development from birth to age 8 and improve their educational achievement up to grade 3 with positive impact lasting a lifetime. Our approach to teacher education focuses on

preparing diverse, reflective, and resilient teachers who are outstanding in their commitment to teaching urban youth and creating equitable educational opportunities. More than any other program in Minnesota, we attract more teacher candidates who are of color, multilingual, low-income or "first generation" into teaching careers who can relate to the experiences of culturally and linguistically diverse urban youth and their communities.

Career Opportunities

The Urban Early Childhood Education BS is designed for students seeking career enhancements in the field of early childhood education within urban settings. The Urban Early Childhood Education degree designed for MN Birth-Grade 3 teaching licensure gives students the flexibility to demonstrate their commitment to young childrens development through work in a variety of early childhood settings as teachers in child care centers, Head Starts, school district pre-K programs, and Kindergarten to Grade 3 classrooms.

Program Highlights

- Designed to provide flexibility for working adult students
- Create a flexible schedule to take classes at your pace given your other life and work responsibilities
- Courses meet once per week, often in the evening
- Courses are offered in-person, online with synchronous meetings and in hybrid formats
- Participate in direct field experience in urban classrooms and courses focusing on urban education
- The curriculum has a strong focus on cultural relevance and education equity throughout the program
- Instructors integrate and build upon the rich, diverse cultural knowledge and professional experience of students in program courses
- Learn with the most diverse student and faculty population of any teacher preparation unit in Minnesota; a majority of our students, faculty and staff in the School of Urban Education are from BIPOC communities
- Learn in small, friendly classes that allow you to know instructors and fellow students well
- Get a high-quality education at the most affordable cost of any university in Minnesota

Transfer Students

This major is an excellent option for students transferring from a Minnesota State 2-year institution with an associate degree or some coursework in child development or early childhood education who seek a baccalaureate degree. The School of Urban Education develops agreements with local community and technical colleges to identify which courses offered for Associate degrees should be taken to meet requirements for the BS in Urban Early Childhood Education so that students dont take courses unneeded for the major. Completion of the Minnesota Transfer Curriculum (MnTC) 10 Goal Areas is always advised but not necessary to transfer to Metro State.
Metro State participates in the Minnesota State Transfer Pathway for Early Childhood Education. If you are transferring from an institution other than a

community or technical college in the Minnesota State system, please consult with an Urban Education advisor to know which transfer courses meet major requirements, or visit www.transferology.com.

Program accreditation

This program is accredited by the Minnesota Professional Educator Licensing and Standards Board (PELSB).

Enrolling in this program

Program eligibility requirements

To be admitted in the Urban Teacher Program, students need to meet the requirements and criteria stated in the Undergraduate Admission Requirements in the Urban Teacher Program.
Contact UED.advising@metrostate.edu or meet with an advisor to learn more.

Program requirements

In addition to completing required coursework for the major and University graduation requirements, the following are among the requirements for program completion and birth-grade 3 licensure:
Completion of at least 120 hours of practicum experiences urban Infant-Toddler, Pre-K-Kindergarten, and Primary Grades 1-3 classrooms are required prior to student teaching.
Completion of total 15 weeks of full-time student teaching done in two placements (i.e. PreK-K and either Infant-Toddler or Primary Grades 1-3).
Passing all required performance assessments.
Licensure application with fee.

Urban Elementary Education BS for K-6 Licensure

Gain a Minnesota Teaching License in the Elementary Education (K6) and make a difference in the lives of urban children by setting a strong education foundation that will last a lifetime. Share your passion for learning and teaching with children in diverse, urban elementary schools. Empower yourself with the content knowledge, teaching skills, urban field experiences, and professional poise you need to give urban students a high-quality education. You will accomplish these goals with a degree in Urban Elementary Education.

Program Overview

The Urban Elementary Education major in the School of Urban Education (UED) is designed to meet the needs of urban elementary schools for teachers who can promote children's development from Kindergarten to Grade 6 and improve their educational achievement with positive impact lasting a lifetime. Our approach to teacher education focuses on preparing diverse, reflective, and resilient teachers who are outstanding in their commitment to teaching urban youth and creating equitable educational opportunities. More than any other program in Minnesota, we attract more

teacher candidates who are of color, multilingual, low-income or "first generation" into teaching careers who can relate to the experiences of culturally and linguistically diverse urban youth and their communities.

Career Opportunities

The Urban Elementary Education BS is designed for students seeking to be a Tier 3 licensed teacher within urban settings. The Urban Elementary Education degree designed for MN Kindergarten-Grade 6 teaching licensure. Students may also take a few extra courses to add a Pre-Primary endorsement to be licensed in Pre-K settings as well as earn an ESL minor for an additional K12 ESL license.

Program Highlights

- Designed to provide flexibility for working adult students
- Create a flexible schedule to take classes at your pace given your other life and work responsibilities
- Courses meet once per week, often in the evening.
- Courses are offered in-person, online with synchronous meetings and in hybrid formats
- Participate in direct field experience in urban classrooms and courses focusing on urban education.
- The curriculum has a strong focus on cultural relevance and education equity throughout the program
- Instructors integrate and build upon the rich, diverse cultural knowledge and professional experience of students in program courses
- Learn in small, friendly classes that allow you to know instructors and fellow students well.
- Learn with the most diverse student and faculty population of any teacher preparation program in Minnesota; a majority of our students, faculty and staff in the School of Urban Education are from BIPOC communities.
- Learn in small, friendly classes that allow you to know instructors and fellow students well
- Get a high-quality education at the most affordable cost of any university in Minnesota.

Transfer Students

This major is an excellent option for students transferring from a Minnesota State 2-year college with an associate degree having completed the Minnesota Transfer Curriculum. Whether or not you have completed your associates degree or bachelors degree, the Elementary Education Transfer Pathway, just some coursework in Education or no Education coursework yet, the School of Urban Education is the place for you because nearly 90% of Metro States students transfer from other institutions.

Consult with an Urban Education advisor to know which transfer courses meet major requirements, or visit www.transferology.com.

Program accreditation

This program is accredited by the Minnesota Professional Educator Licensing and Standards Board (PELSB).

Enrolling in this program

Program eligibility requirements

To be admitted in the Urban Teacher Program, students need to meet the requirements and criteria stated in the Undergraduate Admission Requirements in the Urban Teacher Program.
Contact UED.advising@metrostate.edu or meet with an advisor to learn more.

Program requirements

In addition to completing required coursework for the major and University graduation requirements, the following are among the requirements for program completion and K6 licensure:
Completion of at least 120 hours in urban PreK-Kindergarten 40 hours, Primary Grades 1-3 40 hours, and Intermediate Grades 4-6 classrooms 40 hours are required prior to student teaching.
Completion of 12 weeks of full-time student teaching.
Passing all required performance assessments.
Background check and licensure application with fee.

Urban Special Education BS for K-12 ABS licensure

This is an undergraduate licensure program, intended to certify educators with an initial certification to work as academic and behavior strategist (ABS), in addition to earning a Bachelor of Science degree. The ABS certification program provides experiences in foundations, methods, content, and practicum experiences associated with teaching urban students with exceptionalities, urban students with disabilities, and urban students with gifts and talents.
Special emphasis of the undergraduate ABS program focuses on the legal aspects of educating urban students with disabilities, characteristics of urban exceptional children, and the assessment, instructional, and collaborative strategies associated with educating urban students with exceptionalities.
The undergraduate ABS special education program provides candidates with tools for providing person-centered education and better adapting lessons based on different learning types and levels. Special education opens up opportunities for both personal and professional growth. This program is most appropriate for individuals who are interested in working with students with disabilities, individuals who are interested in the major or minor in special education or those individuals who may be interested in additional certifications.
The Urban Special Education ABS Program goals are:

33. Through critical inquiry, participate in the development and evaluation of evidence and research-based practices intended to improve the learning of urban students with disabilities.

34. Demonstrate skills for group facilitation and collaboration with a variety of stakeholders, including the students in their classrooms to improve services and outcomes for urban students with disabilities.

35. Develop self-reflective and critical thinking skills that promote innovative special education practice and learning using multiple perspectives.

Enrolling in this program

Program eligibility requirements

To be admitted in the Urban Teacher Program, students need to meet the requirements and criteria stated in the Undergraduate Admission Requirements in the Urban Teacher Program.
Contact UED.advising@metrostate.edu or meet with an advisor to learn more

Program requirements

In addition to completing required coursework for the major and University graduation requirements, the following are among the requirements for program completion and K6 licensure:
Completion of at least 120 total hours in urban K-6 (40 hours), Middle School (40 hours), and High School (40 hours) are required prior to student teaching.
Completion of a total 15 weeks of full-time student teaching done in two different placements (K-6 and either Middle School or High School)

- Passing all required performance assessments.
- Licensure application with fee.

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UNDERGRADUATE COURSES

ACCT

ACCT 210 - Financial Accounting (4 credits)

This course in financial accounting acquaints students with the “language of business” and the concepts and practices of accounting in order to understand, interpret, and analyze the financial accounting reports of economic entities. Topics include: economic context of accounting; introduction to basic financial statements with emphasis on the statement of cash flows; measurement fundamentals; analysis of financial statements; cash; receivables; inventories; investments in equity and debt securities including Consolidations; long-lived assets; current and long-term liabilities; stockholders’ equity; and time value of money concepts and computations for decision making: international accounting practices are incorporated into every topic. This is not a bookkeeping course.

ACCT 311 - Intermediate Accounting I (4 credits)

This course is the first in a two course sequence (Intermediate Accounting I and Intermediate Accounting II) that provides for the preparation and understanding of financial information. Topics include accounting theory and practice, the conceptual framework of United States (U.S.) generally accepted accounting principles (GAAP), recognition of economic transactions, the preparation and analysis of financial statements and the related disclosures. Intermediate Accounting I focuses on the role of accounting as an information system and the measurement, recognition, presentation, and disclosure of economic transactions focusing on the following: basic financial statements, time value of money, cash and receivables, inventories, property, plant, and equipment, depreciation and impairment, and current liabilities and contingencies.

ACCT 312 - Intermediate Accounting II (4 credits)

This course is the second in a two course sequence (Intermediate Accounting I and Intermediate Accounting II) that provides for the preparation and understanding of financial information. Topics include accounting theory and practice, the conceptual framework of United States (U.S.) generally accepted accounting principles (GAAP), recognition of economic transactions, the preparation of financial statements and the related disclosures. Intermediate Accounting II focuses on intangible assets, long-term liabilities, stockholders equity, dilutive securities and earnings per share (EPS), investments, revenue recognition, income taxes, pensions and postretirement benefits, leases, accounting changes and error analysis, the statement of cash flows, and full disclosure in financial reporting.

ACCT 320 - Strategic Management Accounting (4 credits)

The focus of this course is the strategic role of the management accountant in an organization and the use of financial and nonfinancial information for planning and control decisions. Special emphasis is placed on strategy and the application of concepts and practices of management accounting on economic and noneconomic decisions. Topics include: cost behavior and estimation; cost analysis for planning and control decisions including value chain analysis, target costing, quality costs, customer value measurement systems, and benchmarking; cross-functional teams; activity-based management; and cash and operations budgeting.

ACCT 340 - Accounting Information Systems (4 credits)

This course provides a conceptual framework to stress the responsibility of accountant, auditor and manager for the design, operation and control of the accounting information system and the needs of information users within an organization. Traditional accounting transaction cycles are organized around events-based information technology. Students learn how the accounting information system records, classifies and aggregates economic events.

ACCT 360I - 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.

ACCT 510 - Advanced Accounting (4 credits)

The third course in the three-course financial reporting sequence, this course emphasizes accounting theory and practice including special disclosure and reporting problems; international accounting and foreign currency translation; not-for-profit accounting, governmental accounting; business combinations; and consolidated financial statement preparation and analysis.

ACCT 512 - Auditing (4 credits)

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

ACCT 515 - 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 520 - Advanced Strategic Management Accounting (4 credits)

This course focuses on the accountants role in managerial strategic planning and control decisions. Utilizing both financial and nonfinancial information, students measure, evaluate, predict, and report on organizational performance. The course employs data-driven formats and current software tools to cover strategic cost management topics. Sensitivity and goal seeking analysis, as well as dashboard visualizations, are applied to support organizational decision making.

ACCT 530 - Business Taxation (4 credits)

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

ANSO

ANSO 101 - Human Origins (3 credits)

What is evolution and how does it differ from common beliefs about human origins? Students investigate the evolution of humans and other primates, and the cultural and biological adaptations of modern humans to their environments. The course explores a variety of topics including: the origins of language and culture, fossil evidence for primate and hominid evolution, and human biological variation. Students also examine contemporary debates about human origins.

ANSO 102 - Introduction to Cultural Anthropology (4 credits)

This course introduces the study of humanity from a comparative and cross-cultural perspective. Students learn what anthropologists do, how they do it, and why, with an eye towards career readiness. Exposure to the range of human possibilities, differences, and similarities will highlight the processes of enculturation in all societies. The course explores topics such as kinship, economics, religion, social control, globalization, culture change, and contemporary cultural issues affecting humans.

ANSO 103 - Introduction to Sociology (4 credits)

This course is an introduction to the sociological perspective. Students examine the social processes that shape societies and the course of their histories. The social nature of biographies is explored through the study of the family and socialization, education and work, bureaucracy and the economy, gender, social class, and race and ethnicity.

ANSO 160I - Anthropology and Sociology Student-Designed Independent Study (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.

ANSO 301 - Contemporary Sociology (4 credits)

This course introduces and explores the sociological perspective. The central theme of the course is what C. Wright Mills called the sociological imagination which enables us to grasp history and biography and the relations between the two within society. Students explore how they are embedded in ever widening social circles that range from local to global. The focus is on how social forces such as culture, race and ethnicity, nationality, religion, social class, and gender contribute to the shaping of societies and the course of their histories. Students use conceptual tools drawn from sociology to analyze a range of contemporary social issues.

ANSO 302 - Gender in Sociocultural Perspective (4 credits)

What is gender? How can we understand differences in gender and sexuality? Through the perspective of cultural anthropology and sociology, students examine how gender is perceived and realized in a range of human societies. Discussions on the biological/cultural determinants of gender are considered. Case studies explore how gender varies cross-culturally and historically and is related to social power. Students engage with contemporary debates surrounding such themes as marriage, family, human rights, inequalities, and sexuality.

ANSO 304 - Social Movements in Global Perspective (4 credits)

This course draws on key concepts from social theory to examine select social movements through a global perspective. Using case studies of movements that focus on such central themes as democracy, human rights, and economic justice, the course will explore how movements begin, the

development of ideology and world view, and contrasting approaches to organization, tactics, strategy and leadership. On a broader level, students will examine the relationship between tradition and change, and movement and counter-movement, in order to evaluate how social movements have influenced-and continue to influence-the world we live in.

ANSO 305 - Religion, Culture, and Society (4 credits)

This course examines sociological and anthropological approaches to religion in relation to the environment, individual life cycle, social order and relations, and culture change. Students examine theoretical constructs and methods and their relation to a variety of religious beliefs and practices in the United States and globally.

ANSO 306 - Deviance and Social Control (4 credits)

Who determines what is “normal” in society? What is deviance? Topics include how definitions of deviance change, how people become labeled as deviant, how deviant groups are organized, how transactions among deviants occur, and how social institutions create and enforce public and private codes of behavior. Those who resist conforming to such codes are also studied. Students analyze theories, read criticism, view films, and evaluate other forms of interdisciplinary documentation.

ANSO 308 - Archaeology: Explaining the Past (4 credits)

Who owns the past and why should we try to preserve it? This course explores the formation of the archaeological record, and the methods archaeologists use to interpret that record. Students examine how professional archaeology differs from looting, and how archaeologists work to protect the archaeological record. The course also analyzes and evaluates academic and popular interpretations of archaeology.

ANSO 315 - Exploring Emotions in World Cultures and Societies (4 credits)

Starting from the premise that emotions don’t occur in a socio-cultural vacuum, this course asks: How do cultures and societies shape and influence the experience and expression of emotions? Anthropological and sociological course materials on studies ranging from Bali to Brazil, from Egypt to the U.S. will explore many dimensions of emotions, including: the socialization of emotions; norms governing ways fear, anger, sadness, joy, distress, empathy and more are manifested, understood and treated in diverse cultures; how social, economic and political climates affect emotional experience.

ANSO 320 - Globalization, Culture, and Society (4 credits)

What does the intensifying global circulation of ideas, people, capital, goods and practices across national borders mean for communities, cultures, and identities in different parts of the world? As anthropologist Anna Tsing puts it: how are people, cultures, things, and ideas remade as they circulate? This course explores today’s increasingly interconnected and mobile world through the fields of anthropology and sociology. The course examines

challenges of globalization, such as forced migrations, economic inequalities, climate change, pandemics. The course also considers valuable outcomes, from advances in social justice, to collaborations to solve global problems and creative multi-cultural interactions and productions. Students explore lived experiences of globalization, including their own.

ANSO 321 - Food, Culture, and Society (4 credits)

This course applies a social science perspective to the study of food. While eating is a biological necessity and often a social activity, the meanings of food are embedded in larger sociocultural contexts. Food is connected to individual and cultural identities, structures of power and inequality, and activism and social justice. Students will examine the social forces and social relations surrounding food, and the links between food and bodies. Multimedia materials and a variety of readings are used to study the complex connections between food, culture, and society.

ANSO 325 - The Body in Society (4 credits)

This course explores the body and embodiment through a social science lens. While the body is a biological entity, the body is also social. The perceptions and meanings of the body are embedded in complex sociocultural contexts. Students will examine how social processes and cultural practices shape human bodies and our everyday lived experiences. The course will also discuss bodies in relation to gender, sexuality, race, class, ability, and disability. Multimedia materials and a variety of readings are used to study the relationships between the body, culture, and society.

ANSO 328 - Anthropology of Immigrants and Refugees (4 credits)

The dramatic population movements globally and into the U.S. over recent decades of people fleeing violence or seeking viable livelihoods leads to many complex questions concerning migration. This course explores contemporary migration through an anthropological perspective into the lived experiences of refugees and immigrants who come to the U.S., and gives particular attention to immigrant groups residing locally. Students will gain empirical and theoretical bases of social science research to place migration experiences in sociocultural, economic and political context and to critically assess assumptions about refugees and migrants found in discourses on immigration.

ANSO 329 - Race and Ethnicity: Sociological and Anthropological Perspectives (4 credits)

This course uses comparative methods to explore sociological and anthropological understandings of the significance of race, ethnicity, and racism in the United States. We will review concepts and theories of race and ethnicity. We will examine racialization processes affecting the lived experiences of diverse racial and ethnic groups and racial and ethnic inequalities, ranging from institutional discrimination to implicit bias. The

course will also explore the pervasive influence of racism as found in domains such as education and the media. How we as individuals and groups can create positive change through anti-racist responsibilities and efforts will also be central to the course. Significant focus is given to issues of race and racism.

ANSO 343 - Perspectives on Community Development (4 credits)

This class will examine theories and models of community development, and introduce students to the realities of community development work. The course explores the history of the community development field from its origins in the late 19th-century urbanization through present innovations fueled by grassroots, foundations and public policy initiatives. The lens of movement and industry approaches will be a key analytical tool. Three traditions in the field community building, community organizing, and community development will be critically examined and compared, including exploring the dynamic relationship between these three traditions. Special attention will be given to community development challenges facing traditionally disenfranchised communities, including factors of race, class and gender. The class will emphasize both a theoretical understanding of community dynamics, ad an introduction to practical skills used by people working in the community development field.

ANSO 360I - 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.

ANSO 365I - Anthropology and Sociology Prior Learning (1-8 credits)

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

ANSO 370 - Topics in Anthropology and Sociology (2-4 credits)

This course explores topics and issues not represented in regularly scheduled courses in the Anthropology and Sociology curriculum. The specific focus of the course will vary from one course offering to the next. The content will examine contemporary issues through the lens of anthropology and/or sociology. Possible course topics may include (but are not limited to) global studies, or current events or phenomena of sociocultural interest. Students should check the Course Schedule for the title and description of specific course offerings. The topics course may be repeated for credit as long as the topics are different. The course is open to all students who have completed Writing 131 or the equivalent.

ANSO 383 - Careers in Social Issues: Applied and Public Anthropology and Sociology (4 credits)

Intended for any student with an interest in careers addressing social problems, this course explores how anthropology and sociology work outside the classroom. Diverse fields like health care, government, corporate research, immigration, international development, and more apply anthropological and sociological insights and methods. Further, publicly-oriented anthropology and sociology professors take lessons from the classroom and apply them to the real world. The course starts by examining case studies from such applied and public work. After identifying a particular social issue they wish to address, students will take an ethnographic approach to exploring it, and create dossiers that include relevant research, lists of organizations, necessary skills and methods, and types of work available. By end of semester, students will have informational interviews with professionals working on their chosen issue.

APL

APL 160I - Advocacy and Political Leadership 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.

APL 300 - Approaches to Campaign Management (4 credits)

Political and Issue campaigns are an essential aspect of politics, wherein advocates of a particular candidate or issue build support and attempt to win

either an election, or a policy debate. Developing the skills to manage such campaigns is extremely valuable to finding employment in politics. This course teaches students the foundational elements of campaign management, leading students to be well-prepared to be hired in electoral or issue campaigns. The course provides a thorough overview of the main components of successful campaign management, including but not limited to: managing relationships with the principal (often a Political and Issue campaigns are an essential aspect of politics, wherein advocates of a particular candidate or issue build support and attempt to win either an election, or a policy debate. Developing the skills to manage such campaigns is extremely valuable to finding employment in politics. This course teaches students the foundational elements of campaign management, leading students to be well-prepared to be hired in electoral or issue campaigns. The course provides a thorough overview of the main components of successful campaign management, including but not limited to: managing relationships with the principal (often a candidate for public office), creating and managing successful field operations, building a coherent and dynamic campaign staff, overseeing fundraising and finance operations, developing and communicating issue expertise, envisioning and executing a successful communications operation, for both mobilization and persuasion, building a winning team environment.

APL 301 - Campaign Finance and Fundraising (4 credits)

One of the most important areas in any electoral or issue campaign is finance and fundraising. In order to raise and spend the money needed to build and execute a successful campaign, campaign staff must learn the specific fundraising and financial management skills and develop a deep understanding of campaign fundraising and spending laws. This course provides students with a combination of fundraising and financial management skill building and the capacity to understand the legal landscape for raising and spending money in a successful campaign. Through a study of finance operations for current and past electoral and issue campaigns, students will develop an understanding of the types of fundraising operations, the diverse finance structures that campaigns create, and the financial and fundraising laws that govern those campaigns whether the campaign is an electoral committee, and 527 organization, a 501(c)3 or (c)4, or (c)5 or other campaign operation.

APL 302 - Political Communications (4 credits)

Political communications work is fundamental for political campaigns whether they are electoral or issue-based. Political campaigns build support for their candidates and/or issues by communicating with the public. They seek to inform, persuade, and mobilize people to take action. In this course, students will learn about the role of political communications on campaign teams. Topics include political messaging and political mobilization,

components of a political communications strategy, and effective strategies for engaging with traditional media and new media on political campaigns. Students will learn to use web-based technology commonly used on political campaigns.

APL 311 - Research for Policy Change (4 credits)

In politics, we use policy to build a world that reflects our vision and values. In this class, students learn how political actors develop policies to advance their goals. Students consider how political actors use social science research to inform policy positions and make policy recommendations. In addition, students learn about the research and policy development process as it relates to electoral campaigns, advocacy organizations, political parties, and local and state government.

APL 312 - Advocacy for Policy Change (4 credits)

Democratic governments are assumed to be more legitimate than and preferable to other forms of government due to their openness and responsiveness to citizen influence. Yet many citizens and residents in the United States express feelings of powerlessness when it comes to influencing legislators and engaging in politics. In this course, students will learn about the state legislative process in Minnesota and develop a wide range of democratic skills necessary for becoming citizen advocates and influencing elected officials. Over the course of the semester, students will identify an issue area they want to work in; choose legislation related to that issue area to advocate for; identify and build relationships with community organizations working in the issue area; work in coalition with at least one community organization; develop a range of political communication materials for influencing legislators; and meet with state legislators to advocate for their preferred policies. The skills students will develop in this class will be applicable to participating in democracy at the local, state, and national level.

APL 340 - Media Power, Political Narratives, and Public Debate (4 credits)

How does media shape what becomes politically imaginableor politically possible? How do media outlets behave as political actors, impacting outcomes in the political ecosystems in which they are embedded? This course examines how political narratives are constructed, funded, and circulated, and how media institutions influence the boundaries of public debate. Students learn to analyze how news coverage frames political issues such as protest, immigration, public safety, and major policy debates, and how media institutions shape which perspectives are treated as credible or legitimate. Using Minnesotas media landscape as a research setting, students map media ownership and power structures, compare coverage across news outlets, and trace how political narratives emerge and compete in public discourse. The course prepares students to understand how media power

and narratives influence public opinion and policy debates and to assess how advocates can respond to, challenge, and reshape dominant narratives.

APL 341 - Race Class Narrative (4 credits)

How do political elites stoke racial division to undermine working class solidarity? How can democratic norms be strengthened through messaging that promotes solidarity between differently positioned social groups? The Race Class Narrative (RCN) approach to political messaging was developed by political scientists who study the significance of political and social identities for informing political judgment. RCN is an empirically tested theory about coalition formation and political behavior. It explains how elites use racial division to manage distributional conflict, and how alternative frameworks can change public opinion, participation, and policy outcomes. In this course, students will use the Race Class Narrative (RCN) as an applied analytic framework. They will engage scholarship on racial politics and economic inequality, analyze evidence from political cognition and political communication (e.g. identity, threat, heuristics, motivated reasoning, framing, and elite cues), and practice research-informed message development. The course also evaluates major extensions of the RCN that integrate gender, sexuality, and other axes of difference, with attention to measurement and democratic ethics.

APL 360I - Advocacy and Political Leadership 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.

ARTS

ARTS 106 - Introduction to Drawing (4 credits)

This class focuses on the principles and practices of drawing, through an exploration of space, shading, volume, perspective and composition. Class discussions and projects include use of materials, color, artists and movements of the past, and contemporary trends in drawing and painting. Emphasis is placed on the development of hand-eye coordination skills.

ARTS 115 - Introduction to Photography (4 credits)

This introductory course focuses on the aesthetic and practical elements of image making in photography. Basic principles of camera work, framing,

light and lenses are covered. This course provides a foundation for further study in photography.

ARTS 140 - Introduction to Sculpture (4 credits)

Introduction to Sculpture acquaints students with the basic concepts, materials and techniques associated with three-dimensional fabrication in the visual arts. Students will be exposed to the rich traditions and current trends in sculpture from various eras and cultures around the world, while simultaneously producing expressive work of their own invention. Classroom activities include lectures, demonstrations, worktime, and critiques. Emphasis is placed on the principles, elements, and practices of design. Media includes wood, paper, plaster, fabric and found objects.

ARTS 160I - Arts Student-Designed Independent Study (SDIS) (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 for because it allows students: to study a subject in more depth, at a more advanced level; to pursue a unique project that requires specialized study; to draw together several knowledge areas or interests into a specialized study; to test independent learning capabilities and skills; or to use special learning resources in the community, taking advantage of community education opportunities which, in themselves, would not yield a full college competence. Students should contact their appointed advisor for more information.

ARTS 165I - ARTS Prior Learning (1-9 credits)

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ARTS 200 - Creating Change through Communication, Writing and the Arts (4 credits)

This course presents a multidisciplinary exploration of how students can exercise responsible and productive citizenship, participate in the exchange of ideas, advocate for social justice and articulate issues for the common good through communication, writing and the arts. It also presents theoretical and ethical dimensions of communication, writing and the arts. Each week a faculty member from the Communication, Writing and the Arts Department presents a lecture/ workshop on his or her area of expertise and how it may be employed to create social and cultural change. Assignments include response papers, reflective papers, film analyses, group projects, and

creative projects that require critical thinking, investigation and imagining new solutions to problems.

ARTS 203 - Introduction to Digital Arts (4 credits)

This course explores computer based image-making and printing technologies. Through the investigation of various printing materials, students will have the opportunity to produce two and three-dimensional projects using contemporary methods. Students will gain hands-on experience with digital drawing tools, photographic and graphic designs using image based software while learning about the formal elements and principles of design. Art theory and practice will be presented in conversation with lectures and peer review. Professional artists and designers using these processes in their work will be highlighted in the course.

ARTS 207 - Introduction to Painting (4 credits)

This course offers an introduction to painting in a Studio Arts curriculum. Students will learn practical mechanics of painting while working from direct observation. Focus will be placed on technique, color mixing and critical theory in a range of painting projects while developing art vocabulary. Class lectures and discussions will highlight diverse professional artists who paint from direct observation. Water-soluble paints will be utilized in this class.

ARTS 300 - Museums and Galleries (4 credits)

As students visit local museums and galleries, they become familiar with many of the Twin Cities' exhibition facilities and reflect on the experience of viewing art. This course offers an approach to understanding and appreciating the visual arts as one develops critical thinking skills. Emphasis is placed on the articulation of ideas through written and spoken words. Note: Students are responsible for their own transportation.

ARTS 301 - Current Topics: Variable Subtitles (1-4 credits)

Current Topics is a course designation that is used to identify timely themes and various media that supplement and enrich a student's art education. Topics will change from semester to semester. If more than one topics course is taken in fulfillment of the major, they must be different course titles. Topics may include, but are not limited to: book arts, printmaking, drawing, painting, photography, and digital arts.

ARTS 302 - Exhibition Practices (2 credits)

This internship is designed to give students an opportunity to learn about the basic functions and day to day operations of an educational art gallery. Students will assist in the installation and dismantling of various exhibitions, featuring numerous forms of art. In doing so, students will gather practical knowledge about handling and lighting artwork, creating didactics, generating and distributing publicity, working with artists and creating corresponding programming. This knowledge should qualify a student to apply for entry level positions at other exhibition facilities, create groundwork

for additional coursework in Museum Studies, and/or prepare students to mount exhibitions of their own in a professional manner. Variable meeting times. Contact instructor for details prior to registering. S/N grading only.

ARTS 304 - Topics in Fibers (4 credits)

This studio course explores historical and contemporary approaches to fiber arts as well as examination of significant figures and movements. Traditional techniques and contemporary applications of paper and fabric bridge the gap between crafts and fine arts. Students should consult the Class Schedule for particular topics (such as papermaking, wearable art and surface design.) Note: This course may be taken three times for credit as long as the topic is different.

ARTS 306 - Intermediate Drawing (4 credits)

In this class students further develop their hand-eye coordination skills, polish their techniques, deepen their understanding of artists or movements of the past and examine contemporary trends in drawing and painting. Emphasis is placed on drawing as a medium of self-expression.

ARTS 307 - Intermediate Painting (4 credits)

This course expands on techniques taught in Introduction to Painting. Students learn theory, principles and practices related to color, shading, volume, perspective and composition. The course emphasizes individual artistic growth and development while exploring a range of topics such as figure, landscape and still life. Class lectures and discussions will highlight diverse professional artists who create works based on figure, landscape and still life. Water-soluble paints will be utilized in this class.

ARTS 309 - Photography: History of a Visual Artform (4 credits)

This course presents a historical survey of photography within the context of scientific, cultural and artistic forces. From the camera obscura and daguerreotypes to Surrealism and Social Realism, this course addresses the broad and expressive nature of photographic imagery. In addition to exploring the technical history of the medium, the class is designed to promote formal articulation, genre identification and evaluation of meaning within diverse cultural contexts. Students will leave this course with a stronger sense of the ways in which photography has contributed to the global artistic landscape and our conception of reality. Activities include slide lectures, videos, visiting artist presentations and field trips to local collections and studios. No lab component.

ARTS 311 - Watercolors (4 credits)

This course explores the fundamental principles and techniques associated with the medium of watercolor paints, The coursework includes color theory, application techniques, and traditional/contemporary trends in painting. Once rudimentary skills are established through representational compositions, students will have the opportunity to investigate the

expressive nature of watercolors through abstract imagery. Two field trips are schedules outdoors.

ARTS 316 - Intermediate Photography (4 credits)

Intermediate photographic techniques and approaches to image making using digital cameras, editing, software, printers, and lighting equipment. Class projects and discussions include image manipulation, composition, lighting, and film/analog photography, as well as artist movements of the past and contemporary trends in photography. Students explore photography as a creative form.

ARTS 319 - Topics in Printmaking (4 credits)

This is a hands-on course that explores traditional and experimental approaches to printmaking. Topics are offered on a rotational basis and include: relief, screen-printing, monotype and photo-based processes. A range of artists from a variety of ethnic backgrounds working in the field will be introduced. The topic will change from one offering to the next, and a particular offerings topic will be stated in the universitys schedule of classes. Note: This course may be taken three times for credit as long as the topic is different.

ARTS 320 - Topics in Clay: Variable Subtitles (3 credits)

Topics in Clay is a course that explores the artistic possibilities of working with ceramics. Functional and sculptural approaches are addressed. These twelve-week, three credit courses are taught at Northern Clay Center in Minneapolis. Topics will change from semester to semester. If more than one topics course is taken in fulfillment of the major, they must be different course titles. Topics may include, but are not limited to: Wheel Throwing, Hand Building, Surface/Imagery Technique and Firing Methods.

ARTS 323 - Intermediate Digital Arts (4 credits)

This course offers intermediate level digital image making in a studio arts curriculum. The image-making techniques introduced in Introduction to Digital Arts will be developed significantly in two and three-dimensional projects focusing on theory, technology and studio practice. Students will develop research skills and practices needed to work independently and to create theme-based projects suitable for peer and instructor critique. Professional artists with a diverse range of backgrounds using these methods will be highlighted in the course.

ARTS 350I - Arts 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.

ARTS 360I - Studio Arts Student Designed Independent Study (2-4 credits)
Student-designed independent studies give Metro State students the opportunity to plan their own study. This type of learning strategy can be useful because it allows students to focus on particular media or techniques; to pursue a unique project that requires specialized study; refine skills and ideas that may not be covered in existing curriculum. Note: This course may be taken a number of times up to a total of 16 credits under the supervision of any CAS/CWA studio arts faculty member. Students should contact the instructor to make arrangements prior to registration.

ARTS 365I - Arts Prior Learning (1-9 credits)
Credit for Prior Learning is the conditions under which students can receive college credit for prior learning obtained through nontraditional channels such as the military, the workplace, or independent study. The course for which credit is being sought must correspond in its content to a course that is currently offered at Metro State University. Competence is demonstrated by passing the final examination of the corresponding course. Students should contact their appointed advisor for more information.

ARTS 370 - Critiquing Racism in Art (4 credits)
This art history, upper division course explores the work of artists of color and how their work critically examines the social construction of racial representation in the United States. Art and Art History have crucial roles to play in the construction of identity, stereotypes, and cultural constructs. By critically examining modern and contemporary visual art, students will gain knowledge that can begin to deconstruct systemic racism found in our visual landscapes. Utilizing art historical methodologies such as formalist and contextual readings, art criticism, critical theory, postcolonialism, and semiotics as well as art movements such as Modernism/post-modernism, feminism, Black/Latinx/Asian/Indigenous arts movements, and contemporary practice, students will learn to critically analyze social messages found in racial representations. Looking at Black, Latinx, Asian, and Indigenous artists, students will examine themes such as resistance and anti-racism, community and celebration, collaboration, politics and media/popular culture, and the visual landscape.

ARTS 372 - Topics in Museum Studies (2-4 credits)
This course considers topics of current or relevant importance in museum studies and is offered for variable credit. Topics will change from semester to semester. If more than one topics course is taken in fulfillment of the major, they must be different course titles. Topics may include, but are not limited to: museum history, curatorial practice, public art, alternative art histories, and decolonization and repatriation.

ARTS 378 - Art and Gender (4 credits)

This art history, upper division course introduces students to an intersectional approach to gender and art. The course critically examines the complex ways visual art expresses and represents gender. Queer Art and Feminist Art Histories will serve as frameworks for students to learn about artists, art movements, and exhibitions. A fluid understanding of creative expressions of gender that challenge and re-define traditional art historical approaches and art mediums will be prioritized. We will also look at how female-identified, non-binary, and queer artists express gender representation through activism, community and celebration, collaboration, and the body.

ARTS 379 - Art and Disability (2 credits)

This art history, upper division course introduces students to an intersectional approach to art, activism, disability, and accessibility. Students will learn about collaborative and community-centered artistic and curatorial practices that advocate for museums and galleries to become more accessible and aware of their biases and barriers. By looking at examples of radical accessibility in art, this course addresses topics like proactive crip-friendly exhibition design, inclusive educational programs, artistic activism, crip theories, disability aesthetics, and critical strategies. As they learn and research, students will also develop an accessibility project for an art space.

ARTS 400 - Capstone Seminar (2 credits)

In this course students learn about the documents, practices and resources necessary to pursue a career in the visual arts. Some pragmatic assignments will demonstrate the artist's talents and accomplishments (such as resumes, statements and portfolios). Other logistical exercises will explore the expectations for the field (like exhibition protocols, employment opportunities, grant proposals, residencies and applications for graduate school). This course is required for all Studio Arts majors and should be executed in the student's final year of study.

ARTS 401 - Capstone Studio (4 credits)

In this course students develop a capstone studio project guided by a faculty mentor to establish a sustainable studio practice beyond graduation. Taught in preparation for the Capstone Seminar course, students will learn the physical aspects of presenting their work for exhibition while addressing contemporary issues in art. The course project will be reflected upon through individual and group critique, and may include outside art professionals as guest critics. This course is required for all Studio Arts majors and should be executed in the student's final year of study.

ARTS 402 - Art in Public Spaces (4 credits)

This upper-level course explores contemporary public art practices in a studio arts curriculum. To complement traditional studio arts practices, students will develop skills in rapid prototyping, practice-led research, social engagement,

and project management. Projects will focus on drafting proposals in response to calls for public art, communicating their concepts to diverse audiences, and collaborating with groups outside of the Arts. Drawing upon examples of global and local public art initiatives addressing inclusiveness, social conditions and the use of public spaces, students will evaluate how their own work may impact dissimilar communities and culture.

ARTS 410 - Art Theory and Practice (2 credits)

Art theory helps us understand our contemporary visual landscape. This theory-based course introduces students to big ideas in visual art. We will examine and critique theories in art and art history, which may include formalism, contextualism, postmodernism, aesthetics, critical race theory, structuralism, Marxism, feminism, queer theory, institutional critique, and postcolonialism/decolonization. In this course students will learn about art theorists and how artists utilize art theory in their practice.

ARTS 450 - Curatorial Practices (4 credits)

This course will examine curatorial practice today. It will include hands-on experiences curating and installing exhibitions. Through case studies and important ideas in curating, students will critically examine diverse practices and consider how the roles of museums, galleries, curators, and artists are evolving to be relevant and community-facing. Students will collaborate directly with professional artists and curators in the community.

ARTS 560I - 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 learning strategy can be useful because it allows students to focus on particular media or techniques; to pursue a unique project that requires specialized study; refine skills and ideas that may not be covered in existing curriculum. Note: This course may be taken a number of times up to a total of 16 credits under the supervision of any CAS/CWA studio arts faculty member. Students should contact the instructor to make arrangements prior to registration.

BIOL

BIOL 101 - Introduction to the Life Sciences (4 credits)

This course is an introduction to the study of living things. Topics covered include: cell biology, evolution, use of the microscope, and the diversity of life. Lab included. Intended for students preparing for BIOL 111 General Biology and students seeking a general education science course with lab. First day attendance required except by instructor permission.

BIOL 105 - Human Biology (4 credits)

This course is an introduction to the genetics, anatomy, physiology, and evolution of the human body in both health and disease. Lab included. Intended for general education students, students preparing for BIOL 111

General Biology and students needing a one-semester introduction to human biology.

BIOL 106 - Biology of Women (4 credits)

This course is an introduction to the health and biology of women, focusing on the major health and disease concerns for women (heart disease, stroke, cancer, osteoporosis, menstruation, pregnancy, infertility) and the biological systems involved (cardiovascular, neurological, skeletal, endocrine, and reproductive etc.). No dissection is required. Lab included. Intended for general education students and students needing a one-semester introduction to human biology or the biology of women.

BIOL 107 - Biology, Race, and Racism (4 credits)

This course introduces students to scientific practices and to biological concepts (including genetics, physiology, and evolution) through the perspective of past and current research related to race. The biological basis for human differences will be clarified and distinguished from racialized traits. Environmental effects on human biology and health will be addressed within the context of racial disparities. The influence of cultural assumptions on scientific research and the misuse of science to support racist claims (e.g., the eugenics movement, The Bell Curve) will be evaluated. Course includes significant online content and lab. Intended for students preparing for BIOL 111 General Biology and students seeking a general education science course with lab.

BIOL 111 - General Biology I (4 credits)

The first semester of the comprehensive first year course in biology. Covers the biochemistry and inner workings of cells, energy metabolism, genetics, cellular physiology, population genetics and evolutionary pattern and process. Laboratory topics include use of the microscope, biochemistry, cell structure and function, genetics, and evolution. Intended for students who are pursuing, or considering, the major in biology or life sciences teaching.

BIOL 112 - General Biology II (4 credits)

The second semester of the comprehensive first year course in biology. Covers the evolution and diversity of life, plant biology, animal biology and ecology. Lab activities include use of the microscope, examination of organisms, and experiments in plant physiology and ecology; may include animal dissection. Intended for biology and life sciences teaching majors.

BIOL 160I - Biology Student-Designed Independent Study (SDIS) (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 for because it allows students: to study a subject in more depth, at a more advanced level; to pursue a unique project that requires specialized study; to draw together several knowledge areas or interests into a specialized study; to test independent learning capabilities

and skills; or to use special learning resources in the community, taking advantage of community education opportunities which, in themselves, would not yield a full college competence. Students should contact their appointed advisor for more information.

BIOL 165I - Biology Prior Learning (1-8 credits)

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

BIOL 211 - Principles of Genetics (4 credits)

This course provides a thorough major's level introduction to genetics and heredity. It will cover the fundamentals of genetic information, its transmission from parents to offspring [heredity], its phenotypic and molecular expression in cells and organisms, replication and repair of genetic material within a cell, and its population impacts. Also included are the modern techniques of genetics including: gene mapping, cloning, genome manipulation and mutation. Knowledge of species' genomes, their genes, their inheritance, and how genes impact individuals and/or populations has rapidly become an integral part of almost every aspect of biology. From public health to ecology - genetics touches all.

BIOL 221 - Human Anatomy and Physiology I (4 credits)

Detailed study of the anatomy and physiology of the human body with special emphasis on the relationship between structure and function. Includes the following topics: introduction to anatomy and physiology, tissues, integument system, skeletal system, articulations, muscular system, nervous system, special senses, and endocrine system. Intended for students in nursing and other allied health sciences; does not count towards Biology major requirements; is not a general education science course. Formerly HBIO 201.

BIOL 222 - Human Anatomy and Physiology II (4 credits)

Detailed study of the anatomy and physiology of the human body with special emphasis on the relationship between structure and function. Includes the following topics: cardiovascular system, lymphatic system, nonspecific defense and immunity, respiratory system, digestive system, urinary system, fluid/electrolyte and acid/base balance, and reproductive system. Intended for students in nursing and other allied health sciences; does not count towards Biology major requirements; is not a general education science course. Formerly HBIO 202.

BIOL 225 - Basic Microbiology (4 credits)

The study of microorganisms covering the basic principles of growth, metabolism, and genetics; the relationships between microbes and humans in health care; microbes that cause disease and their control; pathogenicity, epidemiology, and immunology; and related topics such as microscopy, aseptic technique, and diagnostic testing. Intended for students in nursing and other allied health sciences; does not count towards Biology major requirements; is not a general education science course. Intended for students in nursing and other allied health sciences; does not count towards Biology major requirements; is not a general education science course. Formerly HBIO 205.

BIOL 301 - Genetics (5 credits)

This course covers genetics, heredity and genetic information, its transmission from parents to offspring, its phenotypic and molecular expression in cells and organisms, and its course in populations. Also covers the modern techniques of genetics including gene mapping, cloning, genome manipulation and mutation. Lab included. Intended for biology and life sciences teaching majors.

BIOL 302 - Cell Biology (5 credits)

This course covers life in terms of molecules, cells, tissues, and organs, integrating these levels of complexity and focusing on the underlying molecular and cellular mechanisms of biological function. Topics include membrane structure and function, trafficking of molecules, the endomembrane system signal transduction pathways, extracellular matrix, and the cell cytoskeleton. Laboratory includes descriptive histology of animal tissues. Intended for biology and life sciences teaching majors.

BIOL 304 - Molecular Biology (5 credits)

This course covers molecular biology, the study of genetic expression at the molecular level-including transcription, translation, and DNA replication emphasizing structure and function, and focusing on how molecular lab techniques elucidate the genetic mechanisms of the cell. Lab includes recombinant DNA, gel electrophoresis, PCR and sterile technique. Intended for biology majors.

BIOL 307 - Biochemistry (5 credits)

This course covers the structure of biologically important compounds (proteins, carbohydrates, lipids, and enzymes) and their transformations during metabolism. Topics include: enzyme kinematics, chemical reactions (acid/base, reduction/oxidation, hydrolysis, etc.), protein synthesis and regulation, use and interpretation of biochemical information, and problem-solving in biochemistry. Lab includes biochemical methods and techniques and develops skills with laboratory instruments, data collection, and scientific writing. Intended for biology and biochem majors and chemistry minors.

BIOL 310 - Ecology (5 credits)

This course covers the science of ecology, focusing on population and community ecology, the investigation of patterns in the distribution and abundance of organisms and the processes responsible. The content and methods of modern ecological research are emphasized. Students read ecological research papers and do field investigations, experiments and computer modeling. Most of the weekly labs take place outdoors. Intended for biology, environmental science and life sciences teaching majors.

BIOL 311 - Plant Physiology (5 credits)

This course covers plant physiology across the range of organisms studied by botanists, including plants, algae, and photosynthetic bacteria, including the structural and biochemical features that are characteristic of the different taxonomic groups and how these features affect the distribution and abundance of the organisms. The content and methods of current research in plant physiology are emphasized. Lab activities include laboratory and field investigations. Intended for biology majors.

BIOL 312 - Evolution (5 credits)

This course covers the science of evolutionary biology, including population genetics, microevolution, speciation, phylogenetics and macroevolution. The content and methods of modern research in evolutionary biology are emphasized; student read primary source scientific literature. Lab activities include field investigations, lab experiments, and computer modeling. Intended for biology, environmental science and life sciences teaching majors.

BIOL 315 - Limnology (5 credits)

This course covers the biology, chemistry and physics of aquatic habitats with an emphasis on the ecology of lakes in Minnesota. The content and methods of modern limnological research are emphasized. Labs focus on field and lab investigation of water bodies in the metropolitan area. Most of the weekly labs take place outdoors. Intended for biology, environmental science and life sciences teaching majors and other qualified students.

BIOL 316 - Behavioral Ecology (5 credits)

This course covers the science of animal behavioral ecology. The content and methods of modern ecological research are emphasized. Students read research papers in the field of animal behavior and conduct laboratory investigations, experiments and computer modeling. Intended for biology majors.

BIOL 320 - Ecosystem and Global Ecology (5 credits)

This course covers ecosystem theory, nutrient cycling, energy flow, and related global environmental topics including acid rain, greenhouse effect, climate change and mercury pollution. The content and methods of modern ecosystems research are emphasized. Lab activities may include field

investigations, lab experiments, and computer modeling. Intended for biology, environmental science, and life sciences teaching majors and other qualified students.

BIOL 322 - Comparative Animal Physiology (5 credits)

This course covers the functions of each of the organ systems of the animal body focusing on the physiological problems experienced by animals and the solutions that have evolved in various animal groups. The course includes an integrated laboratory in which students conduct physiological experiments. Intended for biology majors.

BIOL 324 - Invertebrate Biology (5 credits)

The biology of invertebrate animals, particularly insects and other terrestrial arthropods: their macroevolutionary history, taxonomy, morphology, physiology, behavior, and ecology. Topics may include their identification and roles as pollinators, herbivores, predators and disease vectors in natural, agricultural, and urban ecosystems. The course includes an integrated laboratory with field and laboratory activity. Course intended for biology majors.

BIOL 330 - Advanced Microbiology (5 credits)

This course covers the taxonomy, structure, function and ecology of microbes including bacteria, viruses, fungi and protista. Additional topics include microbial pathogenesis, the response of the mammalian immune system to microbial infection, microbial metabolic diversity and microbial biotechnology. Labs include use of microscope, survey of types of microbes, isolation of microbes from the environment, identification of microbes, staining of bacteria, action of antibiotics and disinfectants, counting of bacteria in food and water and use of microbes in food and beverage production. Intended for Biology, Biochemistry, Environmental Science or Life Science Teaching majors.

BIOL 350I - Biology 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 site 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. Students interested in internships within the Natural Sciences Department should work with their advisor and/or faculty internship coordinator to discuss the process for your specific major.

BIOL 360I - Biology 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.

BIOL 365I - Biology Prior Learning (1-9 credits)

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

BIOL 378 - Experimental Design in Biology (2 credits)

The cornerstone of science is the ability to examine existing information, create a hypothesis, and determine methods for testing that hypothesis. In this course students will learn how to construct a testable hypothesis and how to determine the best methods for testing that hypothesis. This not only includes critically distilling and examining current literature, but also understanding experimental ethics, sample size considerations, and data presentation in the forms expected of scientists. This course is intended as an upper division elective in the Biology and Environmental Science Majors. Through assignments such as research proposals, mini-reviews, journal club presentations, posters, lightning talks, and research presentations, students will develop their skills for critically evaluating scientific literature and determining the next steps of discovery.

BIOL 406 - Biology of Cancer (3 credits)

Covers the genetic, physiological, and molecular principles underlying the causes and treatments of cancer. Course focuses on the regulatory pathways and their genetic flaws that govern cell proliferation, angiogenesis, malignancy and metastasis. Intended for biology majors in their senior year.

BIOL 415 - Pollution Ecology (3 credits)

This course examines the ecology of environmental pollution from biological, paleolimnological and international perspectives. Topics include acidification, eutrophication, metal and organic contamination, species introductions, and climate change. Students develop skill with structured decision making, risk assessment and public presentation. Intended for biology majors, environmental science and other qualified students.

BIOL 416 - Invasion Biology (3 credits)

BIOL 416 is intended to serve as an upper division elective within the Biology (B.A. and B.S.) and Environmental Science (B.S.) majors; as such, enrollment is restricted to juniors and seniors within these majors. This advanced lecture course examines the biology of exotic organisms that cause ecological or economic harm upon establishment in a novel environment. Topics include the stages of biological invasion and the ecological processes that mediate them (e.g., propagule pressure, biotic interactions, disturbance), the impacts and management of invasive species, risk assessment and post-invasion evolution. Field trips to local ecosystems may be incorporated.

BIOL 417 - Climate Change Ecology (3 credits)

This course examines current scientific understanding of the ecological effects of climate change. Topics include the global climate system, greenhouse effect warming, and the effects of climate change on plants and animals at the physiological, community, and ecosystem levels. Students read and discuss primary scientific literature. This course serves as an upper division elective in the Biology and Environmental Science majors.

BIOL 426 - Comparative Biomechanics (3 credits)

Biomechanics is the study of the physical aspects of life, the materials and structures made and used by living things of all kinds, plants, animals, fungi, protista and bacteria. Biomechanics unites the fields of physics, physiology, ecology and engineering in the investigation of biological materials and structures and the structural and functional roles that they play for the organisms that produce them. This includes chitin, cellulose, spider silk, feathers, tooth enamel, wood, bone, arteries, tree branches, porcupine quills and many more. This course is an upper division elective in the Biology major and meets the 400-level capstone course requirement of the major.

BIOL 430 - Virology (3 credits)

This course will explore and provide an in-depth account of current concepts in the field of Virology. It will introduce students to topics such as virus structure, replication, infection and disease, epidemiology and immunology. There will be a detailed discussion of renown viruses such as SARS-CoV-2, flu viruses, HIV I. Students will also be introduced to modern use of viruses (ex.Therapy for diseases and vaccine making). This course befits student in Biology and Biochemistry majors.

BIOL 469 - Seminars in Biology (1 credit)

This course presents current advanced research in environmental science, connecting students to the wealth of the scientific resources available in the Metro State area. By listening, reflecting, reading and writing, students learn about current research in environmental science and how scientists communicate it to other scientists. This course can, with instructor

permission, be taken more than once for credit. Intended for biology or biochemistry majors in their junior or senior year.

BIOL 471 - Science Journal Discussion (1-2 credits)

This is a course for advanced biology students, centered on the weekly reading and discussion of the current issue of Science. Published by the American Association for the Advancement of Science, Science is the most widely read scientific journal in the world and every issue contains peer-reviewed research articles, news and reviews from across the spectrum of scientific disciplines with core strength in biological sciences. This course builds student knowledge of current scientific research and issues in biology and develops skills in scientific reading, discussion and presentation at the advanced level.

BIOL 479 - Advanced Topics in Biology (1-5 credits)

This course covers advanced biological topics that vary from semester to semester. Because the content of each section of this course is different, students may take this course more than once for credit. Intended for biology majors in their junior and senior years.

BIOL 489 - Senior Research in Biology (1-4 credits)

This course provides students with independent laboratory, field or computer biology research under the supervision of a resident biology faculty member. Students must complete a research proposal and it must be approved by the instructor prior to course registration. Prior successful completion of an upper division course with the instructor is generally required.

BIOL 490H - Honors Research Project (1-4 credits)

This course provides the capstone experience for students in the biology honors cohort. Student conducts a laboratory or field research project under the supervision of a resident science faculty member. Project includes formal written proposal, instructor approval, performance of appropriate scientific experiment or investigation, data analysis, and presentation of the final results in written and oral form to an appropriate audience. Prior successful completion of an upper division course with the instructor is generally required. Enrollment is limited to students in the Biology Honors cohort. Student must successfully complete 4 credits of BIOL 490H to fulfill requirements for graduation with Biology Honors.

BIOL 511H - Honors Freshwater Ecology and Quality (3 credits)

Advanced course in freshwater ecology with applications to water quality assessment and monitoring, lake management, and drinking water supply. Students learn and apply techniques in water quality monitoring and taxonomic methods used in the science of phycology. Course is open to students who have met the criteria and been granted honors biology status, a process administered by the Natural Sciences Department.

BIOL 512H - Honors Insect Ecology and Management (3 credits)
This is an advanced course in the study of insect ecology, with particular emphasis on application to the management of pest species of agricultural, medical/veterinary, and urban importance. Topics addressed include, but are not limited to: insect population dynamics and regulation, sampling techniques, insect-plant interactions, disease vector biology, theories and practices of integrated pest management (IPM) and insecticide resistance management (IRM), and insect taxonomy. Students will read and discuss primary literature articles in entomology, and will engage in active field/laboratory exercises in insect ecology and taxonomy. Intended for biology and environmental majors who have taken considerable upper-division classwork in the sciences.

BIOL 513H - Honors Wetland Ecology (3 credits)
Advanced course in wetland ecology with application to the classification, assessment and delineation of wetlands. Students learn and apply techniques in the sampling and identification of wetland plants, macroinvertebrates, and soils.

BIOL 514H - Honors Forest Ecology (3 credits)
Advanced course in forest ecology with applications to the classification, assessment, maintenance and certification of forest health, and a focus on sustainable and responsible forest management. Students learn and apply techniques in forest monitoring and taxonomic methods used in dendrology.

BIOL 560I - Biology Student-Designed Independent Study (SDIS) (1-8 credits)
Student-designed independent studies give 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.

BLAW

BLAW 310 - Business Law: UCC and Contracts (4 credits)
This course reviews the purposes, philosophies and organization of the U.S. legal system. It provides an intensive study of the law which governs contracts for services, real estate, employment, insurance, trademark, patents and copyrights. Topics covered include legally binding contract requirements (offer and acceptance, legality of subject matter, capacity of parties and contractual consideration); circumstances which require a contract to be in writing; defenses for avoiding contractual liability; and legal remedies for

breach of contract. It also focuses on the articles of the Uniform Commercial Code (UCC), which govern the rights and obligations of parties to transactions involving the sale of goods (Article II), commercial paper such as checks, notes and drafts (Article II), and financing arrangements in which one party gives another a security interest in property (Article IX) and the effects of federal bankruptcy laws on these transactions.

BLAW 320 - Legal Environment of Organizations (4 credits)
The behavior of organizations and people in organizations is influenced in a variety of ways by the Constitution, state and federal legislation, regulations by all levels of government, by judicial opinions and by ethical considerations. This course explores selected aspects of the legal environment, including antitrust and fair trade laws, the law of contracts, laws and regulations concerning the workplace and workplace behavior, environmental protections, and ethical standards. Issues relating to franchising and trading in securities are also addressed within the context of the law and ethics.

BLAW 365I - Business Law Prior Learning (1-8 credits)
Credit for Prior Learning is the conditions under which students can receive college credit for prior learning obtained through nontraditional channels such as the military, the workplace, or independent study. The course for which credit is being sought must correspond in its content to a course that is currently offered at 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 430 - Marketing and Advertising Law (4 credits)
This course addresses the laws that regularly affect day-to-day marketing and advertising practices. Topics include the cases, statutes and regulatory agencies that create liability for advertising copy and layout, and those dealing with acquiring and protecting trade names, trademarks, service marks, trade secrets, copyrights and patents, and the laws which define and create liability for unfair competitive practices.

CC

CC 090 - Consortium Courses: See Specific Title on Term Course (1-9 credits)
CC 100 - Consortium Course: See Specific Title on Term Course (1-9 credits)
CC 101 - Consortium Course: See Specific Title on Term Course (1-9 credits)
CC 200 - Consortium Course: See Specific Title on Term Course (1-9 credits)
CC 300 - Consortium Course: See Specific Title on Term Course (1-9 credits)
CC 400 - Consortium Course: See Specific Title on Term Course (1-9 credits)
CC 500 - Consortium Course: See Specific Title on Term Course (1-9 credits)

CFS

CFS 160 - Computer Forensics Fundamentals (4 credits)
Computer forensics involves the activities in collecting, processing, preserving, analyzing and presenting computer-related evidence in court for

criminal prosecutions or civil litigations. In this course, students will be exposed to those computer forensic activities through lectures, case studies, hands-on labs, and individual and group projects. Students will study the fundamental concepts and learn essential artifacts of computer operation, internet control, digital evidence collection, and computer crime investigation, and be able to recognize as well as understand how a computer related crime or incident is prosecuted or litigated in order to have a comprehensive view of the field of Computer Forensics. This course is designed for the first year of the students majoring in Computer Forensics or the students who are interested in knowing what Computer Forensics is about.

CFS 165I - Computer Forensic Sciences Prior Learning (1-4 credits)
Credit for Prior Learning is the method by which students may receive college credit for prior learning obtained through nontraditional means, such as military training/experience, the workplace, or independent study. The course for which credit is being sought must correspond in its content to a course that is currently offered at Metro State University. Competence is demonstrated by passing the final examination of the corresponding course. Students should contact their academic advisor for more information.

CFS 262 - IT Infrastructure Fundamentals (4 credits)
This course introduces students to the fundamentals of computer hardware, operating systems, networking, and cybersecurity. Students will learn to install, configure, and troubleshoot computer components, mobile devices, operating systems, and software while applying basic security practices. The course covers diagnosing and resolving common technical issues, servicing hardware components, and documenting and communicating technical support solutions. Additionally, students will explore operating system architectures, cloud computing, virtualization, scripting, and multi-OS environments. Through hands-on labs, students will gain practical skills essential for IT support roles and CompTIA A+ certification preparation.

CFS 264 - IT System Administration (4 credits)
This course provides an in-depth exploration of multi-user operating systems, focusing on Linux environment. Students will learn to install, configure, and manage Linux systems, software, storage, and services while ensuring security and performance optimization. The course covers memory management, process handling, disk and file system management, and peripheral operations. Students will develop proficiency in user and group management, authentication methods, access controls, and network security. Hands-on labs will emphasize troubleshooting system performance issues, diagnosing application failures, and resolving hardware-related problems. Additionally, students will gain experience in automating system administration tasks using shell scripting and Git for version control. By the end of the course, students will be able to apply best practices for system

security, implement firewalls, manage permissions, and execute system hardening techniques to mitigate cybersecurity risks. The course prepares students with essential Linux administration skills aligned with CompTIA Linux+ certification objectives.

CFS 280 - Digital Forensics Essentials (4 credits)

This course provides an introduction to the principles, methodologies, and applications of digital forensics, preparing students with the foundational knowledge and hands-on skills required for forensic investigations. Students will learn to identify, collect, preserve, and analyze digital evidence from various storage devices and operating systems while maintaining forensic integrity and chain of custody. Key topics include forensic data acquisition, network and system log analysis, cybercrime investigation techniques, and the classification of digital evidence. Students will explore legal, ethical, and procedural considerations essential to forensic investigations, ensuring compliance with industry regulations and best practices. Through hands-on exercises, students will apply forensic tools to examine digital artifacts, analyze cybercrime trends, and prepare forensic reports. By the end of the course, students will have a strong foundation in digital forensic investigation techniques, aligning with the EC-Council Digital Forensics Essentials (D|FE) certification objectives.

CFS 345 - Electronic Discovery I (4 credits)

In this course students learn the fundamental principles and concepts of electronic discovery including the collection, preservation, filtering, processing, review, and production of electronically stored information such as email messages, word processing documents, spreadsheets, and other computer files. Students also learn the relationship between digital evidence analysis and electronic discovery and its role in civil litigation, government regulatory proceedings, and internal corporate investigations. Unique issues involving electronic discovery that arise in international contexts are also addressed.

CFS 350I - Computer Forensic Sciences Internship (1-5 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. Students interested in internships within the Computer Science and Cybersecurity Department should work with their advisor and/or faculty internship coordinator to discuss the process for your specific major.

CFS 360I - Computer Forensic Sciences Student-Designed Independent Study (SDIS) (1-4 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.

CFS 380 - Digital Evidence Analysis (4 credits)

In this course, students continue not only to learn how to identify and collect digital evidence through forensics search tools, but also to study the emerging data mining techniques. The topics include how to design a plan for a computer crime investigation; how to select a computer software tool to perform the investigation; how to articulate the laws applying to the appropriation of computers for forensics analysis; how to verify the integrity of the evidence being obtained; how to prepare the evidence collected for the use in the court; and how to present the evidence as an expert eyewitness in court. Some hypothetical and real cases are also discussed in class.

CFS 445 - Electronic Discovery II (4 credits)

In this course students learn advanced topics and concepts of electronic discovery, such as the Electronic Discovery Reference Model, Information Governance, Technology Assisted Review, Predictive Coding, electronic discovery of cloud data, electronic discovery of social media data, electronic discovery of mobile device data and instant messages, as well as the use of software technology in electronic discovery. The course will also compare and contrast international electronic discovery issues in a global context, including common law countries and codified civil law countries.

CFS 484 - Computer Laws (4 credits)

In this course, students will learn the law relating to computer software, hardware, and the Internet. The areas of the law include intellectual property, cyberspace privacy, copyright, software licensing, hardware patent, and antitrust laws. Legislation and public policies on cyberspace technology, cryptographic method export controls, essential infrastructure protection and economic development are also discussed in class.

CFS 485 - Mobile Device Security and Forensics (4 credits)

This course provides a comprehensive, hands-on exploration of mobile device security and forensic investigation techniques, equipping students with both

foundational principles and advanced practical skills. Through the use of modern forensic tools and methodologies, students will learn to conduct structured investigations that adhere to forensically sound procedures, ensuring the integrity and admissibility of digital evidence in legal proceedings. The course covers the entire mobile forensic process for Android and iOS devices, including data acquisition, extraction (including recovery of deleted data), analysis, and forensic reporting. Students will gain proficiency in identifying and examining digital artifacts, utilizing command-line and graphical open-source forensic tools, and assessing mobile application security to uncover vulnerabilities. Additionally, the course emphasizes the ethical and legal considerations essential for forensic investigators and teaches students how to prepare and present investigative findings in a professional forensic report format. Hands-on labs will incorporate specialized hardware and industry-standard software to simulate real-world forensic investigations, enabling students to apply their knowledge to analyze mobile device file systems, investigate security threats, and assess forensic methodologies. By the end of the course, students will be well-equipped to handle complex mobile forensic investigations and contribute to digital forensic and cybersecurity domains.

CFS 492 - Seminar on Emerging Technologies (1-2 credits)
This series of workshops is intended to provide students with hands-on experience with current and emerging technologies and tools. Students will learn design principles and implementation practices on a variety of platforms. Specific topics will vary.

CFS 499 - Computer Forensics Internship/Capstone (4 credits)
This course is designed to provide students an opportunity to practice what they have learned from the computer forensics program through a group project. The topic of the project must be approved by either the instructor or the director of the program. Each project must have a written report and an oral presentation. This course is recommended to be taken in the last semester of the program study.

CHEM

CHEM 105 - Survey of General, Organic, and Biochemistry (4 credits)
A one-term course designed for non-majors providing an overview of general, organic, and biochemistry with an emphasis on applications of chemistry of the human body. Topics include solutions and body fluids; acid-base chemistry; atomic/molecular structure and bonding; gases; structure, properties, and reactivity of organic molecules and functional groups; overview of the structure and function of biological molecules including carbohydrates, proteins, lipids and nucleic acids; overview of metabolic processes related to carbohydrate and fat metabolism; enzymes. Lecture 3 credits; lab 1 credit.

CHEM 107 - Chemistry, Society and the Environment (4 credits)

Principles of chemistry as they apply to important environmental and societal issues. Topics will be drawn from: energy sources, alternative fuels, radioactivity, global warming, ozone, pollution, acid rain, plastics and polymers, drug development, nutrition and genetic engineering. Includes lab. Intended for students preparing for Chem 111 General Chemistry as well as students seeking a general education science course with lab.

CHEM 108 - The Science of Cooking (4 credits)

Students will study biological and chemical concepts relating to food and cooking. Students will learn about structure and bonding of food constituents, cell theory, signaling, and biological structure. The course will also explore the history of food, ailments, or cures associated with food. Students will be able to examine foods in different cultures and apply their knowledge from the course to understand the importance of these foods.

CHEM 111 - General Chemistry I (4 credits)

The first semester of the comprehensive first year course in chemistry. Covers measurement, stoichiometry, solution chemistry, atomic structure, bonding, molecular structure, molecular visualization, and problem solving. Lab includes basic laboratory techniques, instrumentation, methodology, chemical analysis, and laboratory notebook procedures. The labs are also designed to engage students in critical thinking and concept building and are directly coordinated with the lecture part of the course. Intended for students who are pursuing, or considering, the biology or life sciences teaching major and/or chemistry minor, and qualified students seeking a general education science course with lab.

CHEM 112 - General Chemistry II (4 credits)

The second semester of the comprehensive algebra-based first year course in chemistry. Covers acid/base theory, chemical equilibria, nuclear and electrochemistry, redox reactions, terminology, functional groups, reactivity of organic compounds and an introduction to biochemistry. Includes lab. Intended for students pursuing the biology or life sciences teaching major and/or chemistry minor.

CHEM 160I - Chemistry 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.

CHEM 231 - Organic Chemistry I (5 credits)

The first semester of a comprehensive course in organic chemistry. This course covers structure and nomenclature, bonding theory, reaction mechanisms, stereochemistry, reaction kinetics and thermodynamics, instrument methods [e.g. NMR, IR, MS] and the syntheses and reactions of various functional groups of organic compounds. Molecular modeling software is used to assist in visualizing structures and reaction mechanisms, and in the interpretation of various spectra. The lab portion of the course introduces the techniques, specialized equipment, instrumental methods and safety procedures common in an organic lab setting. Students get hands-on experience with the instrumentation and equipment. Intended for chemistry, biochemistry, and biology majors as well as chemistry minors.

CHEM 311 - Environmental Chemistry (3 credits)

This course addresses the principles of atmospheric chemistry, the chemistry of climate change, water chemistry, and soil chemistry. During the course of the semester, students will learn the chemistry behind modern challenges to our environment. It will include an examination of the sources, reactions, transport, and fates of different chemical species in the environment. While a variety of topics will be covered during the semester, the following topics will be the main areas of focus: a) atmospheric chemistry and air pollution; b) the chemistry of climate change; c) water chemistry and water pollution; d) hazardous organic compounds; and e) soil chemistry.

CHEM 311L - Environmental Chemistry Lab (2 credits)

This two-credit laboratory course is intended for Chemistry and Environmental Science majors. This course contributes to the Category 2 Courses in the Chemistry major and Physical Science Core Courses in the Environmental Science major. CHEM 311L must be taken concurrently with CHEM 311 Environmental Chemistry. The specific areas of focus, where methods and techniques, specialized equipment, instrumental methods, and safety procedures, will be atmospheric chemistry and water chemistry. Students will gain experience with bench analytical techniques, such as titration, and instrumental analyses, such as atomic absorption and UV-VIS, which will result in acquiring skills that can be utilized in a career in environmental science and related fields.

CHEM 325 - Biochemistry I: Biomolecule Structure and Function (3 credits)

This course is the first of two-semester biochemistry lecture sequence and part of three lecture-lab biochemistry series. The series broadly cover the study of chemical processes in living organisms. In this course, the emphasis is on the structure and function of biomolecules particularly proteins and nucleic acid. Topics covered include structure and function of proteins, lipids,

carbohydrates, and nucleotides and nucleic acids; biosignaling pathways and signal transduction; biological membranes and the mechanism of protein transporters; acid-base chemistry and how it applies to enzyme mechanism; and, enzyme kinetics and coenzyme structure and function.

CHEM 327 - Biochemistry Laboratory (2 credits)

This lab course exposes students to modern techniques in biochemistry. The course is part of a year-long biochemistry series that broadly cover the study of chemical processes in living organisms. Biochemical techniques covered include bench chemistry techniques, chromatography techniques, polyacrylamide gel electrophoresis, protein purification and characterization, protein assay techniques, and spectrophotometry. Students also carry out semester-end research project in which they apply the techniques they learned in the first part of the semester.

CHEM 332 - Organic Chemistry II (5 credits)

The second semester of a comprehensive course in organic chemistry. This course introduces organic functional groups that include carbonyl, amine, and aromatic systems and related reaction mechanisms, radical reactions, multi-step synthetic routes, polymers, and the chemical structures common in many biomolecules. Instrumental methods (e.g. NMR, IR, MS, UV) are discussed in greater detail. The lab portion of this course continues the introduction of the techniques, specialized equipment, instrumental methods and safety procedures that was begun in Chem 231 Organic Chem I Lab. Students get hands-on experience with the instrumentation, equipment, hazardous material procedures, and multi-step methods employed in the synthesis of larger, more complicated organic structures from simpler molecules. Intended for chemistry majors and minors, biochemistry majors, and biology majors.

CHEM 341 - Quantitative Analysis (5 credits)

This course is first in a series for analytical chemistry. Student work will focus on the fundamental principles of volumetric and gravimetric methods for separation, identification and quantification of chemical substances. Students will learn proper statistical treatment of experimental data and error analysis as well as develop concepts of accuracy and precision. Techniques and concepts presented in this class are in high demand by a variety of industrial labs.

CHEM 350I - Chemistry Internship (1-4 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 site 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. Students interested in internships

within the Natural Sciences Department should work with their advisor and/or faculty internship coordinator to discuss the process for your specific major.

CHEM 351 - Physical Chemistry I: Thermodynamics (5 credits)

This course introduces the concepts of thermodynamics. Topics include first law of thermodynamics, second law of thermodynamics, entropy, statistical mechanics, specific heat capacities of gases and solids, efficiency and the Carnot cycle, chemical potential, chemicals and phase equilibriums, etc. Applications explored will include the behavior of gases and the operation of heat engines. Laboratories emphasize real world applications of the concepts and problem solving skills taught in this course.

CHEM 355 - Physical Chemistry II: Quantum Mechanics (3 credits)

This course covers special relativity, elementary quantum theory, atomic structure and spectra. It is intended for students pursuing chemistry and physics major/minor.

CHEM 357 - Physical Chemistry II Lab (2 credits)

This course provides laboratory activities to test the major theories that lead to the understanding of atomic structure and their spectra. It is intended for students pursuing chemistry and physics major/minor.

CHEM 360I - Chemistry Student-Designed Independent Study (SDIS) (1-4 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.

CHEM 361 - Inorganic Chemistry Lecture and Lab (5 credits)

This course is intended for Chemistry majors and minors; this course contributes to Category 2 electives for the Chemistry major. Topics include chemistry of the main group and transition metals; structure, physical and chemical properties, synthesis, and spectroscopy. Includes 3 credits dedicated to lecture and 2 credits to lab.

CHEM 365I - Chemistry Prior Learning (1-9 credits)

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

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

CHEM 407 - Biochemistry of Neurological Disorders (3 credits)

This course is intended for Chemistry, Biochemistry, and Biology majors and counts as an elective for the Biochemistry, Chemistry, and Biology majors. Course lecture will focus on discussions of the biochemical aspects of neurodegenerative diseases, addiction, and poisons, such as the roles of metal ions and non-covalent interactions in protein folding and function. The course involves extensive reading and discussion of primary literature with a strong focus on data interpretation and experimental design.

CHEM 421 - Medicinal Chemistry (3 credits)

Medicinal chemistry allows the advanced chemistry student to explore the considerations of drug design and development as well as case studies on how different classes of therapeutic agents act in the human body. Topics include drug targets, drug sources, structure-activity relationships, pharmacokinetics, pharmacodynamics, and the modern drug discovery pipeline. This class is suggested for those students intending to continue in health sciences.

CHEM 425 - Polymer Chemistry and Dynamics (3 credits)

This course is intended for Chemistry and Biochemistry majors. Polymers span multiple industries and have unique properties that allow for their use in a wide range of applications. This course will focus on multiple synthesis pathways and explore the different physical states that polymers can attain. Students will learn about polymer material properties, including viscoelasticity and molecular weight. The course will also cover multiple industrially relevant topics, including adhesives, sustainable polymers, coatings, and polymerization at scale. Students will be exposed to polymer lab techniques and characterization through in-class demos.

CHEM 429 - Biochemistry II: Bioenergetics, Metabolism, and Macromolecule Biosynthesis (3 credits)

This course is the second of two-semester biochemistry lecture sequence and part of three lecture-lab biochemistry series. The series broadly cover the study of chemical processes in living organisms. In this course, students learn about the energy producing pathways of glycolysis, Krebs cycle, oxidative phosphorylation, and fatty-acid oxidation. Coverage will also include a discussion of how biosynthetic processes are controlled and integrated with metabolism of the cell as well as gene regulation and biochemical aspects of evolution. This course is intended for students majoring in chemistry and provides more extensive coverage of the subject than a student will get in a comprehensive/introduction to biochemistry course.

CHEM 433 - Advanced Organic Chemistry (3 credits)

This upper-division elective course is designed for chemistry majors and minors who have completed Organic Chemistry 1 and 2. Students will develop their abilities to construct multistep syntheses for complex molecules, including asymmetric catalysis, and refine their understanding of reaction mechanisms. Students will expand their knowledge of transformations on molecules with biological, pharmaceutical, and industrial significance. Students will read current primary literature for organic chemistry and gain understanding of research methodologies.

CHEM 435 - Advanced Organic Chemistry Lab (2 credits)

This upper-division elective laboratory course is designed for chemistry majors and minors who have completed Organic Chemistry 1 and 2 lab courses (CHEM 231L and CHEM 332L). This two credit lab course is designed to be taken concurrently with CHEM 433, Advanced Organic Chemistry lecture. Students will gain experience with techniques of multistep synthesis, handling of moisture and air sensitive reagents, solid phase chemistry, assaymetric catalysis, chromatography, and further their understanding of analytical techniques such as simple and multidimensional NMR, mass spectrometry, GC or HPLC, and IR.

CHEM 437L - Research Methods (3 credits)

Research methods is a three-credit laboratory course for Chemistry and Biochemistry majors. Students will work independently within a small group to solve scientific problems thoroughly and critically. Students will develop a research proposal and implement their strategy. Students will interpret experimental findings and summarize results in a final research report.

CHEM 441 - Instrumental Analysis (5 credits)

This course is intended for Chemistry majors and minors; this course contributes to Category 2 electives for the Chemistry major. Topics include instrumental methods of analysis including spectrochemical, kinetic and chromatographic methods. Includes 3 credits dedicated to lecture and 2 credits to lab.

CHEM 469 - Seminars in Chemistry (1 credit)

This course develops critical analysis of primary scientific presentations by utilizing the many scientific seminar presentations offered in the Twin Cities Area. These presentations include those given by educational institutions such as Metro State University and the University of Minnesota or public seminars given by area industrial speakers. The student chooses eight one-hour seminars to attend; for one presenter, the student conducts further analysis and writes a 5-7 page paper demonstrating how the currently presented research integrates with the presenters past work or the surrounding research community. This course can, with instructor permission, be taken more than once for credit. This course cannot be used

to fulfill the General Education Goal III Natural Science requirement. This course may be used to fulfill the upper division credits for the Chemistry minor.

CHEM 479 - Special Topics in Chemistry (1-5 credits)
This course will include an in depth study of a specific area of chemistry, and may include offerings in forensic chemistry, food chemistry, polymers, thermodynamics, medicinal chemistry, environmental chemistry, or other areas of interest or not represented in regular course offerings within the department.

CHEM 479L - Special Topics in Chemistry Laboratory (1-4 credits)
This laboratory course will include an in depth study of a specific area of chemistry, and may include offerings in forensic chemistry, food chemistry, polymers, thermodynamics, medicinal chemistry, environmental chemistry, or other areas of interest or not represented in regular course offerings within the department.

CHEM 488 - Directed Research in Biochemistry (1-5 credits)
This is a faculty designed independent study (FDIS) which provides students the opportunity to do independent research in the field of biochemistry under the supervision of a resident chemistry/biology faculty member. This course improves students problem solving, analytical, and reasoning skills. At the end of the course, students complete a research report that must be approved by the instructor. The number of credits will be decided by the faculty and the student.

CHEM 489 - Directed Research in Chemistry (1-5 credits)
This is a faculty designed independent study (FDIS) which provides students the opportunity to do independent research in the field of chemistry under the supervision of a resident chemistry faculty member. This course improves students problem solving, analytical, and reasoning skills. At the end of the course, students complete a research report that must be approved by the instructor. The number of credits will be decided by the faculty and the student.

CJS

CJS 101 - Introduction to Criminal Justice (3 credits)
This course provides an overview of the American criminal justice system with an emphasis on the roles and duties of police, courts, and corrections. Students examine current and future issues of the system such as due process, administration of justice, ethics, community policing, technology, and rehabilitation efforts. The course illustrates the criminal justice process from the initial violation of the criminal law, to the punishment and release of convicted persons, including juveniles.

CJS 160I - Criminal Justice 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.

CJS 165I - Criminal Justice Prior Learning (1-6 credits)

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

CJS 201 - Foundations in Criminal Justice (3 credits)

This course introduces students to the fundamentals of academic research, critical thinking and professional development related to the discipline of criminal justice and law enforcement. Students learn to search, locate, retrieve, evaluate, and document research sources as well as prepare research papers using writing and citations styles expected in criminal justice and law enforcement courses. The course will also broaden students' understanding of the direct and indirect criminal justice professional opportunities and equip students with the tools to pursue careers in the field.

CJS 202 - Core Concepts: Evidence-Based Practices in Corrections 1 (1 credit)

This course will introduce students to the history, practice and theory of Evidence-based Practice in the field of corrections/criminal justice. Students will explore the principles of effective intervention through highly interactive activities and discussion. Students will discuss and identify personal goals to enhance professional effectiveness.

CJS 210 - Constitutional Law (3 credits)

This course provides an overview and critical examination of constitutional law as it relates to criminal justice issues. A historical overview of the U.S. Constitution is covered along with how the Constitution works in the legal system including the role of the Supreme Court and constitutional interpretation. The First, Second, Fourth, Fifth, Sixth, Eighth, and Fourteenth Amendments are emphasized. Current developments in constitutional law

will be reviewed. The course also examines how the Constitution protects the rights of those charged as well as the rights of law-abiding citizens.

CJS 300 - Corrections and Community Corrections (4 credits)
Corrections is a primary component of the American criminal justice system. This course is designed to introduce students to the profession and academic discipline of corrections. Course work exposes students to the philosophy and procedures of punishment; the various components within the correctional community such as confinement, probation and parole, and community corrections. The course also addresses issues relating to prisoners, such as prisoners' rights and prison life and other issues relating to the American correctional system, such as capital punishment, rehabilitation, juvenile justice, and financial penalties.

CJS 301 - Research Methods in Criminal Justice (4 credits)
This course introduces the scientific research process and the data sources and methods used in criminology and criminal justice. It trains future professionals in policing, courts, and corrections to be critical consumers of data, statistics, and research with the goal of achieving "research literacy" - the ability to access, interpret, and evaluate empirical information and apply it to policy and practice decisions. Students explore research design, including the selection and specification of a research problem, and qualitative and quantitative methods. They also learn how to identify quality research for their work within the criminal justice system and how to judge if something is "evidence-based" or not.

CJS 303 - Risk-Need-Responsivity: Evidence-Based Practices in Corrections 2 (3 credits)
This course focuses on the applications of risk/needs assessment tools that are the foundation on which a case plan is created with the justice involved client. The students will be familiarized with the research and history from which the tools have been derived.

CJS 304 - Case Planning: Evidence-Based Practices in Corrections 3 (3 credits)
The goal in corrections is to reduce risk of reoffending and help clients change their thinking and behavior. This course utilizes strategies within a case planning process by addressing criminogenic needs that most effectively protect the public and effect change in the client's criminal behavior. This will teach you a process for creating initial case plans in partnership with clients, as well as a process for ongoing case plan development.

CJS 305 - The Criminal Court System (4 credits)
This course is designed to expand students' understanding of the roles of criminal court at the federal, state, and local levels. As the intermediate step between law enforcement and corrections, courts are an integral part of the criminal justice system. The course will explore the power and limitations of

the judicial branch of government with regard to its role in the criminal justice system, as well as learn about the roles of various court professionals and develop a detailed understanding of the court process.

CJS 310 - Introduction to Security Management (4 credits)
This course explores the past, current and future trends in security management. The basic concepts, tools and practices that comprise security management are examined. Students learn how to identify and minimize risk in a private setting. They also learn the basics of physical security and access control as well as how to identify potential liability in the security field. In addition, this course examines various career opportunities in security management.

CJS 315 - Sexual Violence and Child Exploitation (4 credits)
This course examines the causes, effects, treatment, and prevention of all types of violence against women and children. Topics to be covered include, but are not limited to, domestic violence; rape and sexual assault; lethality, family dynamics and response to familial violence; incest; sexual harassment; physical child abuse and sexual exploitation; infanticide; female genital mutilation; paraphilias; trafficking; vulnerable victims; trauma and cumulative trauma; limitations; sentencing and collateral consequences; indeterminate civil commitment; predatory offender registration; and sexual slavery, manipulation, and extortion.

CJS 318 - Women, Crime, and Justice (4 credits)
This course will be comprised of material on three main topics: women as offenders, women as victims of gendered violence, and women working in the criminal justice system. Women's involvement in criminal activity has been ignored by traditional criminological theories/theorists. This course will examine the frequency and nature of women's involvement along with the more modern theories which we can use to understand these phenomena. Students will also learn about the issues surrounding gendered violence including stalking, domestic violence, and sexual assault. Finally, students will learn about the special issues surrounding women's work in the traditionally male-dominated fields of corrections and law enforcement.

CJS 320 - Criminology and Public Policy (4 credits)
This course focuses on theories, concepts, narratives, and myths of crime and delinquent behavior. Contemporary issues and controversies within the criminal justice field are explored in social, political, and economic contexts. Special emphasis is placed on the roles of race, class, gender, and culture in relation to the etiology, prevention, control, and treatment of crime and delinquency. This course is committed to general theoretical debate, examination of the interrelation between criminological theory and research, and empirical analyses of policy and practice.

CJS 325 - Inside-Out: Prison Exchange Program (4 credits)

The Inside-Out Prison Exchange Program is an opportunity for a small group of students from Metro State University and a group of residents who are in area correctional facilities to exchange ideas and perceptions about crime and justice, the criminal justice system, corrections and imprisonment. It is a chance for all participants to gain a deeper understanding of the criminal justice system through the marriage of theoretical knowledge and practical experience achieved by weekly meetings extended throughout the semester.

CJS 333 - Gangs (4 credits)

This course examines the nature and extent of gangs in America. It addresses the history of gangs, why young people join them and strategies to mitigate risk associated with participation as well as associated crime. It considers variations among street gangs, and contrasts these with other groups, including security threat groups in prison and organized crime. Attention is focused on individual risks associated with gang membership, group pro dynamics, and macro-level impact of gangs and gang behaviors on individuals and communities. The role of the community and the criminal justice system in gang prevention, intervention, and suppression is also considered.

CJS 335 - Homicide Studies (4 credits)

This course offers a global perspective on homicide with cross-cultural and international comparisons. Students analyze trends in homicide offending and victimization and predictors of lethal violence. Special emphasis is given to the profiles and motivations of serial killers and mass murderers. Homicide clearance rates, investigative techniques that enhance the probability of offender identification, gun control, and the deterrent effect of capital punishment, among others, are topics examined in this course.

CJS 340 - Comparative Criminal Justice (4 credits)

This course provides students with international perspectives on criminal justice. Through a comprehensive review of cross-national research data, students examine the features, successes and failures of various distinct criminal justice systems around the globe and use that information to evaluate the American criminal justice system. By exploring justice institutions in other parts of the world, students learn that criminal justice systems are shaped by the values, norms, customs or standards of behavior characteristic of the society in which they are found.

CJS 340A - Comparative Criminal Justice (3 credits)

This course provides students with international perspectives on criminal justice. Through a comprehensive review of cross-national research data, students examine the features, successes and failures of various distinct criminal justice systems around the globe and use that information to evaluate the American criminal justice system. By exploring justice

institutions in other parts of the world, students learn that criminal justice systems are shaped by the values, norms, customs or standards of behavior characteristic of the society in which they are found.

CJS 344 - Terrorism and Counterterrorism (4 credits)
This course explores the emergence and manifestation of terror and terrorism from a range of historical, political, sociological and cultural perspectives. It further explores the interpretation of, and response to, contemporary manifestations of terror and terrorism, global and domestic. Emphasizing the diverse and contested nature of terror as both concept and practice, a number of case studies are highlighted to explore the complex connections between order, power, authority, security, and terror. The organizational forms and objectives of terrorist organizations, and the range of strategies available in response to the demands and challenges posed by global terror and a growing variety of domestic terrorist groups and individuals are also considered.

CJS 345 - Organization and Administration in Criminal Justice (4 credits)
This course examines the operation of criminal justice organizations and provides students with a conceptual foundation to explore the workings of the criminal justice system. Emphasis is placed on understanding internal and external influences on the operations of criminal justice agencies including the people, practices and events that shape criminal justice administration.

CJS 346 - Victimology (4 credits)
This course is designed to prepare criminal justice and law enforcement students to work with victims and to understand the complexity of victim issues. This course will look at victimization from a sociological, psychological, as well as, legal perspective. Students will be exposed to current research, ethical considerations in victim response, psychological phenomena common to crime victims, legal obligations for victim service providers, and resources available to victims.

CJS 350 - Citizenship: Community Involvement (4 credits)
The purpose of this course is to educate and encourage the development of globally competent and active citizens and leaders who will be able to contribute to improving social issues. The course is designed to provide students with the knowledge, skills, and attitudes to be engaged, responsible, and effective members of a globally interdependent society. Students will reflect on their role as an active citizen in a democracy while exploring how social, racial, political, geographical, and other factors influence current and future challenges a community needs to address. This course will have a community engaged learning component.

CJS 350I - Criminal Justice 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.

CJS 354 - Restorative Justice (4 credits)

This course is designed to allow students to develop a working understanding and knowledge of Restorative Justice. Restorative Justice looks at the concept of justice through nontraditional and alternative viewpoints. Rather than focus on "what is the crime, who did the crime and what should the punishment be," Restorative Justice focuses on "who has been harmed, what was the harm and who is responsible to repair the harm." Students will examine Restorative Justice from historical, sociological, criminological and psychological perspectives. Throughout the course, a wide range of specific "restorative practices" will be studied, reviewed and analyzed. Some of the concepts the course will explore are trauma and healing, conflict transformation, issues related to juvenile justice, and alternative processes such as Victim-Offender Dialogue and the Circle Process. This course will have a community engaged learning component.

CJS 356 - Violence in America (4 credits)

Students will explore the nature and extent of the violence problem in the United States using a tripartite approach, which incorporates patterns, explanations, and interventions. The course will cover the history and epidemiology of violence; roots of violence, including biological, psychological, and sociological causes; specific types of violence; media portrayals of violence; the physical, emotional, social, economic, and political consequences of violence; and ways to control and prevent violence in our communities, including criminal justice and public health approaches.

CJS 358 - Community Building for Criminal Justice (4 credits)

This course provides an overview of the American criminal justice system with an emphasis on the roles and duties of police, courts, and corrections. Students examine current and future issues of the system such as due process, administration of justice, ethics, community policing, technology, and rehabilitation efforts. The course illustrates the criminal justice process from the initial violation of the criminal law, to the punishment and release of convicted persons, including juveniles.

CJS 360 - Diversity in Criminal Justice (4 credits)

This course provides an in-depth examination of the opportunities and challenges of delivering criminal and juvenile justice services in a multicultural society. The course provides students with a knowledge of the

diversity that exists in communities, as well as criminal and juvenile justice agencies. It provides both theoretical and practical information to respond effectively to diversity issues. Examples of community issues include conflict resolution, crime prevention, victimization, and strategies to improve community relationships. Significant focus is given to issues of race, racism, and systemic racism.

CJS 360I - Criminal Justice 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.

CJS 365 - Media in Criminal Justice: Fake News and High Drama (4 credits)

Students in this course explore the roles and responsibilities that the electronic, print, and social media have in reporting crime and criminal justice news. Students identify and analyze the nature of media relationships with various criminal justice agencies.

CJS 365I - Criminal Justice Prior Learning (1-6 credits)

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

CJS 366 - The U.S. Intelligence Community (4 credits)

This course provides an overview of the U.S. Intelligence Community and examines how the community supports foreign policy and homeland security. Students examine the intelligence cycle and the structure, constraints, and oversight of the agencies that comprise the intelligence community. Specific attention is given to collection operations, analysis, and dissemination of finished intelligence products to consumers, with emphasis on how global intelligence is used to protect and police local communities. Also explored is how intelligence products build a common operational picture for national security management at top levels of government and how intelligence analysis supports Homeland Security by assisting federal,

state, and local political leaders and law enforcement officials. Students also discuss human intelligence operations, counterintelligence, UAV (drone) operations, interrogation, and detention, and the moral, ethical, and legal framework inside which those disciplines and operations are practiced.

CJS 370 - Probation and Parole (3 credits)
This course examines both probation and parole and how each field plays an integral part in the criminal justice system. Students are given an historical background of probation, become familiar with present day policies and procedures and are introduced to treatment philosophies and future trends. Throughout the course, students also supervise a mock caseload of probationers and parolees.

CJS 371 - Psychology and the Criminal Justice System (4 credits)
This course is an interdisciplinary study of psychology in the criminal justice system. Students will focus on the application of psychological theories (e.g., developmental, neuropsychological, and social learning approaches) to criminal behavior, as well as the influence of psychological principles on law enforcement, court processes and corrections. Some topics may include forensic psychology, race and policing, wrongful convictions, jury decision making and effective interventions in corrections.

CJS 375 - Ethics and Professionalism in Criminal Justice (4 credits)
Examines a range of moral dilemmas criminal justice practitioners are likely to face in their careers. Using both moral theory and detailed case examples, students learn to apply moral principles and concepts to a given situation, recognize the relevance of moral principles and concepts, and apply their individual moral philosophy and ethical principles to resolve these situations in a satisfactory manner. This course meets corresponding learning objectives of the Minnesota Board of Peace Officer Standards and Training.

CJS 377 - Criminal Justice Practicum (1-8 credits)
This field practicum involves the student in the day-to-day function of a criminal justice agency. It is designed to provide students with an opportunity to translate the theoretically-oriented classroom experience into practical application.

CJS 382 - Topics in Criminal Justice: (1-4 credits)
This course provides students an opportunity to study specific issues and concerns in criminal justice and law enforcement. A variety of contemporary and relevant course topics are offered for in-depth analysis based on student interest and demand.

CJS 387 - White Collar Crime (4 credits)
This course presents an overview of white collar crime. Students explore theories of white collar crime and corporate criminal liability. The investigation, prosecution and sentencing of white-collar offenders are

examined. “Crime in the suites” is compared to “crime in the streets.” Issues related to diversity are explored.

CJS 465 - 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, elderly people, LGBTQ+ people, immigrant populations, and people with physical, developmental, behavioral, and sensory disabilities. This course teaches critical incident stress management for first responders and crisis intervention, de-escalation, and other skills for responding to mental illness and substance use signs.

CJS 489 - Criminal Justice Capstone Internship (4 credits)

With an emphasis on experiential learning, the capstone course allows students to combine an internship experience in a criminal justice setting with academic work to support career pathways, synthesize undergraduate experiences, and develop deeper understanding of criminal justice issues. During the semester, students must complete at least 160 hours of service at an internship field site. Note: With support from their academic advisors, students are responsible for securing their own internship opportunities and must do so one month prior to registering for CJS-489.

CJS 490 - Criminal Justice Capstone Research (4 credits)

Using both a theoretical and practical framework, this experience is designed to help students integrate and synthesize their undergraduate experiences. An applied project demonstrates discipline mastery of a subject and serves as a vehicle for future work and study in the criminal justice field. Note: This course should be taken the semester the student graduates.

COMM

COMM 103 - Public Speaking (3 credits)

Students learn public speaking principles and techniques well enough to prepare, deliver, and evaluate informative and persuasive speeches. Videotaping and self-assessment are integral components of this class as is writing. Some speeches require students to research and critically analyze information. The six to eight class presentations include topics pertaining to the corporate world, community life, the political arena or human services. Students are expected to write well and will outline each presentation. Overlap: COMM 103P Public Speaking Proficiency Test.

COMM 103P - Public Speaking Proficiency Test (3 credits)

This assessment is designed for students who wish to have prior learning in public speaking evaluated. Students who participate serve as an audience for other students. Assessment covers the student’s knowledge and application of the theories and techniques of preparation, presentation and evaluation of public speeches. This assessment is evaluated satisfactory/nonsatisfactory

only. No other letter grade is assigned. Overlap: COMM 103 Public Speaking Proficiency Test.

COMM 160I - Communication Student Designed Independent Studies (1-8 credits)

Student-designed independent studies give 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.

COMM 165I - Communication Prior Learning (1-8 credits)

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

COMM 171 - Desktop Computer Designing for Communication (2 credits)

This course introduces students to contemporary computer and design tools used in the communication field. The course is structured around a series of exercises that help students develop skills and understanding of word processing, presentation software, the Internet and desktop publishing.

COMM 200 - Creating Change through Communication, Writing and the Arts (4 credits)

This course presents a multidisciplinary exploration of how students can exercise responsible and productive citizenship, participate in the exchange of ideas, advocate for social justice and articulate issues for the common good through communication, writing and the arts. It also presents theoretical and ethical dimensions of communication, writing and the arts. Each week a faculty member from the Communication, Writing and the Arts Department presents a lecture/ workshop on his or her area of expertise and how it may be employed to create social and cultural change. Assignments include response papers, reflective papers, film analyses, group projects, and creative projects that require critical thinking, investigation and imagining new solutions to problems.

COMM 231 - Introduction to Interpersonal Communication (3 credits)
Students learn the characteristics and process of interpersonal communication including perception, speech and language, nonverbal behaviors, listening and feedback, conflict and conflict resolution, the ethics of interpersonal communication, relationship development and maintenance. The ability to recognize cultural similarities and differences is emphasized, as is the ability to recognize one's own communicative biases and behaviors. Evaluation is based, in part, on the ability to recognize characteristics of interpersonal communication and apply verbal and nonverbal interpersonal strategies in a wide variety of social and work situations. Overlap: Comm 232 Interpersonal Communication Theory Seminar.

COMM 233 - Introduction to Intercultural Communication (3 credits)
This introductory course explores definitions of intercultural communication, traditional spheres of influence that shapes intercultural encounters globally and locally, and skills that can assist students to improve intercultural communication. Students experience intercultural communication situations and episodes in class and in the community. Skill building for interculturally sensitive communication in a variety of settings including work, family, and daily encounters are discussed and analyzed. Current events involving the Twin Cities and greater Minnesota are explored for students' responses and recommendations for improved communication strategies.

COMM 301 - Connections: Introduction to Communication Studies (2 credits)
This course is only for students who are majoring in professional communication. Students learn the careers, major disciplines, communication principles, work habits and the mindset required to obtain positions and succeed in the communication field. Students are also exposed to current topics and issues in communication practice.

COMM 320 - Individual Rights and Public Discourse (4 credits)
This course is designed to introduce students to their First Amendment rights to freedom of religion, freedom of expression, freedom of the press, freedom of assembly and freedom to petition. It will also explore citizens' corresponding responsibilities and our frequent disagreements over these rights and responsibilities. Through course assignments students will develop a greater capacity to engage in civic activities by understanding the First Amendment, being able to more fully articulate their personal view of their First Amendment rights and responsibilities, refining their research and analysis skills, and developing their expertise in oral argumentation.

COMM 321 - Gender, Sport and Communication in the U.S. (4 credits)
This course explores gender and sport from a communication perspective. The course will consider professional, amateur and youth sport through the lenses of gender and language/media. Questions addressed include: How do

traditional and non-traditional constructions of femininity work toward the marginalization or empowerment of women in sport? How is masculinity expressed, embodied, and reproduced through organized sport? Do the sports media of countries outside of the U.S. construct gender differently? How do race, class and disability interact with gender in the media-saturated world of sport? Course readings and visual materials include feminist theory; historical accounts of gender and sport; and primary media sources (magazines, newspapers, TV clips, films) Student learn communication techniques such as debating, doing oral presentations, and analyzing visual media.

COMM 331 - Interpersonal Communication for the Helping Professions (4 credits)

This course is designed to develop skills in perceiving and responding to others as whole persons. Particular attention is paid to working with individual in health care and human service settings. The course is organized into five major units: 1) Groundwork for helping relationships; 2) Basic skills; 3) Understanding the clients current situation and concerns; 4) Assisting the client in identifying and committing to a desired change; and 5) Facilitating the development of action strategies to move forward. The focus within each of the units will be on mastering the communication skills that contribute to the greatest likelihood of success with clients in the helping professions.

COMM 332 - Negotiation And Mediation Skills (4 credits)

This course focuses on both theoretical and practice aspects of negotiation and mediation which are applicable to both professional and personal situations. Using lecture, role play, individual and group exercises, students gain the knowledge and skills necessary to be effective negotiators and mediators. Focus will include conflict resolution styles, verbal and nonverbal communication, attentive listening skills, perception, persuasion, ethics, agreement building and power. Special emphasis will be placed on mediation as a facilitated negotiation process. This course meets all Minnesota Supreme Court requirements for certification under Rule 114 of the Minnesota General Rules of Practice. Students who complete this course will be eligible for placement on the state mediation roster as a qualified neutral.

COMM 333 - Intermediate Intercultural Communication (4 credits)

This course takes an academic and practical approach to embodied intercultural communication in a globalized world. By understanding the scholarly theories of intercultural communication, students will investigate how to have ethical, appropriate, effective, and mindful intercultural interactions. Through multiple methods of learning, students will gain invaluable practice in navigating intercultural relationships in a variety of interactions (e.g. workplace; family; community, etc.). Significant focus is given to issues of race and racism, particularly as they relate to different communication interactions.

COMM 333A - Intermediate Intercultural Communication (4 credits)
Intercultural Communication has a global perspective and engages students in reflectively thinking about the growing interdependence of nations and peoples. Students develop their ability to apply a comparative perspective to cross-cultural communication episodes in interpersonal interactions. Students research topics of interest that compare two or more cultures in some aspect of their social, economic, or political values and practices. Through field experiences, in class exercises, and readings, students learn the dynamics and skills needed to engage in respectful and sensitive communication with others whose beliefs, values, and attitudes are different than their own.

COMM 350I - Communication 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.

COMM 351 - Communication in Work Groups (4 credits)
This course covers theory and practice of communication in small task-oriented groups. Communication topics include team management, models of group problem solving and decision making, leadership, building cohesiveness, resolving conflict, managing diverse views, negotiating roles, and norms. Students learn to interact productively in small task groups as members and leaders. Numerous group activities, group assignments and laboratory work require an extended class time and group meetings outside of class. Overlap: COMM 351T Communication in Work Groups Theory Seminar.

COMM 351T - Communication in Work Groups Theory Seminar (4 credits)
This seminar is designed for sophisticated communication students who have significant prior learning in group communication. The seminar is a condensed and abbreviated version of the course of the same name. After a review of the subject, the seminar focuses on group theory of project teams, task and relational issues in groups, and group communication skills. Most of the seminar time is spent on actual group analysis. It is assumed students are currently engaged in one or more work or project teams. This theory seminar requires a diagnostic evaluation for entrance, and is evaluated satisfactory/nonsatisfactory only. No other letter grade is assigned.

COMM 352 - Organizational Communication (4 credits)
This course examines communication patterns and systems functioning in modern organizations in sectors such as government, nonprofit and corporate. Course simulations and topics include analysis of organizational

communication models, formal and informal communication networks, external and internal communication channels, the changing shape of future organizations, mentoring, ethics, diversity, technologies, and the purpose of communication research.

COMM 361 - Managerial Communication (4 credits)

This course focuses on systematic analysis of communication theory, techniques and procedures for managers. Students look at communication process, perception, motivation and conflict from the perspective of a manager in the organization. Students study topics such as managing performance, diversity and the nature of task groups. The course also uses an interdisciplinary approach to the content and delivery of professional communication and reports: information and persuasion, the difference between oral, written and visual media, videos and computer-supported demonstrations. Overlap: COMM 361T Managerial Communication Theory Seminar.

COMM 361T - Managerial Communication Theory Seminar (4 credits)

This seminar is open to students who have experience managing people, interviewing, drafting written materials, and delivering oral and written reports in their roles as managers of profit or nonprofit institutions or volunteer organizations. The seminar focuses on the theoretical perspective of communication as a dynamic process involving both verbal and nonverbal elements. Using their experiences in directing others' behavior toward an institutional goal, participants respond to reading, lectures and student presentations on topics such as conflict, style, ethics and diversity issues. This theory seminar requires a diagnostic evaluation for entrance and is evaluated satisfactory/nonsatisfactory only. No other letter grade is assigned. Overlap: COMM 361 Managerial Communication.

COMM 365I - Communication Prior Learning (1-8 credits)

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

COMM 372 - Health Communication (4 credits)

This course is designed to provide an understanding of the health care industry and the theory and practice of face to face and mediated forms of communication by health care administrators, managers, providers, and patients. Students will analyze both common and best practices in health care campaigns, training, public relations, patient satisfaction, patient advocacy, administration, media covering health issues, and public

education. Significant focus is given to issues of race and racism, and how social constructions of race and racism affect perspectives and create disparities in health care access, communication, and outcomes experienced by different populations.

COMM 375 - Human Centered Design I (2 credits)

Human Centered Design (HCD) is a process used to create new and collaborative solutions to complex humanitarian, development, and user experience challenges. HCD is used around the world by corporations, institutions, and development organizations to ensure that their work is rooted in the needs of people and sustainable over the long term, and for designers of user experiences who use HCD to create more effective and accessible user interfaces and experiences. HCD practitioners focus on hearing and understanding the needs of constituents and beneficiaries, prioritizing their voices in the development of solutions, and ensuring sustainability through rapid prototyping, iteration, and evaluation. In this course, students will learn how to apply human centered design to complex, seemingly unsolvable problems, and how to apply the principles and processes in their own work contexts.

COMM 376 - Human Centered Design II (2 credits)

Human Centered Design II (HCD II) builds on student learning in HCD I to equip students with the skills needed to facilitate HCD processes across multiple issues and environments. In HCD II, students will learn and apply skills for HCD to a real-world issue or challenge of their choosing. Within this project, they will continue to use the tools they explored in HCD I and learn how to adapt these tools to their project, culminating in the development of appropriate HCD activities to address a real-world challenge in their contexts.

COMM 381 - Public Relations Principles (4 credits)

This course is for people who want to understand how public relations establishes relationships with various stakeholders through communication. It outlines elements of the public relations process: research and planning, setting objectives, developing strategies, implementing programs and evaluating results. Overlap: COMM 381T Public Relations Theory Seminar.

COMM 381T - Public Relations Theory Seminar (4 credits)

This seminar is for people who have experience with public relations concepts and processes. The experience may come from professional experience or independent study. The seminar addresses elements of the public relations process: research and planning, setting objectives, developing strategies, implementing programs and evaluating results. Overlap: COMM 381 Public Relations Principles.

COMM 383 - Employee Communication (2 credits)

This course introduces students to the many forms of employee communication created by public relations practitioners. Through the use of

case studies students gain practical experience creating employee communications and come to appreciate its vital role in attaining the strategic goals of public relations programming.

COMM 385 - Media Relations (4 credits)

One strategic approach for public relations practitioners is to establish relationships with key stakeholders using mass communication media. Through course projects, students explore, as well as, building partnerships with members of these media organizations with the range of media outlets available. Students also explore preparing members of these organizations to serve as media spokespersons.

COMM 386 - Public Relations Writing (4 credits)

This class provides practical experiences in public relations writing. Focusing on written communications in major Public Relation genres. This class will incorporate a workshop approach, with emphasis on weekly assignments that are critiqued and discussed as a class. We will focus on producing clear, concise writing that is accurate, organized and targeted to specific audiences.

COMM 431 - Advanced Interpersonal Communication (4 credits)

In both personal and professional spheres, interpersonal communication is the primary means through which relationships are developed, maintained, repaired, and dissolved. Effective interpersonal communication is widely recognized as the cornerstone of successful friendships, marriages, and families. Due to the importance of interpersonal communication, scholars in positivist/post-positivist, constructivist, and critical approaches have proposed theories and conducted research. This course explores and evaluates these theories.

COMM 433 - Advanced Intercultural Communication (4 credits)

Advanced Intercultural Communication helps students focus on theories of Intercultural Communication and their application. Theories introduced in earlier courses are reintroduced for deeper understanding and application. Students learn what makes a good theory and how we can assess theories' values. New theories are discussed to help students develop a repertoire of choices as they practice and critique intercultural communication in their lives and the world in which they live.

COMM 452 - Advanced Organizational Communication (4 credits)

The advanced study of organizational communication concentrates on current communication topics within organizations such as interaction within a diverse workforce, changing an organizational culture, initiating technology change, ethics and research. Students craft communication solutions and recommendations for specific organizational improvements. Students complete case studies, community-based projects, and final major research projects.

COMM 460I - Communication 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.

COMM 472 - Advanced Health Communication: Campaigns (4 credits)

This course focuses on designing, implementing, and evaluating communication campaigns designed to impact the beliefs and behaviors of people with the goal of improving health outcomes. In order to prepare Health Communication professions for work on health campaigns, the course will address identifying critical health concerns, exploring the populations and sub-populations affected, determining beliefs and/or behaviors to strategically target, developing persuasive messages, selecting specific media, and evaluating the effectiveness of the health communication campaign. Different persuasion theories and approaches will be explored, and logic models will be developed for campaigns.

COMM 479 - Communication for Health Equity (4 credits)

Students will learn to apply an equity lens to multiple facets of health communication including: how race, culture, and bias play a role in patient-provider communication, health communication campaigns, and mediated representations of health issues in the U.S. context. Students will learn about the historical sources and causes of health disparities as well as learn ways to improve health disparities across these areas. Students will also be exposed to a community engagement component and have the opportunity to work with health disparities researchers and organizations.

COMM 481 - Advanced Public Relations (4 credits)

This course explores research methods used in effective program planning and assessment, persuasive theories and techniques used to develop campaign strategy and tactics and the legal and the ethical issues that accompany public relations both historically and in emerging issues in the field.

COMM 482 - Applied Communication Research (4 credits)

This course studies the ways research is carried out: its purpose and design, justification and links to preceding work; data identification, collection and analysis; basic statistical concepts; and the interpretation, application and

implications of findings. Students will work directly with data, reports, journal articles, and/or community-based research to develop their skills in interpreting, writing, and presenting quantitative and qualitative findings to a variety of audiences they may encounter in their professional careers.

COMM 499 - Topics in Communication (4 credits)

This course rotates topics and may include such things as: presentational communication topics; storytelling as performance and persuasion; relational communication, for example nonverbal communication; and organizational communication such as organizational public relations.

COMM 499A - Topics in Communication (1-5 credits)

This course rotates topics and may include such things as: presentational communication topics; storytelling as performance and persuasion; relational communication, for example nonverbal communication; and organizational communication such as organizational public relations.

CRIM

CRIM 050 - Emergency Vehicle Operations (credit)

This course provides basic defensive and emergency driving operation techniques while operating a law enforcement vehicle in both emergency and non-emergency situations.

CRIM 104 - Police Emergency Medical Responder (3 credits)

This course meets the Minnesota POST Board first-aid requirement for law enforcement officers. The course emphasizes development of skills in patient assessment and emergency medical procedures for personnel likely to respond to traffic accidents and other medical emergencies. Successful completion results in Minnesota EMS Regulatory Board Emergency Medical Responder Registration.

CRIM 205 - Police Communication, Report Writing, and Courtroom Testimony (2 credits)

In this applied writing course, students learn how to choose the ideal modality for message delivery considering the purpose, location, and audience, and how to effectively present technical information orally and in writing. Students will practice writing reports in a style and format that best communicates the actions and behavior of others and allows the reader to determine the facts of a specific case. They prepare multiple incident-based reports, interview summaries, memos, executive summaries and management correspondence to a professional standard. Students also become familiar with courtroom personnel, procedures, and protocols; rules of evidence, discovery, and admissibility; how to present legal testimony and evidence; and basic techniques for handling hostile attorneys.

CRIM 220 - Legal Studies in Policing (3 credits)

This course meets corresponding learning objectives of the Minnesota Board of Peace Officer Standards and Training. Examines law enforcement practices and applications from both constitutional and legal perspectives in these topic areas: constitutional considerations; legal processes pertaining to warrants, subpoenas, orders and summons; contacts, detentions and arrests; knowledge and application of the Minnesota criminal and traffic codes, statutes and regulations; legal foundation for peace officer use of force; and peace officer rights and liabilities.

CRIM 224 - Crime Scene and Evidence (1 credit)

This course meets Minnesota Board of Peace Officer Standards and Training (POST) learning objectives pertaining to the performance of peace officer duties and tasks, and the tools, tactics, and techniques of professional peace officer education. This course is part of the skills curriculum with instruction focused on crime scene and evidence.

CRIM 225 - In Progress Response (3 credits)

This course meets Minnesota Board of Peace Officer Standards and Training (POST) learning objectives pertaining to the performance of peace officer duties and tasks, and the tools, tactics, and techniques of professional peace officer education. This course is part of the skills curriculum with instruction focused on effectively and safely responding to crimes in progress.

CRIM 227 - Traffic (2 credits)

This course meets Minnesota Board of Peace Officer Standards and Training (POST) learning objectives pertaining to the performance of peace officer duties and tasks, and the tools, tactics, and techniques of professional peace officer education. This course is part of the skills curriculum with instruction focused on traffic law and making vehicle stops.

CRIM 228 - Defensive Tactics (3 credits)

This course meets Minnesota Board of Peace Officer Standards and Training (POST) learning objectives pertaining to the performance of peace officer duties and tasks, and the tools, tactics, and techniques of professional peace officer education. This course is part of the skills curriculum with instruction focused on defensive and control tactics.

CRIM 229 - Firearms (3 credits)

The primary goal of this course is to provide content and scenarios related to firearms. This course is designed to give students an understanding of the knowledge and skills required to perform the duties of a police officer. This course is one of 5 that make up the Skills curriculum required to prepare students to successfully complete the Minnesota Board of Peace Officer Standards and Training peace officer licensing examination.

CRIM 230 - Patrol Operations (3 credits)
This course examines the patrol function in police agencies. It focuses on research regarding techniques for effective patrol. In addition, the course analyzes the myths and realities associated with patrol operations.

CRIM 240 - Minnesota Criminal and Traffic Codes (3 credits)
This course provides students with the knowledge and practical application of Minnesota criminal laws and traffic codes.

CRIM 250 - Law I (3 credits)
This course provides a review of broad legal principles relevant to criminal and juvenile law, as well as review Minnesota Criminal and Traffic Codes. Students will learn the law and be able to apply the law to a given set of facts to arrive at a reasonable and lawful conclusion in their role as a police officer. This course also serves to fulfill some of Minnesotas Police Officer Standards and Training learning objectives to be a police officer in Minnesota.

CRIM 251 - Law II (3 credits)
This course is a continuation of LAWE 250 (Law I) regarding Minnesota Criminal and Traffic Codes to provide an understanding of the legal principles in order for students to appropriately apply the law to a given situation and ensure individual constitutional rights are maintained.

CRIM 280 - Juvenile Justice (3 credits)
This course presents a juvenile justice system overview, with emphasis on Minnesota Rules of Juvenile Court Procedure. The historical and philosophical development of the juvenile justice system is discussed, along with a comparative analysis of U.S. juvenile and adult criminal justice systems. Students learn about resources available to criminal justice practitioners and addresses the specific needs of juveniles in crisis.

CRIM 289 - Professional Peace Officer SKILLS Supplement (2 credits)
This course meets Minnesota Board of Peace Officer Standards and Training (POST) learning objectives pertaining to the performance of peace officer duties and tasks, and the tools, tactics, and techniques of professional peace officer education. This course is part of the skills curriculum.

CRIM 290 - Professional Peace Officer SKILLS Practicum (10 credits)
This course meets Minnesota Board of Peace Officer Standards and Training (POST) learning objectives pertaining to the performance of peace officer duties and tasks, and the tools, tactics, and techniques of professional peace officer education. This course is part of the skills curriculum.

CRIM 312 - Emergency Management for Criminal Justice (4 credits)
This course examines the fundamental principles and practices of emergency management including how it functions within the homeland security enterprise. Mass shootings, acts of terror, infrastructure collapse, and natural disasters all are examples of emergencies examined in this course. This

course also explores the human and economic costs of emergencies and the intended and unintended consequences of intervention.

CRIM 314 - Violent Crime Investigation (4 credits)

Students will learn about criminal investigations and critical techniques to enhance solving cases. Student will learn how to identify the different types of violent crimes, and how to systematically investigate each type of violent crime. Students will learn how to develop a criminal profile, and gain insights to what motivates criminal behavior.

CRIM 316 - Crime Analysis (4 credits)

This course is intended to develop the student's skills and knowledge in the field of crime analysis. Students will become familiar with the variety of tasks and issues encountered within the public and private sectors by a crime analyst. Students will also participate in group activities to build knowledge and skills associated with the different functions of a crime analyst.

CRIM 321 - Law and Human Behavior (3 credits)

This course meets corresponding learning objectives of the Minnesota Board of Peace Officer Standards and Training. Examines the police response and investigation of missing persons and crimes of violence, including child and vulnerable adult abuse and neglect, domestic violence and sexual assault. Other topics addressed include victims and victims' rights, the Americans with Disabilities Act and special communications situations, crisis intervention and mental illness, community notification and conflict and management.

CRIM 322 - Policing in the 21st Century (3 credits)

This course meets corresponding learning objectives of the Minnesota Board of Peace Officer Standards and Training. Examines the application of a guardian versus warrior mindset within law enforcement to build trust and legitimacy between agencies and the public. Implicit bias, procedural justice, and reconciliation are explored in the context of conflict management/resolution. Emphasis on the patrol function along with both contemporary issues and future trends including de-escalation strategies, intelligence led policing, data practices and interaction with the media, computer forensics and cyber-crime, homeland security and terrorism, criminal gangs, organized crime, and vice crimes.

CRIM 323 - Applied Police Research (2 credits)

This course examines how social science can and should be used to guide police practice and evaluate police outcomes. With an emphasis on scientific literacy, this course offers an introduction to research design and evaluation methodology, including the art of effective research collaborations and how to manage ethical dilemmas. It explores research focused internally within the police organization and research focused externally on crime, public trust, legitimacy, and other policing outcomes.

CRIM 326 - Best Practices in Police Community Interactions (3 credits)
This course reviews best practices to address issues facing the police in the 21st Century with an emphasis on diversity and community oriented policing. This course also serves to fulfill some of the state of Minnesota's learning objectives to be a police officer in Minnesota.

CRIM 327 - Police Culture (4 credits)
This course critically examines the (sub)culture of policing (i.e., the beliefs, attitudes, and behaviors exhibited by those in law enforcement) and the representation of policing in culture (i.e., the reproduction of media propaganda that is favorable to law enforcement). This course explores complex interactions between police culture and issues relating to racism and police use of force, ethical policing, and officer safety and wellness. This course also introduces the concept of police abolition, a process that requires communities to create alternatives to policing in the event that police culture cannot be reformed.

CRIM 328 - Police Strategies and Management (4 credits)
The course explores contemporary leadership, motivation, teambuilding, change, and working with difficult people, along with the roles and responsibilities of the first line supervisor within a law enforcement agency.

CRIM 329 - Technology and Modern Policing (4 credits)
This course examines the growth of technology in modern society and how the use of that technology is affecting law enforcement practices in the United States. The course further examines the types of technology, its impact on policing practices, and the impact on the use of technology on civil rights including the public perception of the violation of individual privacy.

CRIM 330 - Policing and Society (4 credits)
This course asks, critically, what are police for? It provides an introduction to American policing focused on the philosophy and controversial history of the profession, (Constitutional) limitations imposed on law enforcement in a democratic society, and the role and place of police in the total criminal justice process. The course critically dissects police culture and provides a survey of critical issues confronting peace officer professionals, including police selection, training, and socialization; police corruption and misconduct; and officer safety and wellness.

CRIM 331 - Contemporary Issues in Policing (4 credits)
This course examines current issues confronting law enforcement officers and their agencies relative to the provision of police services to local communities. An example of the issues which are examined include: the role of police in a democratic society; management and policy development in law enforcement agencies; the paradigm shift from professional crime control policing to community oriented policing; police selection, training and socialization; the importance of diversity in policing and its relevance to

provision of services to diverse communities; and the psychological and physical challenges associated with policing.

CRIM 360I - Criminal Justice 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.

CRIM 367 - Exploring Forensic Science (4 credits)

This course will provide the student with a general overview and a better understanding of the wide range of disciplines found within the forensic sciences. Fundamental topics such as forensic anthropology, forensic entomology, forensic pathology, and forensic accounting will be discussed. In addition 'traditionally' recognized topics in forensic science such as DNA, Trace Evidence, Impression Evidence, Drugs, and Questioned Documents will be covered. The course instructor will utilize multi-media in a lecture format, utilizing case-studies, video supplements and expert guest speakers.

CRIM 500 - 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 502 - 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.

CYBR

CYBR 132 - Security Awareness in a Digital World (4 credits)

In an increasingly digital world, cybersecurity awareness is essential. This course introduces foundational security principles, covering cyber threats, risk mitigation, and best practices for protecting personal and organizational

data. Students will explore desktop and mobile security, cyber hygiene, and safe digital practices while examining the social, political, cultural, and economic impacts of cybersecurity. Discussions on current events and ethical considerations will enhance awareness of emerging threats and responsible digital behavior. By the end of the course, students will be equipped with the knowledge to navigate and safeguard their digital environments effectively.

CYBR 160I - Cybersecurity 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.

CYBR 313 - EC-Council Certified Ethical Hacker (CEH) Certification Preparation (2 credits)

This course’s primary focus is to teach the latest commercial-grade hacking tools, techniques, and methodologies used by hackers and information security professionals to hack an organization lawfully for the sole purpose of discovering vulnerabilities. It is imperative to identify vulnerabilities in your working environment before the attackers and guide your employer towards a better overall security posture. Ethical Hacking is an in-demand skill, primarily because the best defense is a good offense. The course will prepare students for the EC-Council CEH certification exam. The CEH certification, a well-recognized industry certification, helps students develop the necessary skills needed to work in a red team environment, focused on attacking computer systems and gaining access to networks, applications, databases, and other critical data on secured systems.

CYBR 323 - CompTIA Linux+ Certification Preparation (2 credits)

This course’s primary focus is to provide targeted content and integrated hands-on skills in Linux Operating System and prepare students for the CompTIA Linux+ certification exam. The CompTIA Linux+, a well-recognized industry certification, helps students develop baseline skills needed to perform common tasks in major distributions of Linux, including the Linux command line, essential maintenance, installing and configuring workstations, and networking.

CYBR 325 - Fundamentals of AI and ML in Cybersecurity (4 credits)
This course provides an in-depth exploration of fundamental concepts in Artificial Intelligence (AI) and Machine Learning (ML), with a focus on their applications in cybersecurity. Students will analyze AI principles, classical algorithms, and modern ML techniques, evaluating their role in enhancing security protocols and predicting cyber threats. The course emphasizes ethical considerations, governance frameworks, and the responsible use of AI technologies. Through case studies and hands-on applications, students will apply AI and ML tools to solve complex cybersecurity challenges, developing critical skills for securing digital environments.

CYBR 332 - Cybersecurity Principles and Applications (4 credits)
This course introduces fundamental cybersecurity principles with hands-on labs, preparing students to protect information assets from evolving threats and vulnerabilities. Covering key security concepts, students will learn to identify, analyze, and mitigate cyber threats while securing hybrid environments like cloud, mobile, IoT, and operational technology. The course explores security architecture, operations, and program management, including risk management, compliance, vulnerability management, incident response, and best practices for securing hardware, software, and data. Students will also develop essential governance, communication, and reporting skills for real-world cybersecurity roles. Aligned with CompTIA Security+ objectives, this course equips students with the technical expertise and industry knowledge needed for entry-level cybersecurity roles, such as Security Analyst, SOC Analyst, and IT Security Administrator.

CYBR 333 - CompTIA Security+ Certification Preparation (2 credits)
The major focus of this course is to provide targeted contents and integrated hands-on skills in cybersecurity and prepare students for the CompTIA Security+ certification exam. The CompTIA Security+, a well-recognized industry certification, helps students develop baseline skills needed to perform core security functions and pursue an IT security career.

CYBR 343 - CompTIA CySA+ Certification Preparation (2 credits)
This course's primary focus is to provide targeted content and integrated hands-on skills to apply behavioral analytics to networks and devices to prevent, detect, and combat cybersecurity threats through continuous security monitoring. The course will prepare students for the CompTIA CySA+ certification exam. The CompTIA CySA+, a well-recognized industry certification, helps students develop baseline skills needed to proactively capture, monitor, and respond to network traffic findings and emphasize software and application security, automation, and threat hunting, and IT regulatory compliance, which affects the daily work of security analysts.

CYBR 345 - Cyber Threat Hunting and Intelligence Analysis (4 credits)
This course provides students with the practical skills and theoretical knowledge required to proactively hunt for cyber threats and conduct advanced intelligence analysis. Students will explore methods to synthesize complex data into actionable intelligence, leveraging tools for data mining, information gathering, and threat management. Emphasis is placed on understanding and applying Indicators of Compromises (IOCs), adversary Tactics, Techniques, and Procedures (TTPs), and integrating cyber threat intelligence into security operations. Through hands-on exercises, case studies, and projects, participants will gain proficiency in detecting, investigating, and mitigating advanced threats. The course also addresses the ethical and legal dimensions of cyber intelligence, equipping students with the expertise to conduct thorough and effective intelligence operations. This curriculum prepares students to utilize advanced methodologies and technologies to enhance the accuracy and efficiency of intelligence analysis in real-world scenarios.

CYBR 350I - Cybersecurity Individualized 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. Students interested in internships within the Computer Science and Cybersecurity Department should work with their advisor and/or faculty internship coordinator to discuss the process for your specific major.

CYBR 360I - Cybersecurity Student Designed Independent Studies (1-4 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.

CYBR 362 - Networking Protocols and Analysis (4 credits)
Networks are the foundation of modern IT operations and play a critical role in cybersecurity, defense, and threat mitigation. As cybersecurity professionals, understanding network operations, protocols, secure network architectures, and network management is essential for protecting

enterprise environments. This course provides an in-depth analysis of networking protocols, including TCP, UDP, ICMP, and IP, and explores network design, security controls, intrusion detection, automation, and troubleshooting techniques. Students will gain hands-on experience using industry-standard networking tools and security solutions. This course aligns with the CompTIA Network+ certification objectives, preparing students for real-world network security and operations challenges.

CYBR 363 - CompTIA Network+ Certification Preparation (2 credits)
The main focus of this course is to provide targeted contents and integrated hands-on skills in telecommunication and computer networking and prepare students for the CompTIA Network+ certification exam. The CompTIA Network+, a well-recognized industry certification, helps students develop a career in IT infrastructure covering troubleshooting, configuring, and managing networks.

CYBR 365I - Cybersecurity Prior Learning (1-4 credits)
Credit for Prior Learning is the method by which students may receive college credit for prior learning obtained through nontraditional means, such as military training/experience, the workplace, or independent study. The course for which credit is being sought must correspond in its content to a course that is currently offered at Metro State University. Competence is demonstrated by passing the final examination of the corresponding course. Students should contact their academic advisor for more information.

CYBR 371 - Cybersecurity for Medical Devices (4 credits)
As medical devices become increasingly interconnected and reliant on digital technologies, they introduce new cybersecurity risks that can impact patient safety and healthcare operations. This course provides an in-depth examination of the security challenges, regulatory requirements, and risk management strategies associated with medical device cybersecurity. Students will explore the evolving landscape of medical device threats and vulnerabilities while analyzing relevant cybersecurity regulations, standards, and best practices. Through case studies, technical labs, and real-world scenarios, students will develop the foundational knowledge necessary to secure medical devices throughout their lifecycle. Topics include threat modeling, security controls, patching strategies, incident response, and emerging technologies such as artificial intelligence (AI), mobile health applications, and wearables. By the end of the course, students will be equipped with practical skills to assess, secure, and manage cybersecurity risks in medical device environments, ensuring compliance with regulatory frameworks and safeguarding patient safety.

CYBR 375 - Risk and Security Controls for Medical Devices (4 credits)
The medical device industry faces unique cybersecurity challenges due to the direct impact of security threats on patient health and safety. To address

these risks, cybersecurity professionals leverage established control frameworks and risk management methodologies to assess and mitigate potential threats.This course provides an in-depth exploration of cybersecurity risk management in the medical device sector, emphasizing the application of industry-recognized control frameworks such as those developed by the National Institute of Standards and Technology (NIST) and the International Organization for Standardization (ISO). Students will gain hands-on experience in identifying, evaluating, and mitigating cybersecurity risks through threat modeling, security assessments, and the implementation of appropriate security controls. Key topics include cybersecurity risk assessment methodologies, security-by-design principles, technical solutions for securing connected medical devices, and strategies for effectively communicating cybersecurity risks to stakeholders. Through case studies, risk assessment exercises, and technical labs, students will develop the practical skills required to safeguard medical devices throughout their lifecycle.

CYBR 378 - IoT and Critical Infrastructure Security (4 credits)
The integration of Internet of Things (IoT) technologies with critical infrastructure has revolutionized essential services such as energy, water, transportation, and healthcare, including medical devices. However, this growing connectivity also introduces significant cybersecurity risks. This course examines the security challenges unique to IoT systems in critical infrastructure and explores effective strategies for protecting these environments from cyber threats. Students will analyze IoT-specific vulnerabilities, assess security risks, and evaluate potential attack vectors targeting critical infrastructure systems. The course covers essential cybersecurity principles, risk assessment methodologies, threat modeling techniques, security protocols, and incident response strategies tailored for IoT environments. Through hands-on labs, case studies, and applied projects, students will develop the technical expertise necessary to design, implement, and manage security measures that ensure the integrity, confidentiality, and resilience of IoT-based critical infrastructure systems.

CYBR 412 - Vulnerability Assessment and Penetration Testing (4 credits)
To properly secure an organizations information infrastructure and assets, periodic assessments of security posture at multiple levels are critical. This course provides a comprehensive approach to penetration testing and vulnerability assessment, covering key phases from reconnaissance to exploitation and post-exploitation techniques. Students will apply industry-standard penetration testing methodologies, use advanced tools such as Nmap, Wireshark, Metasploit, and Snort, and conduct controlled cybersecurity testing to simulate real-world attacks. Emphasis is placed on reporting and remediation, ensuring students can document findings and recommend actionable security improvements. This course aligns with

CompTIA PenTest+ certification objectives, equipping students with essential offensive security skills needed for penetration testing, ethical hacking, and vulnerability analysis.

CYBR 425 - Applied AI in Cyber Defense Operations (4 credits)

This course focuses on applying Artificial Intelligence (AI) in defensive cybersecurity operations and security assessments. Students will explore AI-driven tools and techniques to enhance threat detection, strengthen defenses, and conduct comprehensive security assessments in a secure and ethical manner. Emphasis is placed on practical applications, critical evaluation of AI methods, and the ethical implications of utilizing AI to protect systems. Through hands-on exercises and case studies, students will develop expertise in employing AI technologies to address modern defensive cybersecurity challenges.

CYBR 432 - Cryptography for Cybersecurity Practitioners (4 credits)

In today's rapidly evolving digital landscape, cryptography is fundamental to securing sensitive information, protecting communications, and maintaining data integrity. This course provides a comprehensive foundation in applied cryptography, covering the historical evolution, mathematical principles, encryption techniques, and real-world implementations of cryptographic security. Students will explore symmetric and asymmetric encryption methods, including Feistel networks, S-Box design, RSA, Diffie-Hellman, and Elliptic Curve Cryptography, while also applying cryptographic principles to security technologies such as SSL/TLS, Virtual Private Networks (VPNs), and military-grade encryption. The course delves into cryptanalysis techniques to assess cryptographic vulnerabilities and adversarial attack methods used to bypass encryption defenses. Additionally, students will evaluate the future of cryptography, including quantum-resistant encryption, cloud-based cryptographic applications, and emerging defense strategies. By aligning with EC-Council Certified Encryption Specialist (ECES) objectives, this course equips students with the practical skills and theoretical knowledge necessary to implement and analyze encryption solutions in cybersecurity operations. Overlap: ICS 483.

CYBR 442 - Cyber Operations (4 credits)

In today's digital landscape, safeguarding information as a vital asset is paramount. This course delves into the operational aspects of managing and securing corporate network infrastructures and business information systems. Students will develop situational awareness of organizational networks and learn to manage and maintain a defensive infrastructure comprising log servers, network firewalls, and intrusion detection systems. Key topics include information security operations, access control, risk management, business continuity planning, disaster recovery, and ethics. Additionally, the course addresses the challenges of securing cloud assets, aligning with select objectives from the CompTIA Cloud+ certification, to

equip students with strategies to enhance cloud security and address threats such as misconfigurations, unauthorized access, and data breaches. Overlap: ICS 484.

CYBR 445 - Cyber Incident Response and Handling (4 credits)

In the face of escalating cyber breaches and intrusions, organizations seek professionals adept at identifying and responding to security incidents proactively. This course offers an in-depth exploration of Digital Forensics and Incident Response (DFIR) methodologies, emphasizing frameworks such as NIST and US-CERT. Students will learn to effectively detect, analyze, contain, eradicate, and recover from cyber attacks within enterprise networks. Throughout the course, students will develop expertise in identifying threat actors and security breaches, analyzing artifacts and logs, conducting post-mortem analyses, and implementing and refining mitigation strategies. The curriculum aligns with the CompTIA CySA+ objectives, ensuring students are equipped with the competencies required for effective cybersecurity analysis and incident response. By the end of the course, students will be proficient in using industry-standard forensic tools, assessing cyber attack stages, and developing comprehensive incident response plans to mitigate future threats. Overlap: ICS 487.

CYBR 482 - Malware Analysis (4 credits)

Malware threats continue to evolve, with millions of new variants emerging each year, rendering traditional antivirus solutions insufficient. This course provides an in-depth exploration of malware analysis techniques, equipping students with the skills to identify, analyze, and mitigate malicious software threats. Through static and dynamic analysis, students will leverage antivirus scanning, hashing, string searching, and forensic tools to extract meaningful threat intelligence. They will also employ system and network monitoring to detect data exfiltration attempts and advanced malware behavior. Hands-on labs will guide students in setting up secure virtual environments, utilizing industry-standard tools to safely analyze real-world malware samples. The course introduces reverse engineering principles, empowering students to assess malware capabilities, vulnerabilities, and mitigation strategies while emphasizing ethical considerations and responsible disclosure in malware research.

CYBR 490 - Special Topics in Cybersecurity (1-4 credits)

This course explores specialized and emerging topics in cybersecurity, addressing cutting-edge threats, technological advancements, and evolving best practices not covered elsewhere in the Cybersecurity program. Designed to keep pace with the rapidly changing cybersecurity landscape, this course provides students with opportunities to analyze and evaluate recent developments, apply advanced tools and methodologies, and synthesize scholarly and professional literature to solve real-world cybersecurity challenges. Emphasis is placed on ethical decision-making, professional

responsibility, and adherence to legal and industry standards in addressing contemporary cybersecurity issues. The specific topic of study varies by semester, ensuring alignment with current industry trends and demands.

CYBR 498 - Cybersecurity Capstone I Concepts, Research and Planning (2 credits)

As the first course in a two-part capstone sequence, CYBR 498 provides students with the foundational framework to conceptualize, research, and plan a rigorous cybersecurity project. This course guides students through the identification and formulation of a well-defined research problem, leveraging current cybersecurity trends, industry challenges, and emerging threats. Students will conduct a comprehensive literature review, synthesizing insights from scholarly research, industry reports, and additional learning resources to support the development of a viable cybersecurity solution. Emphasis is placed on problem definition, scope of work, and research methodology, ensuring that students construct a strong theoretical and practical foundation for their capstone project. In addition to technical research, students will explore legal, ethical, and compliance considerations relevant to cybersecurity research and professional practice. To further enhance career readiness, students will develop and implement a cybersecurity career readiness plan, engaging in professional development activities, refining technical and interpersonal skills, and leveraging industry resources to prepare for career advancement. By the end of the course, students will have developed a formal capstone project proposal, which they will present and defend using academic technical writing standards for instructor approval.

CYBR 499 - Cybersecurity Capstone II - Design, Development, and Implementation (4 credits)

As the culminating experience of the undergraduate Cybersecurity program, CYBR 499 challenges students to apply their acquired knowledge, technical expertise, and industry best practices in developing a comprehensive security solution. This project-driven course requires students to integrate research, risk assessment, security implementation, and ethical considerations into a capstone project that addresses real-world cybersecurity challenges. Students will conduct independent research, analyzing and synthesizing scholarly and professional cybersecurity literature to support their project development. They will identify, evaluate, and mitigate cybersecurity risks and threats, applying advanced enterprise security strategies to enhance system defenses. Students will develop critical leadership and collaboration skills throughout the course, managing tasks and responsibilities in a high-pressure project environment. Effective communication is emphasized, as students will present their findings, methodologies, and technical solutions through detailed reports and oral presentations tailored to both technical and executive stakeholders. Additionally, students will demonstrate ethical

reasoning and professional responsibility, ensuring that their solutions align with legal, regulatory, and ethical cybersecurity standards. By the end of this course, students will have designed, developed, and implemented a fully realized cybersecurity project, showcasing their technical competence, research acumen, and strategic thinking in preparation for professional roles in the field.

DATA

DATA 211 - Data Science and Visualization (4 credits)

An introduction to methods and techniques commonly used in data science. This course will use object-oriented computer programming related to the processing, summarization and visualization of data, which will prepare students to use data in their field of study and to effectively communicate quantitative findings. Topics will include basics in computer programming, data visualization, data wrangling, data reshaping, ethical issues with the use of data, and data analysis using an object-oriented programming language. All students will complete a data science project. Overlap: IENG 211

DATA 350I - Data Science Internship (1-5 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. Students interested in internships within the Mathematics and Statistics department should work with their advisor and/or faculty internship coordinator to discuss the process for your specific major.

DATA 401 - Applied Machine Learning (4 credits)

Statistical machine learning (often referred to simply as statistical learning) has arisen as a recent subfield of statistics. It emphasizes the interpretability, precision, and uncertainty of machine learning models. This course assesses the accuracy of several supervised and unsupervised machine learning models for both regression and classification. Topics include the bias-variance trade-off, training and test datasets, resampling methods, shrinkage and dimension reduction methods, non-linear modeling techniques such as regression splines and generalized additive models, and decision tree-based methods. Applications include examples from medicine, biology, marketing, finance, insurance, and sports.

DATA 499 - Data Science Capstone (4 credits)

This course provides a culminating experience in formulating and resolving data science and business analytics questions, regardless of domain or nature of scientific inquiry. Students work in teams on a comprehensive project to apply data science concepts and principles. Students will complete a real-

world project with data collection, data cleaning, data visualization, data modeling and analysis, and presentations of findings.

DENH

DENH 300 - Communication and Collaboration in Healthcare (3 credits)
This course focuses on teams and work environment through the context of individual and group dynamics. Recognizing opportunities for health care professionals to work in collaborative teams will be examined. Students are introduced to tools that may be used to recognize and understand general behavioral and motivational characteristics and how these relate to the success of a team. Topics include personal characteristics, communication, interprofessional collaboration and diversity in workforce teams.

DENH 310 - Current and Relevant Topics for the Dental Hygienist (3 credits)
This course is designed to provide an understanding of the latest advancements and emerging trends in the field of dental hygiene. Participants will explore a variety of innovative topics that impact clinical practice, workforce issues and patient care. This course prepares dental hygiene students with the knowledge to integrate emerging technologies and innovative practices into their clinical practice and evaluate the evolving influences of professional organizations on the structure of the dental hygiene profession.

DENH 320 - Management of Oral Healthcare Delivery (3 credits)
The focus of this course is to create a deeper understanding of the dental hygienist's role in the delivery of oral healthcare. Course content weaves in optimization of the oral healthcare work environment, business planning, core public health principles, ethics, and encouraging dental hygienists to involve themselves in public health advocacy and community partnerships. This course will have a significant focus on the effects of race and racism on the delivery of oral healthcare.

DENH 330 - Dental Hygiene Care for Diverse Populations (3 credits)
The focus of this course is on identifying and analyzing factors that affect access to oral health care across various populations. Students will examine the impact of culture, health literacy and racism on oral health outcomes and the dental workforce. Work is designed to understand the influence of health disparities, inequities and barriers to care on the oral health of communities.

DENH 340 - Educational Concepts in Dental Hygiene (3 credits)
This course is designed to introduce the student to educational methodologies for effective instruction in dental hygiene education. Topics include an overview of dental hygiene education, teaching/learning styles, instructional methods/strategies, and use of instructional objectives, classroom assessment techniques and evaluation. Attention is given to health equity, to include emphasis on cultural competence, racism and health literacy.

DENH 410 - Evidence-Based Dental Hygiene Practice (3 credits)
This course involves learning and implementing evidence-based decision making principles. The dental hygiene practitioner will value the integration of clinical expertise and available current external evidence from research. Emphasis is on strategy, methodology, and research design with clinical focus on dental hygiene standards of care, process of care, and dental hygiene diagnosis as related to clinical and community dental hygiene practice. Attention is given to health equity, to include emphasis on cultural competence, racism and health literacy.

DENH 420 - Restorative Functions Theory and Lab (4 credits)
This course focuses on the principles, handling characteristics, placement, contouring, and adjusting of the direct restorative materials in a laboratory setting in accordance with MN Statute, section 150A.10, subdivision 4.

DENH 430 - Dental Hygiene Capstone (4 credits)
This Capstone Course is designed to provide the student with an opportunity to apply their knowledge of a chosen professional role through an individually designed project. Students will apply into practice the knowledge and principles learned within the Dental Hygiene Bachelor of Science courses. Through implementation of both an instructor led and self-directed learning experience (contract) related to their area of interest, students will demonstrate their understanding of the expanding role of the dental hygienist in the health care system. Attention is given to health equity, to include emphasis on cultural competence, racism and health literacy.

DENH 499 - Special Topics in Dental Hygiene (1-4 credits)

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DKTA

DKTA 100 - Dakota Language and Culture (4 credits)
This course applies an immersion approach to learning Dakota, the Indigenous language of the Dakota people. The language offers key insights into the formation and transmission of Dakota cultural identities and worldviews. The course is part of larger community efforts to retain and use Dakota and contribute to world-wide efforts to preserve Indigenous languages. Students in the course will learn Dakota grammatical structures and build a working vocabulary sufficient for beginning-level conversations.

DSCI

DSCI 350I - Decision Sciences 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.

DSCI 360I - Decision Sciences Student-Designed Independent Study (SDIS) (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 for because it allows students: to study a subject in more depth, at a more advanced level; to pursue a unique project that requires specialized study; to draw together several knowledge areas or interests into a specialized study; to test independent learning capabilities and skills; or to use special learning resources in the community, taking advantage of community education opportunities which, in themselves, would not yield a full college competence. Students should contact their appointed advisor for more information.

DSCI 365I - Decision Sciences Prior Learning (1-9 credits)

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

DSCI 415 - Special Topics in Supply Chain and Operations (2-4 credits)

This course will address special topics, current issues and research trends in supply chain and operations management field. The supply chain and operations management field is undergoing some rapid change due to driving factors such as globalization, technology change, and environmental concerns. The course will revolve around five themes or topics: (1) managing risks; (2) theory of constraint, (3) lean management; (4) green, environment and carbon issues; and (5) globalization. Other specialized topics may be added as the field undergoes changes. Prerequisites: DSCI 434 Intro. to Operations Management

DSCI 420 - Project Management (4 credits)

This course focuses on developing the skills needed to become a successful project manager and project team member using quantitative methods and technology tools to enhance critical problem-solving. Topics covered include all aspects of project management from project initiation issues and project planning to scheduling, organization, implementation, monitoring progress and controlling by using technology driven approaches. This includes project management techniques such as PERT, CPM and project evaluation methods using Microsoft Project software.

DSCI 421 - Project Planning and Budgeting (4 credits)

This course is designed to master project management in the areas of project selection, budgeting, and risk management, utizing quantitative techniquest and analytical tools. Topics covered include a review of principles of project management, different types of projects, project valuations technique, and risk assessment. Students will use Microsoft Project, Earned Value Analysis (EVA) and simulations.

DSCI 431 - Managerial Problem-solving and Decision-making Methods (4 credits)

This course introduces a variety of systematic behavioral and analytical approaches to problem formulation, problem solving, decision making and implementation issues. The primary focus is on conceptual and practical frameworks of successful managerial problem solving and decision making. Individual and team problem solving and decision making issues will also be addressed. Special emphasis will be placed on real-life applications of problem-solving and decision-making methods using appropriate software programs.

DSCI 434 - Introduction to Operations Management (4 credits)

The purpose of this course is to introduce students to the fundamental concepts and techniques of production and operations management for both service and manufacturing organizations. It will address the role of operations in relation to other functions and the methods to increase organizational effectiveness and efficiency. Topics covered include: product and service design, capacity planning, design of work systems, location planning and analysis, material requirements planning, supply-chain management, enterprise resource planning, inventory management, total quality management, Six Sigma, lean enterprise and kaizen approaches, aggregate planning, just-in-time systems, scheduling, and project planning. Also included are tools and processes used in operations decisions such as forecasting, breakeven analysis, and critical path method using available software.

DSCI 440 - Supply Chain Planning and Control (4 credits)

This course addresses tools, techniques, and strategies used in service and manufacturing organizations for management and controlling internal and enterprise supply chains. Topics include demand management, forecasting, sales and operations planning, production scheduling, material requirements planning, capacity planning, just-in-time, distribution requirements planning, order-point inventory control methods, and strategic design of planning and control systems.

DSCI 444 - Project Leadership and Execution (4 credits)

This course is designed to master project management in leadership and execution following the Project Management Body of Knowledge (PMBOK).

Topics covered include project planning, customer and stakeholder relations, communications, procurement, quality control, and human resource management. Students will enhance their problem-solving skills using project management's technical and human side. Students will use online technology and simulations.

DSCI 449 - Fundamentals of Purchasing Management (2 credits)
This course acquaints students wishing to explore career opportunities in professional purchasing. It explains the functions of the professional purchasing manager, the contributions of purchasing to organizational goals, purchasing systems and controls, supplier selection procedures, and performance evaluation of purchasing personnel.

DSCI 450 - Supply Chain and Operations Management Strategy (4 credits)
This course integrates planning, design and analysis to develop a holistic view of supply chain and operations through problems, cases, research papers, readings, projects, and presentations. It requires students to describe, analyze, review and critique important design and planning features of supply chain and operations management. Student will work individually or in groups to develop a project/research paper to analyze an existing complex supply chain and operations function. Students will also explore supply chain and operations through readings, papers, guest lectures, and videos. The focus of the course is on experiential learning and critical analysis. Students will learn critical tools like optimization, models, decision trees, and network analysis.

DSCI 451 - Materials Management (2 credits)
This course focuses on activities concerned with materials and inventory requirements, from receiving the materials to their introduction into the manufacturing processes. Topics discussed include objectives and organization for materials management, total quality management, materials requirement planning, traffic management, warehousing, automated inventory control systems, and legal and ethical considerations in materials management.

DSCI 452 - Application of AI in Supply Chain Management (4 credits)
This course explores the application of artificial intelligence (AI) and machine learning (ML) techniques within the context of supply chain management (SCM). It is designed for business managers and undergraduate students with limited programming experience, offering a practical introduction to AI and ML applications in solving real-world supply chain problems. Throughout the course, students will learn how to apply AI and ML models for tasks such as demand forecasting, inventory optimization, and predictive maintenance. The course balances theoretical understanding with hands-on experience using real-world datasets, and no prior programming background is required, though familiarity with programming may be helpful. By the end of the

course, students will have a solid foundation in both the theoretical concepts and practical applications of AI and ML in SCM.

DSCI 455 - Logistics in Supply Chain (4 credits)

This course examines those activities involved in planning, implementing and controlling the flows of raw materials, in-process inventories, and finished goods from the points of origin to the points of consumption at the lowest total cost. Topics covered include enterprise resource planning; forecasting; inventory management; transportation modes, services and rates; warehousing; information systems; performance measurement; quality; materials handling; customer services; and the overall management of logistical functions. The computerized information programs intending to support the management functions are also treated. Special emphasis is placed on building business analysis skills to assess the feasibility and cost benefit of its functions to support logistics operations.

DSCI 532 - Introduction to Management Science (4 credits)

This independent study introduces applications of scientific approaches to management problems to help managers make better decisions. Students learn, with a minimum of mathematics, how to formulate decision problems, how to solve them using management science concepts, and how to apply the solutions obtained. Topics include multiple criteria decision making, decision analysis, game theory, linear programming and optimization techniques, forecasting methods, and simulation.

DSCI 535 - Advanced Topics in Operations Management (4 credits)

This course is designed to introduce students to advanced topics in operations management, project management, and managerial decision making and problem solving methods. Prerequisite: Senior standing.

ECON

ECON 200 - Introduction to Economics for Non-Business and Non-Economics Majors (3 credits)

This course introduces the principles of microeconomics and macroeconomics that are useful for our understanding of the market economy, the banking and the financial system, government regulations, economic policies and the global economy. This course is designed for students who do not intend to pursue a business or economics degree and it does not satisfy the requirement at the College of Management or the major requirement for Bachelor of Science in Economics at Metro State University.

ECON 201 - Macroeconomics (3 credits)

This course focuses on the economy as a whole and studies how government can affect the economy. After starting with principles of markets, the price system and supply and demand, the course covers national income accounting, business cycles, inflation, unemployment, fiscal policy, monetary

policy and the Federal Reserve System, different approaches to economic growth, and the foundations of international trade.

ECON 202 - Microeconomics (3 credits)
This course focuses on the interactions between the consumer and the producer. It begins with the theory of markets, supply and demand, and the price system. Then it covers demand elasticity, the costs of production including the various factor inputs, the four major market structures (pure competition, monopolistic competition, oligopoly and monopoly), and ways to increase the competition in markets.

ECON 300 - Analytical and Quantitative Methods for Economists (4 credits)
This course is intended to advance the analytical and quantitative skills of students who have completed introductory level micro- and macroeconomics. Topics include: economic methodology, economic optimization, static and dynamic modeling, game theory and its application, basic econometrics, and economic data. Successful completion of this course will help students to continue their study in upper-division economics courses.

ECON 311 - Economics of the Environment (4 credits)
This course explores the economic aspects of environmental issues and regulations. Current incentives to degrade or preserve the environment are presented and the impact of present policies on those incentives are established. The tools of economic analysis are used to evaluate problems and suggest solutions.

ECON 313 - Labor Economics (4 credits)
This course assesses the role of labor as a production factor in the economy, as well as the factors affecting the supply of, and demand for, labor. Topics include: determinants of labor supply and demand; analysis of labor markets; theories of wages and employment; income and wage inequality among occupations, industries and regions; the role of labor unions and collective bargaining as they affect supply and demand conditions; and the relationships among wages, inflation, unemployment and government policies.

ECON 314 - International and Comparative Economics (4 credits)
This course analyzes selected issues and problems in international trade and also studies how various countries approach basic economic policy questions. Topics include: the theory of comparative advantage, barriers to trade such as tariffs and quotas, exchange rates, balance of payments, organizations such as the International Monetary Fund and World Trade Organization, and an analysis of current issues in American trade policy. The course concludes with an analysis of the economic policies of major trading partners: Japan, China and the European Union with some attention to other capitalist and non-capitalist economies.

ECON 315 - Economics of Diversity (4 credits)

This course uses various techniques to examine issues and problems relevant to the themes of race, ethnicity, gender, preference and class. Topics include: how race, ethnicity and gender arise in economics and how they relate to the labor market; the impact of national economic policies on diverse groups; the economics of discrimination; and questions related to domestic partner issues.

ECON 316 - Health Economics (4 credits)

This course applies microeconomics principles to the health care services field. The role of consumer choice and firm behavior are examined in the markets for health insurance and health care. An understanding of the role of public and private financing and delivery systems is developed. The tools and techniques of economics are employed to facilitate policy, analytic and management decisions in the health care field.

ECON 317 - Global Economic and Financial Crises: Theory and Policy (4 credits)

Financial crises, either that we are currently in one or about to be in one or some other country is in one, are all the rage in popular media today. More often than not financial crises are the result of bubbles in certain assets classes or can be linked to a specific form of financial innovation. This course will explore theoretical and policy perspective of modern global financial crises in the world. We will review the conflicting evidence about the extent of the harm caused by financial collapses. This course will also provide the students with a good economic and behavioral understanding on the effects of financial crises on the US and global economy. The primary goal of this class is to educate the students to understand the causes of past crises in an economic point of view and to develop a conceptual and policy framework in minimizing the risks of future crises and helping students make informed decisions.

ECON 350I - 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 351 - Intermediate Macroeconomics (4 credits)

Topics covered in this course include: measuring economic performance; the determination of income and expenditures; the role of government in influencing general equilibrium and economic fluctuations; the development of stabilization policies; and the operations of financial markets. The analytical approaches are more advanced than those in ECON 201 Macroeconomics.

ECON 352 - Intermediate Microeconomics (4 credits)

This course covers the analysis of consumption behavior and demand using the theory of utility and indifference, the theory of production and costs, and analysis of the firm and industries under the four market structures. Factor pricing and general equilibrium using comparative static analysis techniques are also covered. Selected topics include: market failure, price ceilings and floors under different market structures, subsidies, regulations, price discrimination, and consumer and producer surplus.

ECON 360I - Economics Student-Designed Independent Study (SDIS) (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 for because it allows students: to study a subject in more depth, at a more advanced level; to pursue a unique project that requires specialized study; to draw together several knowledge areas or interests into a specialized study; to test independent learning capabilities and skills; or to use special learning resources in the community, taking advantage of community education opportunities which, in themselves, would not yield a full college competence. Students should contact their appointed advisor for more information.

ECON 365I - Economics Prior Learning (1-8 credits)

Credit for Prior Learning is the conditions under which students can receive college credit for prior learning obtained through nontraditional channels such as the military, the workplace, or independent study. The course for which credit is being sought must correspond in its content to a course that is currently offered at 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 420 - Money, Banking and Financial Institutions (4 credits)

This course is designed for business and economics students interested in acquiring a broader view of the financial system and its markets. The material is divided into three sections: historical, theoretical and institutional. The historical section covers the evolution of money, money creation, inflation, the economy, and the development of banking. The theoretical part covers methods to trace the impact of money on the economy including classical, Keynesian, monetarist and rational expectation approaches. The institutional portion deals with financial intermediaries and financial instruments.

ECON 490 - Topics in Economics (2-4 credits)

This course covers topics in economics that vary from semester to semester and that are not represented in regular course offerings within the department. Because the content of each section of this course is different, students may take this course more than once for credit.

ECON 496 - Managerial Economics (4 credits)

This course focuses on the application of economic analysis to enterprise decision making. The basic topics include analyses of demand, costs, capitalization and strategy. The purpose is to apply economics to achieve long-run profit maximization. Students apply principles of modern strategy to real case studies.

ECON 497 - Economic Research and Forecasting (4 credits)

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

EDU

EDU 150 - Preparing for the MTLE Basic Skills Test (1 credit)

This elective course prepares prospective teachers to take the Minnesota Teacher Licensure Examinations (MTLE) Basic Skills Test that is required for initial state teaching licensure. The course includes written and computerized applications as methods of instruction. Students will have opportunities to practice essential skills in preparation for successfully passing the MTLE Basic Skills Test that assesses reading, writing, and mathematical competence. Each class session will be held in a computer lab with individual computers provided for each student. There are no pre-requisites for this course, and it does not meet any program requirements.

EDU 160I - Education Student-Designed Independent Study (SDIS) (1-8 credits)

Student-designed independent studies give 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 165I - Education Prior Learning (1-9 credits)

Credit for Prior Learning is the conditions under which students can receive college credit for prior learning obtained through nontraditional channels such as the military, the workplace, or independent study. The course for which credit is being sought must correspond in its content to a course that is currently offered at Metro State University. Competence is demonstrated

by passing the final examination of the corresponding course. Students should contact their appointed advisor for more information.

EDU 200 - Introduction to Urban Education and Reflective Teaching (3 credits)

This course provides an introduction to urban learners, urban teaching, and urban school systems using case studies and first-person accounts of teaching and learning in an urban environment. Current issues facing urban P-12 students, teachers, schools, districts, and communities will be discussed. Society's responsibility to urban schools will be examined along with the roles that teachers and schools play in increasing student achievement and leading school improvement. Key concepts of the Urban Teacher Program will be introduced including the importance of high expectations, student and teacher resiliency, educational equity, using the community as a resource, and reflection. Various perspectives and dimensions of the achievement gap will be examined, including causes due to discrimination and perspectives on what constitutes high educational achievement for culturally and linguistically diverse youth. Students in this course are expected to explore and express their own experiences, assumptions, beliefs, motivations, and commitments related to teaching and learning in the urban environment. Various types of teacher reflection will be introduced as important means for continual professional growth to meet the needs of urban learners. Clinical field experience hours are part of the course requirements.

EDU 200 - Introduction to Urban Education and Reflective Teaching (2 credits)

This course provides an introduction to urban learners, urban teaching, and urban school systems using case studies and first-person accounts of teaching and learning in an urban environment. Current issues facing urban P-12 students, teachers, schools, districts, and communities will be discussed. Society's responsibility to urban schools will be examined along with the roles that teachers and schools play in increasing student achievement and leading school improvement. Key concepts of the Urban Teacher Program will be introduced including the importance of high expectations, student and teacher resiliency, educational equity, using the community as a resource, and reflection. Various perspectives and dimensions of the achievement gap will be examined, including causes due to discrimination and perspectives on what constitutes high educational achievement for culturally and linguistically diverse youth. Students in this course are expected to explore and express their own experiences, assumptions, beliefs, motivations, and commitments related to teaching and learning in the urban environment. Various types of teacher reflection will be introduced as important means for continual professional growth to meet the needs of

urban learners. Clinical field experience hours are part of the course requirements.

EDU 202 - Effects of Drugs on Learning (2 credits)

This course provides prospective teachers with an overview of the licit and illicit drugs used by children and adolescents. The course develops awareness of what teachers should know about commonly prescribed medications intended to help students remain in the instructional setting and be productive learners. The course also emphasizes awareness of child and adolescent drug abuse and addiction, along with responsibilities and strategies for intervention on behalf of students' wellness.

EDU 203 - Multicultural Education (3 credits)

This course introduces prospective urban teacher candidates to core concepts and approaches of multicultural education including issues related to student, family and community diversity based on race, culture, language, class, gender, sexual orientation and disability. Issues of oppression, privilege and equity in relation to schools and society are also addressed as students use their life experiences as a multicultural reference point to begin to understand the life experiences of the diverse students who attend urban public schools. Emphasis is placed on demonstrating the multicultural competence required of all successful teachers working with diverse urban youth. Clinical field experience hours are part of the course requirements.

EDU 203 - Multicultural Education (2 credits)

This course introduces prospective urban teacher candidates to core concepts and approaches of multicultural education including issues related to student, family and community diversity based on race, culture, language, class, gender, sexual orientation and disability. Issues of oppression, privilege and equity in relation to schools and society are also addressed as students use their life experiences as a multicultural reference point to begin to understand the life experiences of the diverse students who attend urban public schools. Emphasis is placed on demonstrating the multicultural competence required of all successful teachers working with diverse urban youth. Clinical field experience hours are part of the course requirements.

EDU 260I - Education 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.

EDU 265I - Education Prior Learning (3 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.

EDU 306 - Urban Middle School and High School Methods (4 credits)

This course focuses on common methods of differentiating instruction for urban middle school and high school classrooms. Teacher candidates begin learning how to create developmentally appropriate and culturally relevant unit and lesson plans that attend to the various abilities, needs, cultures, experiences, and interests of urban 5-12 students while also meeting district and state standards for learning and making interdisciplinary connections. Foundational understanding of the diverse learning styles and developmental characteristics of young adolescent and adolescent learners forms the basis upon which appropriate plans are developed and methods are employed. The inter-relationships between standards, assessment, curriculum and instruction are examined in promoting high achievement for each urban learner. Teacher candidates gain awareness of current trends in urban middle school and high school education along with the knowledge and skills these trends demand of effective urban educators, including teacher collaboration and teaming. Clinical field experience hours participating in an urban middle school and/or high school classroom are part of the requirements for the course.

EDU 310 - Teaching and Assessing Students with Disabilities in Urban 5-12 Classrooms (3 credits)

This course is an overview of the role of subject area teachers in assessing, accommodating, and supporting the education of diverse students with disabilities and other special needs in urban grades 5-12 classrooms. The course will address what teachers should know about exceptional learners, including students with disabilities and students with special gifts and talents. The responsibilities of general education teachers in service to students with special needs who are included in the mainstreamed classroom will also be examined, and practice will be provided for developing lesson plans and assessments that meet the needs of students with exceptionalities. Special education law and collaboration with special education staff will be discussed in the context of reviewing current research, issues and best practices for pre- and post-special education service needs of exceptional learners in urban public schools. Clinical field experience hours are part of the course requirements.

EDU 311 - Urban Teaching Practicum and Seminar (credit)

This practicum is designed to give urban teacher candidates the opportunity to document and reflect upon at least 40 hours practical clinical experience working with diverse youth in an urban middle school or high school. Most of the field experience hours will be determined by field-based assignments required in other Education courses. Included with these experiences, urban teacher candidates practice using diagnostic assessment to guide their instructional planning of at least three lessons for a small group of 1-5 students needing help to improve their reading or mathematics literacy. Successful completion of this practicum is a prerequisite for student teaching. Requirements include attendance and participation in periodic seminars to help prospective urban teacher candidates reflect upon their field experiences, and prepare for future clinical field experiences including student teaching. Co-requisites: EDU 306, OR EDU 606, OR EDU 323, OR EDU 481.

EDU 321 - Urban Infant-Toddler Curriculum and Practicum (4 credits)

EDU 321 - Urban Infant-Toddler Curriculum and Methods (3 credits)

This course focuses on infant and toddler development and how developmental knowledge informs the design, evaluation, and implementation of developmentally and culturally appropriate curriculum, materials, and learning environments in urban early childhood settings. Students analyze and evaluate language development in the first three years of life, including the benefits of multilingualism and multiliteracy, and examine how childrens native languages can be used as instructional resources to support differentiated learning and early literacy development. Students design, apply, and evaluate curriculum and communication strategies that intentionally integrate the values, languages, and cultural practices of childrens families into daily routines and learning experiences. The course also examines and evaluates effective communication practices with urban families and current issues in infant and toddler care. A required 20-hour practicum provides hands-on urban field experience in which students observe, assess, and evaluate the developmental levels, language use, and learning needs of a focus infant or toddler using child study techniques informed by course readings and class discussions.

EDU 323 - Urban Pre-K and Kindergarten Curriculum and Methods (3 credits)

This course examines the cognitive, linguistic, social, emotional, and physical development of children ages three to five and how young learners construct knowledge and acquire skills. Students analyze and evaluate developmental theories and early learning processes, including creative and critical thinking, problem solving, language development, and memory, to design and apply developmentally and culturally appropriate curriculum and instructional strategies. Emphasizing culturally responsive teaching in urban settings, students evaluate and design learning environments and guidance strategies

that affirm childrens identities, languages, cultures, and family contexts. A required 10-hour practicum enables students to apply, observe, and reflect on instructional decision-making in urban classrooms.

EDU 323 - Urban Pre-K and Kindergarten Curriculum and Practicum (4 credits)

This course will review the development of children ages three to five, and connect development to the practices used to design appropriate learning experiences for pre-kindergarten and kindergarten children in urban settings. Students will learn curriculum and instructional strategies which integrate development, skills and content knowledge in individualized, culturally respectful manners. As prospective urban teachers, students in this course will be introduced to the concepts and criteria for determining school readiness as well as learning the rationale and strategies for developmentally appropriate guidance. This course will help students develop holistic, child centered approaches to pre-kindergarten and kindergarten curricula. Students also complete a field experience practicum in an urban pre-kindergarten or kindergarten settings to integrate knowledge gained in class with experiences working with urban three to five year-olds.

EDU 325 - Emergent Literacy in Urban Early Childhood Education (2 credits)

This course will cover the normal development of skills and understandings necessary for a young child to learn to read and write. The individual nature of readiness and the differences in children's approaches to learning to read and write will be a focus of the course. The instructional strategies and materials that constitute a developmentally and culturally appropriate reading and language arts program for young urban children will be presented and used in practice sessions. The important role of multicultural literature in an emergent literacy curriculum for diverse urban children from a variety of backgrounds, experiences, and families will be emphasized. Clinical field experience hours are part of the course requirements.

EDU 326 - 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 330 - Teaching Children's Literature in Urban Grades K-6 (3 credits)

This course provides pre-service Early Childhood and Elementary teachers with the theoretical foundations and practical skills necessary to become reflective professionals who can analyze and select high quality and developmentally appropriate literature for children. Student will develop skills

needed to guide children's selection of books, understand how to use literature with children, design age appropriate lessons and activities to stimulate and extend children's literary experiences and reading enjoyment throughout the elementary curriculum for economically, academically, culturally, racially and linguistically diverse children. Session topics will focus on student motivation, classroom organization , and teaching with children's literature. Central to all topics is the use /inclusion of literature that is multicultural/multiethnic.

EDU 331 - Physical Development, Health, Nutrition, Effects of Drugs in Birth-Grade 6 (3 credits)

The spectrum of physical and motor development of children from conception to age 8 will be covered in this course. Students will also be introduced to foundations of good nutrition and health maintenance for young children. There will be opportunities to develop nutritional plans for yearly childhood programs that respect cultural and religious diversity. Students will consider health policies for schools and child care centers as well as assess and plan large and small motor activities for groups and individual children. The effects of drugs will be addressed, from the prenatal period through the use of medication to treat behavior and emotional conditions in early childhood.

EDU 331 - Physical Development, Health, Nutrition, Effects of Drugs in Birth-Grade 6 (2 credits)

The spectrum of physical and motor development of children from conception to age 8 will be covered in this course. Students will also be introduced to foundations of good nutrition and health maintenance for young children. There will be opportunities to develop nutritional plans for yearly childhood programs that respect cultural and religious diversity. Students will consider health policies for schools and child care centers as well as assess and plan large and small motor activities for groups and individual children. The effects of drugs will be addressed, from the prenatal period through the use of medication to treat behavior and emotional conditions in early childhood.

EDU 333 - Assessment of Learning in Urban Grades K-6 (3 credits)

Students will learn to use formal and informal assessment and evaluation strategies to plan and individualize curriculum and instructional practices in diverse, urban Early Childhood and Elementary classrooms. The foundations of assessment theory and practice will be presented, including the integration of performance standards for grades K-6, standardized testing requirements, and developmentally appropriate practice for diverse learning needs in urban settings. Students will have opportunities to develop and practice authentic assessment tools and strategies with the goal of using assessment to guide instruction. Clinical field experience hours are part of the course requirements.

EDU 341 - The Child and the Family in an Urban Setting (2 credits)
Theories and realities of diverse family structure and function will be the foundation of this course. The students will examine the unique roles of parents, family, and community in the lives of children who live in urban settings with particular focus on the racial, cultural and ethnic groups that reside in the metropolitan Twin Cities. Opportunities will be available for students to compare their own life and family experiences to those of children living in today's urban communities through primary research experiences. The role of the urban teacher in effectively working with diverse urban families, and strategies for building effective home-school partnerships will be discussed. Clinical field experience hours are part of the course requirements.

EDU 345 - Integrated Classroom Management Methods in Urban Grades K-6 (3 credits)
This course addresses current research on the correlation between classroom management and academic achievement. The student will explore multiple methods and strategies for integrating effective classroom management approaches and developing learning communities in urban K-6 classrooms.

EDU 360I - Education 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.

EDU 361 - The Arts in Early Childhood and Elementary Education (3 credits)
This course will provide the prospective teacher with opportunities to plan and implement developmentally and culturally appropriate activities in the arts for young urban children. The students in this course will be introduced to the basic theories of teaching the visual arts, creative movement, music and creative dramatics within a developmental program for young children. Integration of the arts into the regular daily curriculum of urban early childhood settings will be a major focus of this course. Clinical field experience hours are part of the course requirements.

EDU 365I - Education Prior Learning (1-8 credits)
Credit for Prior Learning is the conditions under which students can receive college credit for prior learning obtained through nontraditional channels

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

EDU 383 - Information Technology for K-12 Education (2 credits)
This course is an introduction to the use of information technology (IT) devices and applications to promote teaching and learning in k-12 educational settings for students with and without disabilities. Teacher candidates will learn primary tools and software applications to promote teacher productivity and integration of IT to promote curriculum, instruction, assessment, and family/educator communication. In addition to instruction and productivity for k-12 general education settings, the course will include introduction to accessibility issues and the “digital divide” that impact urban learners and educators. Students in this course will demonstrate their competence using technology by developing an electronic, standards-based portfolio.

EDU 384 - Accommodating Learners with Exceptionalities (1 credit)
This course focuses on the basic informational grounding for students and provides a broad overview of the following topics: IDEA disability categories, IEP (Individualized Education Program) development, inclusive practices that address accommodations, current topics related to the experiences of disabilities among culturally and linguistically diverse exceptional learners, and multiple ways of engaging and communicating with families in urban settings. Clinical field experience hours are part of the course requirements.

EDU 414 - Literacy Education in Urban Secondary Schools (3 credits)
This course examines the many aspects of literacy which arise in urban secondary classrooms. Through course readings, presentations, discussions, and applied written and oral exercises, students explore ways to teach a variety of materials to diverse middle and high school students whose reading and developmental levels vary widely. Students explore techniques of how to encourage learners both to engage with reading and writing and to assume responsibility for literacy learning. Through instructional techniques and integrated learning models which focus on various content areas, the information learned in this course prepares the teachers to assist struggling readers and writers. Clinical field experience hours are part of the course requirements.

EDU 415 - Managing Learning in Diverse Urban 5-12 Classrooms (3 credits)
This course is based on current research on the relationship between classroom management and academic achievement to prepare prospective urban teachers for facilitating student learning in a positive classroom environment. Participants in this course will examine teacher and student

classroom behaviors from a cross-cultural perspective to recognize the effects of cultural/linguistic differences in the assessment, interpretation, and planning of the instructional and social environment in a class. Students will gain understanding of individual and group motivation and behavior to create learning environments that encourage positive social interaction, active engagement in learning, and self-motivation. Students will also gain understanding of how factors in 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 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 430 - Historical and Cultural Foundations of Urban Education (3 credits)
This course explores historical, cultural, and sociological foundations of urban education in the United States. Core concepts include democracy and education, educational equity for all students and historical as well as contemporary relationships between school and society. Emphasis is on issues of power and the educational segregation and attempted deculturalization of historically marginalized groups. Resilience and persistent struggles for equal educational opportunity in the face of oppression are also emphasized from diverse cultural perspectives. Philosophical, legal, cultural and ethical perspectives about education are explored as students develop critical awareness of issues to further develop their own philosophies of urban education. The community is a resource for cross-cultural inquiry and learning about the educational strengths and challenges faced by diverse groups living in urban areas. Students gain understanding of the contributions and lifestyles of various racial and ethnic groups in our society, including Minnesota-based American Indians. Field experience hours are part of the course requirements. Significant focus is given to issues of race and racism.

EDU 432 - Assessment of Learning and Teaching in Urban Grades 5-12 (3 credits)
This course focuses on assessment as a learning tool to guide the planning, development and implementation of curriculum and instruction. Theories and research related to principles of learning, motivation and multiple intelligences are explored. Practical experience designing short- and long-term learning outcomes and various types of assessment is offered. Topics include standards-based instruction, formative and summative assessment, standardized testing, validity, reliability, bias, rubrics, portfolio-based

assessment, performance-based assessment, and communicating with families. State and national standards and performance criteria for the evaluation of teaching are also explored. Clinical field experience hours are part of the course requirements.

EDU 432 - 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 434 - Teaching and Assessing Urban Learners with Exceptionalities Birth-Grade 12 (3 credits)

This course is an overview of the role of subject area teachers in assessing, accommodating, and supporting the education of diverse students with disabilities and other special needs in urban grades 5-12 classrooms. The course will address what teachers should know about exceptional learners, including students with disabilities and students with special gifts and talents. The responsibilities of general education teachers in service to students with special needs who are included in the mainstreamed classroom will also be examined, and practice will be provided for developing lesson plans and assessments that meet the needs of students with exceptionalities. Special education law and collaboration with special education staff will be discussed in the context of reviewing current research, issues and best practices for pre- and post-special education service needs of exceptional learners in urban public schools. Clinical field experience hours are part of the course requirements.

EDU 435 - Teaching and Assessing English Language Learners (3 credits)

This course includes an examination of the process of second language acquisition and strategies for teaching English Language Learners (ELL) subject matter content in urban K-12 classrooms. Prospective teachers will learn how to modify mainstream course materials and instructional strategies so that ELL students can engage in course content while

simultaneously developing their English language skills. Course activities and expectations include demonstrating teaching strategies; developing lesson modifications; evaluating textbooks and other materials and resources available in the field; and examining issues in testing students of limited English proficiency for placement, diagnosis, exit, and evaluation. There is a requirement of a 10-hour field experience in urban setting involving classroom participant-observations and working with an ELL student.

EDU 445 - Service Learning and Integrating K-6 Curriculum (3 credits)
This course explores current methods for integrating curriculum and service learning into the urban elementary K-6 curriculum. Students will explore and experience various topics, themes, and issues that guide and make curriculum integration and service learning possible, developmentally appropriate, and culturally relevant. Urban teacher candidates will learn how to integrate curriculum and service learning in ways that address the diverse learning styles, experiences, needs and talents of urban learners. Curriculum integration contrasts with the traditional separate-subjects approach that teaches reading, writing, math, science, social studies, health, art, etc. in isolation and at separate times. Service learning is introduced as a core approach for integrating academic learning, civic engagement, and opportunities to address critical issues or problems in students communities. Teacher candidates in this course will work independently and cooperatively to design, plan and implement at least one integrated curriculum unit and one service-learning project for urban elementary students to engage and learn in their community. Field experience hours are part of the course requirements.

EDU 450 - Advanced Urban Teaching Practicum and Seminar (credit)
This advanced pre-student teaching practicum is designed to give urban teacher candidates the opportunity to document and reflect upon at least 60 hours practical clinical experience in an urban middle school or high school classroom within their subject area of licensure. Requirements include teaching at least 3 lessons in their licensure area to a whole class of students, but most of the clinical field experience hours and active classroom involvement will be determined by field-based assignments required in other Education courses and the cooperating urban school teacher hosting the practicum. Successful completion of this practicum is a prerequisite for student teaching. Requirements include attendance and participation in periodic seminars to help prospective urban teacher candidates reflect upon their field experiences, and prepare for student teaching.

EDU 451 - Immigrants and Refugees in Urban Schools (3 credits)
This course examines the experience of students in grades K to 12 who are immigrants or refugees (or their relatives) living in urban communities, particularly within the Twin Cities. The historical and contemporary push and/or pull factors that contributed to families from various countries and

cultures recently coming to the United States will be examined. Important similarities and differences between the experiences and status of immigrants and refugees will also be studied. Particular challenges encountered within the U.S. will be explored, as well as examples of resiliency, achievement, and community resources. Students will gain the understanding of different cultural practices; benefits of bilingual education; how the larger community and the socio-cultural framework shape communication with parents; and how the urban environment conditions may influence learning. Critical issues in urban multilingual immigrant and refugee communities will be discussed.

EDU 452 - Theories and Methods of Language Learning (3 credits)

This course starts with the fundamentals of the first and second language acquisition, and differences between child, adolescent, and adult language acquisition. Students will learn and demonstrate strategies to develop skills in listening, speaking, reading, and writing across the K-12 curriculum. Other topics are: differences between literacy development in the first language and the second language and implications for teaching English learners; and communication techniques that enhance student learning. Students will become familiar with a variety of methods, approaches, techniques, and programs; and will investigate issues related to the full inclusion of English learners in the school setting; and that both language learning and subject matter learning are essential to student success. The teaching of reading and writing across the curriculum will be emphasized, as well as the use of technology. Urban field experience in grades K-12 is part of the course requirements.

EDU 453 - Assessment and Curriculum for English Learners in Urban Schools (4 credits)

This course includes formal and informal second language assessment techniques to determine placement and to evaluate the progress of English learners in grades K-12. It also addresses criteria for determining the readiness to enter and exit English proficiency programs. Students will gain an understanding of the characteristics and limitations of second language assessment, including the ones for placement in gifted and special education programs; they will learn item and test construction methods appropriate for students with limited English proficiency; and how to administer, interpret, and explain test results to parents and colleagues; rubrics and standards alignment with district goals. Other topics are: curriculum development related to the English learners; program planning; connecting schooling experiences with everyday life, the workplace, and further education; involving the community; purpose of co-curricular and extracurricular activities; and best practices. Urban field experience in grades K-12 is part of the requirements.

EDU 454 - The Urban ESL Professional (2 credits)
This course examines the roles and responsibilities of the urban ESL teacher. Students will develop the ability to communicate successfully with English learners in grades K-12, their parents, colleagues, and urban community members. Other topics include bilingualism, multilingualism, resources for continual professional development, classroom management, and working effectively with colleagues and the community to support student learning.

EDU 456 - Elementary ESL Practicum (2 credits)
This practicum is designed to give students in this course 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. Students in this course will have the opportunity to thoughtfully apply knowledge, theories and skills in learned in coursework.

EDU 457 - Middle School ESL Practicum (2 credits)
This practicum is designed to give students in this course 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. Students in this course will have the opportunity to thoughtfully apply knowledge, theories and skills in learned in coursework.

EDU 458 - High School ESL Practicum (2 credits)
This practicum is designed to give students in this course 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. Students in this course will have the opportunity to thoughtfully apply knowledge, theories and skills in learned in coursework.

EDU 460 - Student Teaching in the Urban Middle School (grades 5-8) (6 credits)
Supervised student teaching for 12 weeks, full-time or the equivalent with students in urban grades 5-8 for teacher candidates seeking grades 5-12 licensure. Weekly reflections, periodic seminars with other student teachers, and completion of a detailed performance assessment are also required.

EDU 470 - Student Teaching in the Urban High School (grades 9-12) (6 credits)
Supervised student teaching for 12 weeks, full-time or the equivalent with students in urban grades 9-12 for teacher candidates seeking grades 5-12 licensure. Weekly reflections, periodic seminars with other student teachers, and completion of a detailed performance assessment are also required.

EDU 475 - Student Teaching in the Urban Infant-Toddler Classroom (2 credits)
Supervised student teaching with children ages 0-3 within an urban child care center for teacher candidates seeking early childhood licensure (Birth-Grade 3). Placement is for a minimum of three full-time weeks (2 credits) in combination with other student teaching placements to a maximum of

fifteen full-time weeks (9 credits) in a single placement depending on the teacher candidate's Individualized Student Teaching Plan that is developed with and approved by the teacher candidate's advisor and the Field Experience Coordinator. Weekly reflections, periodic seminars with other student teachers, and the development of a standards-based portfolio are also required.

EDU 481 - Urban Grades 1-6 Curriculum and Practicum (4 credits)
EDU 481 - Urban Grades 1-6 Curriculum and Methods (3 credits)
This course will review development of children grades 1-6 and connect development to the practices used to design programs for grade 1-6 children in urban classrooms. Urban teacher candidates will learn appropriate curriculum and instructional strategies for the presentation of a program which integrates development, skills, and content knowledge in individualized, culturally respectful manners for diverse urban learners. Prospective urban teachers will develop learning plans for grades 1-6 language arts, mathematics, social studies and science and have opportunities to assess their plans as part of a holistic, child-centered curriculum. The rationale and strategies for developmentally appropriate guidance will also be learned. Clinical field experience hours are part of the course requirements.

EDU 483 - Foundations of Teaching Reading in Urban Grades K-6 (4 credits)
This course explores the fundamentals of reading instruction. The course provides Early Childhood and pre service k-6 teachers with knowledge of the foundations of the reading and writing process, strategies and curriculum materials to support reading and writing instruction, assessment tools and practices to plan and evaluate effective reading instruction, and create a literate environment that fosters reading and writing.

EDU 483 - Foundations of Teaching Reading in Urban Grades K-6 (3 credits)
This course explores the fundamentals of reading instruction. The course provides Early Childhood and pre service k-6 teachers with knowledge of the foundations of the reading and writing process, strategies and curriculum materials to support reading and writing instruction, assessment tools and practices to plan and evaluate effective reading instruction, and create a literate environment that fosters reading and writing.

EDU 484 - Teaching and Assessing Children with Disabilities Birth-Grade 6 (3 credits)
This course is designed to prepare prospective early childhood education and elementary teachers to teach and assess young children with disabilities in urban settings. Teacher candidates are introduced to the nature and type of young children with disabilities in the context of urban schools. Formal and informal assessment strategies are addressed as well as strategies for integrating children with disabilities into the early childhood and elementary

classroom. Specific areas of focus include the nature of disabilities among culturally and linguistically diverse exceptional learners, instructional individualization, and communication with parents. Issues discussed include funding, professional ethics, and legal implications for professionals, students, and family. Clinical field experience hours are part of the course requirements.

EDU 485 - Student Teaching in the Urban PreK-Kindergarten Classroom (2-5 credits)

Supervised student teaching with children ages 3-5 within an urban preschool and kindergarten classrooms required for teacher candidates seeking early childhood licensure (Birth-Grade 3). Placement is for a minimum of three full-time weeks (2 credits) in combination with other student teaching placements to a maximum of fifteen full-time weeks (9 credits) in a single placement depending on the teacher candidate's Individualized Student Teaching Plan that is developed with and approved by the teacher candidate's advisor and the Field Experience Coordinator. Weekly reflections, periodic seminars with other student teachers, and the development of a standards-based portfolio are also required.

EDU 486 - Teaching Math and Science In Urban Grades 1-3 (4 credits)

This course will focus on strategies to excite and extend math and science experiences for primary age children. Students will review developmentally appropriate mathematics and science pedagogy and connect development to the practices used to design appropriate programs for primary age children in urban early childhood settings. Students will consider the appropriate practices for a program serving primary age children in a diverse urban community. Field experience hours in urban primary grades classrooms are part of the course requirements.

EDU 487 - Methods of Teaching Reading in Urban Grades K-6 (3 credits)

This course presents an in-depth study of the predominant current philosophies and methodologies of Early Childhood and Elementary reading instruction. Emphasis will be placed on the critical elements in literacy development. These elements are: phonemic awareness, phonic instruction, vocabulary development, fluency, and comprehension. Current organizational procedures and foundations of reading instruction will be presented. Special consideration is given to effective practices and adapting instruction for culturally and linguistically diverse students.

EDU 487 - Methods of Teaching Reading in Urban Grades K-6 (4 credits)

This course presents an in-depth study of the predominant current philosophies and methodologies of Early Childhood and Elementary reading instruction. Emphasis will be placed on the critical elements in literacy development. These elements are: phonemic awareness, phonic instruction, vocabulary development, fluency, and comprehension. Current

organizational procedures and foundations of reading instruction will be presented. Special consideration is given to effective practices and adapting instruction for culturally and linguistically diverse students.

EDU 490 - Student Teaching in the Urban Primary Grades 1-3 (2-5 credits)
Supervised student teaching with children in urban primary grades (1-3) classrooms for required for teacher candidates seeking early childhood licensure (Birth-Grade 3). Placement is for a minimum of three full-time weeks (2 credits) in combination with other student teaching placements to a maximum of fifteen full-time weeks (9 credits) in a single placement depending on the teacher candidate's Individualized Student Teaching Plan that is developed with and approved by the teacher candidate's advisor and the Field Experience Coordinator. Weekly reflections, periodic seminars with other student teachers, and the development of a standards-based portfolio are also required.

EDU 495 - Student Teaching in the Urban Elementary School K-6 (6 credits)
Required culminating clinical field experience with children and a cooperating classroom teacher in an urban elementary grades (K-6) classroom for urban teacher candidates seeking elementary education licensure. Placement is for a minimum of twelve full-time weeks based on teacher candidate's Individualized Student Teaching Plan that is developed with and approved by the teacher candidate's advisor and the Field Experience Coordinator the semester prior to student teaching. Weekly reflections, periodic seminars with other student teachers, and the development of a standards-based e-folio are also required.

EDU 499 - Special Topics in Education (1-4 credits)
This course presents topics of interest for undergraduate students in the Urban Teacher Program. Topics vary with each offering of this course. Check the class schedule for details about topics and course prerequisites. This course may be taken any number of times for credit as long as the topic is different. Depending on the topic offered, this class may count as a major requirement course; otherwise, it is considered an elective.

ENTR

ENTR 300 - Building Your Dream: An Introduction to Small Business (4 credits)
Interdisciplinary Business Knowledge and Skills for Non-Business Majors is designed to provide broad coverage of major business concepts in finance, marketing, accounting, and management and deep coverage of specific skills and knowledge needed as a foundation for applying that knowledge to opportunities in existing or new businesses. Students will learn how to research data within the Metro State library databases to augment their knowledge and skills to evaluate opportunities and existing organizations. The students will be asked to enhance their analytical thinking by asking

pertinent questions, determining relevant information, and systematically developing and applying the business processes to make decisions.

ENTR 310 - Social Entrepreneurship in Action: Changing Communities and Cultures (4 credits)

Students learn how to Do Well while Doing Good and explore their own capacity as a social change agent and business owner in the social entrepreneurship business model . Applicable across all industries, this course explores organizations that focus on the spirit of innovation and the triple bottom line of social impact, profits, and environmental considerations while helping to solve social challenges. This course differentiates between traditional entrepreneurial, intrapreneurial, and social mission focused-organizations as well as highlights the historical lens and theories of these social and economically viable businesses that promote positive change in communities and cultures.

ENTR 360I - Entrepreneurship Student-Designed Independent Study (SDIS) (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 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.

ENTR 365I - Entrepreneurship Prior Learning (1-5 credits)

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

ENTR 400 - Creating an Innovative Mindset and Personal Brand (4 credits)

Creating an Innovative Mindset and Personal Brand focuses on the individual owner or innovative managers behaviors and empowers students to develop mindset meta-skills including creativity, innovation, risk-taking, proactive behavior, non-conformity, GRIT, reframing failure, alertness, adaptability, and inclusivity awareness. Learn how to overcome barriers, enhance self-awareness, and navigate successfully in diverse organizations from start- ups to existing organizations while managing a personal brand and relationships.

Strong emphasis is placed on exposure to real -world applications and leaders useful for advancing career success regardless of major and industry choice.

ENTR 490 - Entrepreneurship and Venture Creation (4 credits)
This course prepares students to start, manage and grow a new business venture. A business idea will be evaluated, as well as the process to transform the idea in a new business. Different aspects of managing and growing a new business will be examined, assisting students to make educated decisions to solidify the business.

ENTR 491 - Technology Management for Entrepreneurs (2 credits)
Entrepreneurs confront many challenges. Often they want merely to focus on their core business. Managing technology cost effectively to support an enterprise at start up and as it grows requires expertise that could detract from other entrepreneurial pursuits. This course is designed to help jump start the process of selecting and maintaining technology during the stages of starting and running a business.

ENTR 493 - Finance for Entrepreneurs (2 credits)
This course blends financial theory and current industry trends and practices to instruct students on various aspects of financing an entrepreneurial venture. Major topics include attracting seed and growth capital from sources such as venture capital, investment banking, government, and commercial banks. Among the issues discussed are valuing a company, going public, selling out, acquisitions, bankruptcy. Course format includes: case analysis, writing a financial plan, and readings.

ENTR 498 - Creativity, Innovation and Business Opportunity (4 credits)
This entrepreneurship course will introduce students to the concepts of creativity, and innovation to solve business problems. Innovation techniques will be applied to identify market trends, customer needs, generate and evaluate new business opportunities. Students will also gain knowledge in identifying a business model to launch a new venture.

ESCI

ESCI 315 - Limnology (5 credits)
This course covers the biology, chemistry and physics of aquatic habitats with an emphasis on the ecology of lakes in Minnesota. The content and methods of modern limnological research are emphasized. Labs focus on field and lab investigation of water bodies in the metropolitan area. Most of the weekly labs take place outdoors. Intended for biology, environmental science and life sciences teaching majors and other qualified students.

ESCI 317 - Atmospheric Science (5 credits)
This course covers the composition, structure, optical and thermal properties, and behavior of the atmosphere, including the flows of energy to, from, and

through the atmosphere, the resulting motion of the atmosphere at scales from local to planetary, the impact of human activity on the chemical composition and physical properties of the atmosphere, and the resultant effects of those anthropogenic changes on the built and natural environment (i.e. acid precipitation, ozone destruction, smog, greenhouse effect warming etc). The content and methods of modern atmospheric and environmental science are emphasized. Lab activities will include field investigations, lab experiments, and computer modeling. Intended for students majoring in environmental science and related fields. This course meets the Physical Science Core requirement of the Environmental Science major.

ESCI 320 - Ecosystem and Global Ecology (5 credits)

This course covers ecosystem theory, nutrient cycling, energy flow, and related global environmental topics including acid rain, greenhouse effect, climate change and mercury pollution. The content and methods of modern ecosystems research are emphasized. Lab activities may include field investigations, lab experiments, and computer modeling. Intended for biology, environmental science, and life sciences teaching majors and other qualified students.

ESCI 350I - Environmental Science Individualized 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. Students interested in internships within the Natural Sciences Department should work with their advisor and/or faculty internship coordinator to discuss the process for your specific major.

ESCI 360I - Environmental Science 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 375 - Introduction to Geographic Information Systems (GIS) (3 credits)
This course provides and introduction to relevant topics and concepts in Geographic Information System (GIS), which will prepare students for a career in GIS. The course focuses on teaching students how to analyze spatial and temporal data using GIS programs. By taking the course, students will learn the components of a map, methods involved in constructing maps, the difference between raster and vector data models, inputting and manipulating data, and methods used in spatial analyses. The course consist of lectures. Students taking this course will need to either come into campus to utilize campus computer labs or will need access to university supported virtual labs.

ESCI 417 - Climate Change Ecology (3 credits)
This course examines current scientific understanding of the ecological effects of climate change. Topics include the global climate system, greenhouse effect warming, and the effects of climate change on plants and animals at the physiological, community, and ecosystem levels. Students read and discuss primary scientific literature. This course serves as an upper division elective in the Biology and Environmental Science majors.

ESCI 426 - Comparative Biomechanics (3 credits)
Biomechanics is the study of the physical aspects of life, the materials and structures made and used by living things of all kinds, plants, animals, fungi, protista and bacteria. Biomechanics unites the fields of physics, physiology, ecology and engineering in the investigation of biological materials and structures and the structural and functional roles that they play for the organisms that produce them. This includes chitin, cellulose, spider silk, feathers, tooth enamel, wood, bone, arteries, tree branches, porcupine quills and many more. This course is an upper division elective in the Biology major and meets the 400-level capstone course requirement of the major.

ESCI 469 - Seminars in Environmental Science (1 credit)
This course presents current advanced research in environmental science, connecting students to the wealth of the scientific resources available in the Metro State area. By listening, reflecting, and writing, students learn about current research in environmental science and how scientists communicate it to other scientists. This course can, with instructor permission, be taken more than once for credit. Intended for environmental science majors in their junior or senior year.

ESCI 479 - Advanced Topics in Environmental Science (1-5 credits)
This course covers advanced topics in environmental science that vary from semester to semester. Because the content of each section of this course is different, students may take this course more than once for credit. Intended for Environmental Science majors in their senior year.

ESCI 489 - Senior Research in Environmental Science (1-5 credits)

This course provides students with laboratory or field research experience under the supervision of a resident science faculty member. Students must complete a research proposal and it must be approved by the instructor before registering for the course. Prior successful completion of an upper division course with the instructor is generally required. Intended for Environmental Science majors in their senior year.

ETHS

ETHS 100 - Introduction to Ethnic Studies (4 credits)

This course is designed to look at the origin, development and mission of ethnic studies within the context of higher education in the United States. It provides an introduction to the history of racial/ethnic and cultural communities and race relations. In addition, students study the structure and purpose of U.S. higher education and its relations to ethnic communities.

ETHS 150I - ETHS 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.

ETHS 160I - Ethnic 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.

ETHS 200 - Theories of Race, Ethnicity and Culture (4 credits)

This course examines the conceptual development of race, ethnicity and culture from a variety of perspectives, including the development of ideas about race, the relationship between race and ethnicity, notions of culture and cultural authenticity, racism, white supremacy and inequality, and critical approaches to these concepts. Significant focus is given to issues of race and racism.

ETHS 231 - Global Native and Indigenous Studies (4 credits)

This course serves as an introduction to higher level offerings focusing on Native perspectives and experiences. Self-expression, self-definition, and self-determination, including and beyond the Native North American context, provide the basis of comparison in order to make visible Native experiences around the world. Significant focus is given to issues of race and racism.

ETHS 232 - American Indians in Minnesota (2 credits)

This course provides a context and a baseline for knowledge about Minnesota American Indian urban, rural and reservation communities. The course includes an overview of both the past and present experiences, struggles, and issues and the intersections of the past and the present in Minnesota American Indian communities. Students will have an opportunity to complete a community-based project as part of the requirements for this course. Significant focus is given to issues of race and racism.

ETHS 244 - African Americans in Minnesota (2 credits)

This course provides a context and a baseline for knowledge about Minnesota African American communities. This course includes an overview of the past and present experiences, struggles, and issues and the intersections of the past and the present in Minnesota African American communities. Students will have an opportunity to complete a community-based project as part of the requirements for this course.

ETHS 250 - Latino/Hispanic Cultural Competency: Introductory Concepts (4 credits)

This class introduces students to the primary social, historical, cultural, and political dimensions, issues and debates of Latinos/Hispanics in the United States, including race, ethnicity, immigration, assimilation, language politics, education, varied aspects of public policy, and popular culture. This introductory concepts course is relevant to students thinking of careers in the helping professions, law enforcement, business, finance, marketing, and the humanities and social sciences, in developing Latino/Hispanic cultural competency. Significant focus is given to issues of race and racism.

ETHS 252 - Latinas/os in Minnesota (2 credits)

This course studies the history and experience of Chicanos and Latinos in Minnesota, including the origins of the Chicano/Latino community, social and political histories, and contemporary issues affecting Chicanos and Latinos in Minnesota. Focuses include immigration to the state; agricultural and urban labor history and settlement patterns; contemporary immigrations streams; race, racism, and xenophobia; and the development of community organizations focused on Latino issues. Significant focus is given to issues of race and racism.

ETHS 262 - Asian Americans in Minnesota (2 credits)

This course provides the historical and contemporary perspectives of Asian Americans in Minnesota from the late 1800s to the present. The historical overview includes immigration and refugee experiences. The contemporary component includes demographics, struggles, conflicts and opportunities of Asian Americans in the state. Significant focus is given to issues of race and racism.

ETHS 270 - Global Blackness (4 credits)

This global, cross-cultural survey course introduces students to a range of texts produced by and about black subjects that link transnational black communities. Students will learn about the legacy of European expansion and empire-building, the impact of the transatlantic slave trade in the New World, and the contemporary diversity of black cultural identities, politics, and expressions born from these conditions. Students will also analyze the lived experiences of immigrants as they negotiate citizenship, belonging, conflict, and representation as new blacks in societies where systems of domination and oppression exist as part of everyday life.

ETHS 302 - Immigrant Communities and the Trajectories of Othering (4 credits)

This course takes a systematic and historic look at immigration as an American national mythos and examines how immigration intersects with race and racial difference, and has affected the development of Black, Asian, Latino and Indigenous cultures and communities within the United States. Topics include immigration histories and experiences, critical conceptions of race, ethnicity, and migration, assimilation and acculturation processes, and social, cultural, and policy responses to migration. Significant focus is given to issues of race and racism

ETHS 303 - The Politics of Racial Resistance and Protest in the United States (4 credits)

There have been various efforts by individuals and communities of color as well as Native communities to challenge institutional racism, state oppression, and other intersectional forms of domination along with their devastating impact on the parameters of everyday life, the human psyche, families, and American society. These individual acts of protest and social resistance movements continue to play a central role in the construction of politicized racial/indigenous identities and they also inform our understanding of the histories of these communities as well as the structures of settler colonialism, enslavement, nation building, and white supremacy. This class will read personal acts of resistance alongside modern social movements, paying close attention to their relationships to and impacts on racial, ethnic, and indigenous identity; social consciousness; power and agency; and revolutionary freedom in the United States. Significant focus is given to issues of race and racism.

ETHS 304 - Environmental Justice and Public Policy (4 credits)
This class focuses on the history and background of the social and environmental issues confronting racial and ethnic communities in the United States. Students learn about the practice and politics of ecological inequality, community initiatives which have developed to combat such inequality, and how environmental justice has emerged as a viable and powerful political movement. This course is useful to students interested in environment and public policy as well as racial and ethnic studies.

ETHS 305 - Major Issues in U.S. Race Relations (4 credits)
Will race matter in this millennium? This course explores major issues currently impacting race relations in the United States, such as affirmative action, immigrant education, employment, housing, health and welfare, and so on. This course takes historical and interdisciplinary approaches to help students understand the interrelationship between social structure, public policies, race and ethnicity. Videos and movies are shown as part of class discussion on these issues. Significant focus is given to issues of race and racism.

ETHS 306 - Politics of Mixed Racial Identity (4 credits)
This course focuses on the phenomenon of mixed race descent in the United States. For comparative purposes, the course also explores the topic in relation to other nations. Included in the course are historical perspectives, and exploration of the psychology, sociology and literature associated with mixed race descent. Significant focus is given to issues of race and racism.

ETHS 307 - Learning From Communities: (2-4 credits)
This course uses one to several field trips as core learning experiences. Academic insights are integrated with direct experiences. All field trips are contextualized to be experiential learning rather than recreational cultural tourism. The course revolves around learning from community interactions. Topics will change from semester to semester. If more than one topics course is taken in fulfillment of the major, they must be different course titles. Some offerings of the class may require the student to pay for parking and additional fees or use one’s own means of transportation.

ETHS 309 - Race and Public Policy (4 credits)
This course will examine public policy and practice, and its impact on historically and politically disenfranchised communities of color in America by studying the development of public policy in relation to race, racial identities, and racial communities, and the impact of policy processes and procedures on the private and public realms of social and economic activity in the United States. Significant focus is given to issues of race and racism.

ETHS 311 - Understanding Racial and Ethnic Groups in the United States (4 credits)

This course examines historical experiences of at least three racial groups. Groups explored include African Americans, American Indians, Asian Americans, Chicanos/Latinos and European immigrants. The course considers the different experiences of these groups as impacted by gender, class and other factors. It aims to deepen and broaden students' understanding of racial and ethnic groups in the United States by studying the similarities and differences of their experiences. Significant focus is given to issues of race and racism.

ETHS 315 - Color of Incarceration (4 credits)

This course examines the U.S. prison population and system. Important questions to be explored are: Why are communities of color over represented in U.S. prisons? Is there an inherent racial bias of law enforcement agencies which result in greater arrest and incarceration of African Americans and other racial and ethnic groups? How does the criminalization of political acts effect various movements of social change?

ETHS 316 - Race and Religion (4 credits)

This course explores the role and function of religion in the lives of American racial and ethnic groups. It also addresses how religious belief has helped different racial groups in sustaining their struggle for survival and inspiring their lives. Topics covered include the concepts of identity, selfhood, community, spirituality, social responsibility, salvation and freedom. Certain religious tradition, such as African American, American Indian and Asian American, are discussed in the light of histories of the groups. Significant focus is given to issues of race and racism. (Also listed as RELS 333 Race and Religion)

ETHS 318 - Trauma and Traumascapes: Identity, Legacy, and Memory (4 credits)

This course examines multiple intergenerational impacts and legacies of trauma, focused on concepts of community trauma, perpetrator trauma, and historic and contemporary traumatic events and actions affecting communities of color, Indigenous peoples, and ethnic and ethnoreligious groups. The course examines different sites of trauma, representation of trauma in various media, narratives of loss, mourning, and coping, and the socio-cultural politics of trauma. Significant focus is given to issues of race and racism.

ETHS 324 - Race, Identity, and the Internet (4 credits)

This course examines conceptions and constructions of race in relation to the Internet as a multidimensional socio-cultural, economic, and political phenomenon, with a specific focus on the United States. Topics may include varied cultural histories and social impacts of the Internet; notions of identity

on the Internet; race, embodiment, and disembodiment; social media, race, and racial controversy; electronic activism around race and racial identities on the Internet, and different theoretical approaches to understanding the unique socio-cultural dimensions of race and the internet. Significant focus is given to issues of race and racism.

ETHS 326 - Race and Work in American Life (4 credits)

This course examines the influence of race on ideas and ideals of work in American life. Specific topics include the development of models and types of work across American epochs; slavery and labor; work, worth, and racial citizenship; the "wages of whiteness"; opportunities v. outcomes; past and present social movements for racial workplace equity; affirmative action and public policy positions regarding race and work; Intersectional analyses of race, gender, and sexuality in the workplace, implicit bias and persistent patterns of racial discrimination in the workplace; and race as a social reality within the American workplace. Significant focus is given to issues of race and racism.

ETHS 327 - Racial and Ethnic Futurisms: Presence, Empowerment, and Imagination (4 credits)

This course explores Black (such as Afrofuturism), Indigenous, Latina/o, and Asian American imaginative worlds and futurisms (visions of the world that often blend timelines and events) through interdisciplinary methods and concepts from Ethnic Studies. The concept of "imagination" is highlighted, to both develop our own imaginative powers and attend to visions of the world that resist racism and oppression, including juxtaposing many forms of popular culture and academic thought. These expressions of presence, power, and speculative futurisms will be explored for how they depict the experiences of communities of color and Indigenous Peoples using Ethnic Studies concepts and theories.

ETHS 332 - Topics in Contemporary Native North America (4 credits)

This course examines significant and current issues in Native America. Drawing across disciplines and tribal communities, the course interweaves the following topics: tribal self-determination; federal, tribal, and state relationships; economic development; language preservation; education; health disparities and health promotion; ethnic identity; urban experiences, and Native American media and art. This class presents Indigenous peoples as modern peoples, not as images from the past. Significant focus is given to issues of race and racism.

ETHS 332A - Topics in Contemporary Native North America (4 credits)

This course examines significant and current issues in Native America. Drawing across disciplines and tribal communities, the course interweaves the following topics: tribal self-determination; federal, tribal, and state relationships; economic development; language preservation; education;

health disparities and health promotion; ethnic identity; urban experiences, and Native American media and art. This class presents Indigenous peoples as modern peoples, not as images from the past. Significant focus is given to issues of race and racism.

ETHS 334 - American Indian Spirituality (4 credits)

American Indians have a wonderfully rich tradition of wisdom and spirituality. This course looks at the spirituality of at least two nations of American Indians from a variety of perspectives including historical, sociological, anthropological and political. Students have the option to explore other American Indian nations if desired. Some community research is expected. Significant focus is given to issues of race and racism.

ETHS 335 - American Indian Nations: Law, Power, and Persistence (4 credits)

This course focuses on tribal communities as nations set within unique political, linguistic, geographic, social, and cultural contexts. This course will cover a diversity of American Indian Nations' past and present governance and social systems. The course emphasizes the importance of land, treaties, and sovereignty. The background of Federal Indian policy (set through the executive, judicial, and congressional branches) and state influences on Native nations also serves as a component throughout the course.

ETHS 342 - Contemporary Issues in Black America (4 credits)

Using contemporary research, first person narratives, and data, students will examine the state of Black America while addressing complex economic, social, political, and environmental issues that Black communities and Black people across the United States continue to face. Students can expect to engage with a range of interdisciplinary texts and sources in order to contextualize Black achievement and progress alongside ongoing resistance movements and demands for social justice. Materials focused on the legacy of enslavement, the impact of centuries of anti-black policies and practices, and the depth of state violence will be covered in order to illuminate contemporary issues related to housing, education, policing, health, work, and everyday life and their impact on Black communities. Significant focus is given to issues of race and racism.

ETHS 350I - ETHS Internship (1-8 credits)

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.

ETHS 352 - Latina/o Cultural Politics (4 credits)

This course studies the cultural politics of US Latino identity formation through an examination of the English-language literary, filmic, and artistic

production of Latinos in the United States, with variable topical focuses on coming of age narratives, migration, education, gender, sexuality, the family, cultural identities, and assimilation. Significant focus is given to issues of race and racism.

ETHS 354 - Comparative Latinx and Latin American Gender and Sexuality (4 credits)

This course studies and compares concepts of gender and sexuality in US Latinx communities and Latin America. Particular foci of the course are concepts of gender, the family, feminist critical analyses, and historic and contemporary Latin American and Latinx LGBTQ expressions of identity. This course has a significant focus on race and racism.

ETHS 360I - Ethnic Studies Student Designed Independent Studies (1-8 credits)

Student-designed independent studies give 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.

ETHS 361 - History of Asian Americans (4 credits)

A majority of U.S. immigrants today come from Asia, the Middle East and Latin America. This immigration pattern represents a significant departure from the past, when immigrants came from very different regions of the world. This course traces the unique story of Asian Americans following them from their early days to modern times and analyzing issues with which the group is faced. Short videos and movies are shown followed by discussion. Significant focus is given to issues of race and racism.

ETHS 363 - Asian American Women: Myths and Realities (4 credits)

This course examines myths and ideological teachings concerning Asian American women, and how these shape their experiences in the United States. Analyses of myths about Asian American women as obedient, submissive, and as sexual objects will be explored. Scholarly writings that present knowledge and critical understanding of these women's experiences and their issues will be part of course readings and discussions.

ETHS 364 - Hmong Spirituality (4 credits)

This course examines Hmong religion and spirituality practices, traditions, and concepts. Course focuses include animist traditions in Hmong spirituality, the role of the shaman (Txiv Neeb), Hmong cosmology, and

Hmong teachings, music, ceremonies, and oral traditions to allow for a deeper understanding of Hmong spiritualities. The study of these various spiritual traditions will be grounded in a transnational social and cultural perspective. Students of all religious, racial, and ethnic backgrounds will be welcome in this course and will benefit by gaining a greater appreciation and understanding of Hmong culture and society, which form an important part of the multicultural mosaic of contemporary Minnesota.

ETHS 365I - Ethnic Studies Prior Learning (1-8 credits)

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

ETHS 370 - Black Thought (4 credits)

This course will explore the cultural, intellectual, and political knowledge produced by Black people in the United States and within the African Diaspora and how this knowledge continues to define, expand, and challenge the textured experiences of Black life in America and the world. Students will be exposed to a genealogy of Black thinkers, artists, activists, and critics who view the production, analysis, and dissemination of knowledge as necessary responses to structures of social, political, and economic domination and oppression. Students will also consider the extent to which knowledge has shifted meanings of blackness across time and space as well as in response to specific structures and events (slavery, colonialism, liberation, neoliberalism). Significant focus is given to issues of race and racism.

ETHS 375 - Black Life in Wealth and Poverty (4 credits)

This course will introduce students to the lived realities of social class through the lens of black Americans whose social and economic ties to wealth and ownership have been obstructed via enslavement, job and housing discrimination, and other forms of institutional racism. Fraught with contention, students will analyze material related to racial authenticity and the expectation of communal obligation in instances when wealth and related privileges have been amassed as well as examine reasons why individuals in positions of economic privilege have distanced themselves from the black underclass. Through engaging with autobiographies, novels, music, documentaries, and cultural criticism, students will come to understand the relationship between the historic legacy of European and American wealth building and the shaping of contemporary black America: from objects of ownership to a community stratified in large numbers in the lower and middle classes to a strong social resistance against measures designed to “level the playing field.” Some of the specific themes this class

will cover are black working class identity; the impact of wealth or poverty on the family, children, and community; crime and violence; strategies for survival and empowerment; intragroup class tensions; and issues facing the black middle class. By the end of this course, students are expected to understand key themes such as institutional racism, colorism, interlocking oppressions, economic discrimination, affirmative action, and how they facilitate or complicate black identities and lived realities related to the acquisition or absence of wealth.

ETHS 380 - Special Topics in Ethnic Studies (1-4 credits)
This course considers topics of current or relevant importance in either communities of color or in the field of ethnic studies and are offered for variable credit. Since the topics change from semester to semester consult the Class Schedule for specific topic listing. If more than one topics course is taken in fulfillment of the major, they must be different topics course titles.

ETHS 381 - Race and Racism: Philosophical Problems (4 credits)
What exactly is a race? How have conceptions of race changed over time? What does it mean to say that race is socially constructed? What is the relation between the idea of race, racial prejudice and racial oppression? What exactly is racism? What is the precise nature of the harm of racism? What can and should we do about racism -- its historical legacy and its contemporary manifestations? This course uses the tools and methods of philosophy to examine a variety of conceptual and ethical questions about race and racism.

ETHS 400 - Applied Research for Social Change (4 credits)
Students learn about community research by participating in individualized classroom learning and working on research projects within communities of color. This course is appropriate for students who want a hands-on multicultural research experience to learn basic research skills or to enhance existing ones.

ETHS 499 - Ethnic Studies Capstone (4 credits)
This course is designed to engage ethnic studies majors in a final integrative experience in weekly seminars. Students explore major issues surrounding race, ethnicity and culture while completing a senior research project.

ETHS 499T - Ethnic Studies Capstone Theory Seminar (4 credits)
This course is designed to engage ethnic studies majors in a final integrative experience in regularly scheduled seminars. Students explore major issues surrounding race, ethnicity and culture while completing a senior research project.

FIN

FIN 101 - Personal Finance and Investing (3 credits)

People make financial decisions daily and, with increasing frequency, decisions affecting their long-term financial well-being. This course provides an introduction to the world of personal investing and finance including the formulation of intelligent and practical investment and personal financial plans.

FIN 165I - Finance Prior Learning (1-9 credits)

Credit for Prior Learning is the conditions under which students can receive college credit for prior learning obtained through nontraditional channels such as the military, the workplace, or independent study. The course for which credit is being sought must correspond in its content to a course that is currently offered at 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 350I - 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 360I - Finance 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.

FIN 365I - Finance Prior Learning (1-4 credits)

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

FIN 390 - Principles of Finance (4 credits)

This course introduces the application to financial decision-making of mathematics, statistics, economic theory, and accounting procedures. The two central ideas are time value of money and the relationship between expected return and risk, and how these ideas are used to value bonds, stocks, and other financial securities, and to make capital investment decisions.

FIN 392 - Corporate Finance (4 credits)

This course (formerly designated FIN 590) builds on work done in FIN 390 Principles of Finance to develop understanding of corporate financial decision making. Topics include cost of capital, capital structure policy, dividend policy, options, risk management, mergers and acquisitions, and leasing.

FIN 496 - Financial Derivatives (4 credits)

The course will focus on financial derivatives, and their applications to the management of investment portfolios and business risk. Emphasis will be placed on the role of derivatives markets in the financial system, the principles of derivative pricing, applications of derivatives in risk management, and some of the main causes of the recent global financial crisis. The course also addresses the rationale for regulation in this market.

FIN 511 - Investment and Portfolio Analysis (4 credits)

This course is designed to give students a solid understanding of the investment environment and the modern theory of portfolio management and its applications. The major topics to be covered are: 1. The institutional environment of investment, the financial products available and how they are traded; 2. Techniques used in pricing these products: fixed income, equity, and derivative securities; 3. How to design of a portfolio of many assets and the trade-off between risk and return.

FIN 550 - International Finance (4 credits)

This course is an introduction to the international dimensions of corporate financing, investment, and risk management decisions. Topics include foreign exchange markets, international financial systems, foreign exchange rate determination, currency risk, spot and forward rates, hedging, international monetary and trade flows, multinational capital budgeting, and cost of capital in emerging economies. Overlap: IBUS 550 International Financial Management.

FIN 560 - Financial Markets and Institutions (4 credits)

This course provides an overview of financial markets and institutions. Topics include the workings of various financial markets, the functions of different types of financial institutions, and the regulatory framework for the financial sector. The course concludes with an introduction to the types of risks faced

by institutions and the basic tools and concepts to manage these risks. Further, the course will include topics of current interest.

FIN 565 - Current Topics in Finance (1-4 credits)
This course applies the theory and practice of contemporary finance. We will apply the broad concepts of risk management, ratio analysis, capital budgeting, return and risk, and asset valuation. Our goal will be to understand how these concepts work in real-life business situations. Topics will vary from term to term.

FIN 595 - Advanced Corporate Finance (4 credits)
This course reinforces and expands on what is covered in FIN 390 and FIN 392. Topics include capital budgeting, business strategy analysis, forecasting and prospective analysis, mergers and acquisitions, credit analysis, corporate financing strategies, and risk management. This course requires extensive use of spreadsheets.

GEOG

GEOG 201 - Introduction to Geography (3 credits)
This course introduces students to the concepts and tools used by geographers to think critically about the relationship between humans and their environment. Geographers use this focus to answer contemporary questions of political, economic, social and environmental concern. This course is designed to help students understand the role human and physical geographies play in shaping individuals' experiences and understanding of the world.

GEOG 360I - Geography 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.

GEOL

GEOL 110 - Introduction to Earth Sciences (4 credits)
This course studies the Earths surface, structure, composition, and the physical processes that impact our daily lives. Examples of topics covered in this course include, but is not limited to, earthquakes, plate tectonics, glaciers, rivers, and global climate change. The course consists of a weekly in-person laboratory and asynchronous lectures. The laboratory meets on

campus each week. The lecture materials are completed online on your own. All required materials for this course will be provided on the course website.

GEOL 118 - Environmental Geology (4 credits)
This course introduces the geological materials, processes and events of the earth's surface and crust that are most relevant to human populations. The phenomena studied include natural disasters such as earthquakes, volcanic eruptions, tsunami, floods, and hurricanes, as well as important resources such as water, soil, traditional and alternative energy resources, and pollution and remediation of water and air quality.

GEOL 160I - Geology 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.

GEOL 314 - Soil Science and Hydrology (5 credits)
This course explores concepts in hydrology and soil science to study Earth's surface processes. While learning about soil science, students will learn to identify soils and describe their characteristics. In the hydrology portion of the course, students will learn to determine the rate at which water flows on the surface and in aquifers.

GEOL 340 - Water Resources (3 credits)
Water use and management lie at the core of human civilization and of environmental quality. The first half of this course investigates the physical, chemical, and geological aspects of hydrology that determine the availability of water resources around the globe. The remainder of the course investigates the management of water resources in municipal and agricultural settings, wastewater management and treatment, water protection legislation, and water management case studies. The current and expected future impacts of climate change on water resources will be considered throughout the course.

GEOL 360I - Geology 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.

GEOL 365I - Geology Prior Learning (1-8 credits)

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

GLBL

GLBL 160I - Global Studies 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.

GLBL 360I - Global Studies 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.

GNDR

GNDR 201 - Introduction to Gender and Women's Studies (4 credits)

This course provides an introduction to gender and women’s studies, an interdisciplinary field that critically analyzes themes of gender and power in a

range of social spheres such as education, government, law, culture, work, medicine and the family. The course will explore the complex ways in which gender interacts with class, race, ethnicity, sexuality and age within these spheres and social institutions. The class addresses questions such as the following: Why has gender been an organizing principle of society? How do different expectations for men and women emerge in different societies and historical periods? How do race and sexuality influence and differently shape our experiences of gender? How do we explain the sexual division of labor and the unequal status of women? Close attention will be paid to the connection between social structure and human agency: how are people's lived experiences both shaped and limited by social forces, and how is experience reshaped or reproduced through human action? This course sometimes includes service-learning components.

GNDR 220 - Introductory Topics in Gender Studies (2 credits)

This course explores, at an introductory level, contemporary and historical issues not represented in regularly scheduled courses in the Gender Studies program or in other departments.

GNDR 270 - Gender, Race and Popular Culture (3 credits)

Our ideas about race and gender shape and are shaped by popular media such as the internet, music, television, film, newspapers, magazines, and the arts. In this course, students will investigate how pop-culture industries represent race and gender in ways that create and reinforce systematic gender and racial privilege. The course also focuses on contributions to pop culture by marginalized groups and women in order to study self-representation, critiques of mainstream tropes of race and gender, and the subversion of hierarchies of privilege and power. Considerable content is geared toward the intersectional study of race and racism with gender and sexism. The course explores theories treating gender and race as social constructs (that interact with each other, and with other aspects of identity) at an introductory degree of complexity suitable for a non-specialist, lower-level course.

GNDR 300 - Topics in Gender Studies (2-4 credits)

This course explores contemporary and historical issues not represented in regularly scheduled courses in the Gender Studies program or in other departments.

GNDR 306 - Philosophy and Sexuality (4 credits)

This introductory course explores the most basic ideas about human sexuality and sexual identity: What does it mean to be a woman or a man? What does it mean to have a sexual identity? Is there such a thing as "normal" sex? How has sexuality been socially regulated in the past and how is it currently regulated? How can people evaluate such "regulations"? How do ideas about sexuality influence gender, ethnic, racial and other stereotypes? What sorts of

ideas do people have about the nature of their bodies? Students develop basic philosophical skills in order to sort out these questions. Topics usually include: eroticism, desire, homophobia, sexual violence, pornography, prostitution, and sexual imagery in popular culture, love and romance.

GNDR 320 - Women and Resistance: Current BIPOC Issues and Queer Spaces (4 credits)

Progress for womens rights has been made since the Womens Rights Movement and second wave of feminism such as the right to vote, challenging traditional gender roles, and access to education and healthcare. But despite modern changes and progress in the global geopolitical landscape, women remain in peril and continue to advocate for equality and equity. Specific topics explored in this course may include racism, sexism and misogynoir, objectification, imperialism, colonialism, erasures, and gender violence in BIPOC and queer womens spaces and communities. Focus will also include the connections between queer resistance and futurity.

GNDR 345 - Global Perspectives on Gender (4 credits)

This course critically analyzes global issues related to gender and sexuality from historical, social scientific and interdisciplinary perspectives. We will question commonly accepted notions of gender and sexuality and perceived social roles both historically and beyond the framework of U.S. and western societies. Areas to be explored include culture, economic development, education, government, health and law. Special attention will be given to such issues as human rights and public activism. The class will engage in understanding gender and sexuality within the contexts of shifting local and global power dynamics and as necessarily interconnected with race, ethnicity, class, and (neo) colonialism.

GNDR 350I - Gender Studies Internship (3-4 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.

GNDR 360I - Gender Studies Student Designed Independent Studies (2-5 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.

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

This course studies the socio-cultural, political, and conceptual bases of contemporary identity formation in gay, lesbian, transgender and bisexual communities. Variable topics of study, focused primarily on the United States, examine the development of communal and political LGBT identity rooted in the philosophical, social, and political debates and challenges among and between LGBT people since 1945: the Homophile movement of the 1950s and 1960s, the Stonewall Riot of 1969 and Gay liberation movements of the 1970s, lesbian feminism and the politicization of sexuality, the HIV Crisis, LGBT civil rights and public policy, transgender politics, race and its relationship to sexuality, and cultural, literary, and filmic expressions of LGBT identity.

GNDR 365I - Gender Studies Prior Learning (3-4 credits)

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

GNDR 367 - Transgender Identities (4 credits)

This course examines transgender as a social, cultural, individual, and communal identity category, with a focus on the intersectionality of race/ethnicity, class, sexuality, and other socially constructed identities to better understand the nature and experience of transgender peoples and communities. Specific topics examined in the course may include the impact of social institutions, such as the legal system, education, media, the family, and the workplace; social movements organized around transgender identity; transgender social history and activism; and theories of identity and society focused on or by transgender peoples.

GNDR 369 - GLBT Issues In Literature and Film (4 credits)

Once a uniformly banned and censored subject, these orientations have been treated with increasing frequency in modern culture. This course examines history and themes in the presentation of “glbt” people, by “glbt” people in novels, plays, poetry, essays, documentaries and films. The course examines perceived notions of the relationship between gender and sexuality, and common themes in the material, including love, desire, tolerance, conflict and social change.

GNDR 375 - Intersectionality (4 credits)

This course examines the concept of Intersectionality (the simultaneous effects of race, gender, ethnicity, and sexuality and other social and descriptive categories on identity formation and experience), including an evaluative overview of the concept; feminist roots and derivations of the idea; criticism of the concept from a variety of standpoints; and practical and ethical dimensions and applications of the concept in scholarship. This course has a significant focus on race and racism.

GNDR 376 - Feminism and Crip Justice (4 credits)

Crip justice, and broadly, feminism, resist the ableist societies that stigmatize and oppress people with disabilities. This course examines how crip justice and theory are essential in understanding contemporary feminist thought and activism and the importance of cripistemologies, which are the lived, embodied experiences of people with disabilities. Students will focus on addressing the intersections between disabilities, class, and medical racism. Specific topics explored in this course may include the continued impact of cisheteronormative embodiment; able-bodiedness and capitalism that include labor and work; and feminist queer crip theories. Focus will also include grounding theories and concepts from feminist, queer, critical disability justice and critical race theories, and discussing the possibilities of accessible pedagogy and praxis implemented within the classroom and beyond.

GNDR 377 - Women and Religion (4 credits)

Does religion view women positively? Do certain religious teachings impact the quality of women's lives and their role and status at home and in society? From a religious viewpoint, how can women and men work together toward change for the betterment of society. This course examines religious teachings and treatment of women as well as the role of religion in women's struggle for social change. Topics include analyses of women's structural and personal oppression; critique of the role of gender, race, class and other diversity issues as they impact religious doctrines; and religious teachings about women and women's spirituality. This course may at times approach its subject matter in terms of a particular religious tradition, such as, Christianity or Buddhism, or it may be taught from a comparative religious perspective.

GNDR 380 - Fandoms, Stanning, Gender and Sexualities in Popular Culture (4 credits)

This course explores how fandom and stan, or devoted superfan, online communities have transculturally and globally complicated and reconstructed understandings of gender, sexualities, and popular media. This course will also examine how fandom communities are spaces of online belonging for queer and marginalized worldbuildin

GNDR 399 - Applied Concepts in Gender Studies (4 credits)
Building on principles and foundations gained in previous classwork, the Applied Concepts course will pursue a different topic each spring semester in the areas of gender, women's studies, and/or sexuality. Designed to be an integrative experience, the course will engage students in discussion, critical response to research, and application of disciplinary concepts. Attention will be paid to the future of the Gender Studies student, how to link coursework to potential careers, and consideration of the practical and ethical dimensions of taking Gender Studies concepts into the world beyond the university. Students pursuing a major or minor in Gender Studies should plan to take this course in their last spring semester (as close to graduation as possible).

GNDR 402 - Gender Studies Capstone (4 credits)
Students reflect critically on the theories, methods and issues in gender studies by designing an independent research or creative project in consultation with a faculty member affiliated with the Gender Studies Program. This course is a requirement for students completing a gender studies major.

GNDR 501 - Theories and Methodologies in Gender Studies (4 credits)
This course studies various theoretical, historical, and research perspectives in Gender Studies. Students will employ and evaluate relevant critical theories and methods while interrogating how gender is implicated in and intermeshed with racial, ethnic, and class dynamics. The course will engage with cultural and political theories of the social construction of gender and gender difference, examining gender themes in a variety of primary and secondary materials.

HIST

HIST 101 - The American Past: To 1865 (3 credits)
This survey course traces U.S. development through colonial times, the making of the Republic, and the nineteenth century up to and including the Civil War. Students and instructor work together in solving historical problems and learning historical skills.

HIST 102 - The American Past: From 1865 (3 credits)
This survey course traces U.S. development from the end of the Civil War until the present day. Students study post war Reconstruction in the South, the return of legal and social discrimination against African Americans, the advent and results of the Industrial Revolution, the making of modern capitalism, the increasing political and economic roles of women, the two World Wars, and America as a world power and multiethnic society.

HIST 103 - World History I: Patterns of Civilization to 1500 (3 credits)
Does the world have a history? This course is based on an affirmative answer to the question. A history of the world must be more than a mere

compendium of facts about disparate societies and traditions. In this course students study the interactions among far-flung civilizations in ancient and medieval times. However, for most of the period considered in this course, those interactions were quite limited. Therefore, a coherent account of human history as a whole before the modern era emerges in large measure from comparisons among independently developing societies, and from a search for common patterns of development. Both similarities and important differences receive due attention. Topics include: the change from hunter-gatherer societies to sedentary agriculture; the rise of cities, social stratification, and the beginnings of written culture and organized religion; the complex civilizations and empires of West Asia, East Asia, Africa, Mesoamerica, and Europe; gender relations across civilizations in the ancient world; and the beginnings of technological and cultural divergence in the medieval world.

HIST 104 - World History II: The Modern World, 1500 to the Present (3 credits)
This course examines the interactions among the world's peoples as they were brought increasingly into contact with one another after 1500. The rise of capitalism, colonialism and imperialism were closely linked to the creation of the modern world system, a system that took shape out of the cooperation and conflict among and between people as they were drawn into a world economy. Their experiences, the experiences of the people of the past as they both created and confronted the modern world, are thus central to an understanding of our own place in it.

HIST 140 - History in the News: Variable Topics (2-4 credits)
Are you curious about but afraid of history? Have you taken history courses a long time ago? Do you need a brush-up opportunity? Then HIST 140 is perfect for you, as it is a basic skill building course, which establishes the relationship between current events in the news and the historical context in which these current events take place. The specific topical focus of the course will vary from one offering to the next, depending on the relevance of historical inquiry to specific issues of intense current interest. Students should check the Class Schedule for specific course content.

HIST 160I - History 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.

HIST 200 - Genealogy in Global Context (2-4 credits)

Where did our ancestors come from? What prompted them to remain in a place or move? What evidence do we have to document their experience? Were our families part of a large historical event or phenomenon? In this project-based course, students will learn to locate family history/genealogy in time and space with a global focus. In order to understand their literal or figurative ancestors' experience, they will gather relevant primary as well as secondary sources and evaluate them. They will also investigate their family history/genealogy in political, economic, linguistic, cultural, environmental, and/or demographic contexts. Topics and perspectives to be explored include, but are not limited to, migration, war, colonialism, persecution, segregation, genocide, revolution, industrialization, urbanization, famine, flooding, epidemics, education, and employment, as well as identity, adoption, traditional and nontraditional families (including GLBTQ families, intentionally designed or proxy families), nationality, religion, race, gender, and class. Class projects and discussion are designed to deepen students' grasp of global history by putting a human face on history.

HIST 301 - Historical Interpretation (4 credits)

What is history? It is often said that history should be objective, that it should provide just the facts, that it should bring people a sense of the past "as it really was." Those who study and write history professionally tend to view these demands as extremely naive. It is a fact that historians have produced radically different interpretations of particular events or developments in the past. The dominant interpretations of important events have changed greatly over time. The study of these changes is called historiography. Through the readings in this course, students confront such interpretive discrepancies and changes with respect to several important historical developments, which occurred in different parts of the world and in different eras.

HIST 303 - U.S. Economic Life: Business (4 credits)

How did the economic undertakings of the first colonists in Virginia and Massachusetts grow into today's businesses? How did American businessmen and women shape the Industrial Revolution and how, in turn, did that revolution influence American business? What is distinctive about American capitalism, and how did it come to be what it is? These and other subjects make up the story of business in U.S. Economic Life.

HIST 304 - U.S. Economic Life: Working People (4 credits)

What was the role of working people in the development of economic life in the U.S.? Who were the artisans and small entrepreneurs in the cities and the towns of rural America? How did slaves, sharecroppers and farmworkers contribute to the settlement of the continent? Students study what workers did, who they were, including women and people of color, how they contributed economically to society, and how work changed over time.

HIST 305 - U.S. Economic Life: Technology (4 credits)

This course investigates the changes in American economic life from the late eighteenth century to the present, with a special emphasis on how technological developments have influenced these changes. Students explore the major technological innovations and their diffusion and impact, the social institutions that influenced and were influenced by these changes, and the ramifications of technological and social change upon the everyday material life of Americans.

HIST 309 - Women and Public Activism (4 credits)

This course examines women's public activism in the United States from the Republican period to the social movements of the 1960s. Thematic emphasis is on an analysis of how women's position outside traditional politics determined the direction of their activism over time, with particular attention to the development of collective efforts to achieve legal, political, economic and social equality with men. Students consider how ethnicity, race and class differences among women affected these coalitions for social change. In addition, students learn to understand how the civil rights and women's movements created opportunities for women to change mainstream politics by the 1970s.

HIST 310 - American Indian History (4 credits)

History 310 is a general survey of the history of Native North American nations from pre-contact to the contemporary era. The course makes use of readings, lectures, films, group projects, community investigation, and class discussion to introduce students to the rich diversity of Native North American societies and cultures. American Indian tribes are sovereign nations. Students will explore how Euro-Americans used the construct of race as a tool during the process of settler colonialism to diminish and erase tribal sovereignty and avoid recognizing tribes' inherit power as politically sovereign entities. Throughout this relationship the legalistic erosion of tribal sovereignty was paired with genocidal policies including wars of removal, forced assimilation through the use of boarding schools, and other acts of ethnocide that continue to contribute to contemporary issues in Native Americans communities. Despite these settler colonial actions, tribal governments and Native American peoples continue to survive, persist, and work for cultural revitalization. Class discussions will address, among other issues, the impact of settler colonialism, including how the concept of race homogenized the over 500 distinct cultural and histories into a single concept of "American Indian," the responses of individuals, communities, and institutions to historical and contemporary forms of racism that still affect descendants today, and contemporary issues including efforts to diminish Indian Child Welfare Act (ICWA), environmental racism, and the impact of historical trauma. Students will be given the opportunity to explore Twin Cities'

resources and take a turn at leading a class discussion. Significant focus is given to issues of race and racism.

HIST 311 - African American History (4 credits)

This course examines the history of African Americans and race relations in the United States from slavery to freedom. Emphasis is on putting the experiences of African Americans in the context of U.S. social, cultural and political history. The course encourages examination of primary sources (such as slave narratives, newspapers and speeches) to illuminate an African-American cultural and intellectual tradition in U.S. arts and letters. Assignments include library and/or other research.

HIST 312 - Beginnings of American Society: Colonial and Revolutionary History (4 credits)

During the seventeenth and eighteenth centuries, American Indians, European settlers and African slaves forged a new society. Emphasizing experiences of accommodation and conflict among diverse peoples in early North America, this course offers a multicultural perspective on the colonial era. The course explores the expansion of European settlers into North America; the comparative development of French, Spanish and British societies; diplomacy and war among Europeans and American Indians; the origins of slavery; and the impact of gender in colonial society.

HIST 313 - The American Presidents (4 credits)

The president of the United States is the most powerful political leader in the world. And yet Americans know astonishingly little about the person they elect to the highest office in the land, and even less about past presidents-who they were, what they did, how they helped shape the history of the United States and the world. At the same time, paradoxically, the genre of presidential biography is an extremely popular one with the reading public. This independent study is a critical and analytical exploration of the history of America's past leaders. Periodically historians are surveyed to determine how they "rank" the American presidents. Among the issues considered are why presidents have been ranked as they have, and whether these rankings reflect reasonable judgments of their accomplishments in office. As students read about these men-for that is what they always have been-they should what constitutes political success, and why people remember some presidents as "great," and others as failures. Also to be considered is the issue of "character."

HIST 315 - The Civil Rights Movement in the 1960s (4 credits)

The Civil Rights revolution of the 1960s represents the culmination of decades of effort, a change in civil rights legislation and a touchstone for subsequent "revolutions." It changed the then current laws and it relied upon law to demand those changes. Many of the debates started then, and continue today. Through reading, discussion, lectures and videos, students study the

people, the events (as well as their antecedents and their progeny), and the ideas of the Civil Rights Movement of the 1960s. Significant focus is given to issues of race and racism.

HIST 320 - History of Asian Americans (4 credits)

A majority of U.S. immigrants today come from Asia, the Middle East and Latin America. The immigration pattern represents a significant departure from the past, when immigrants came from very different regions of the world. This course traces the unique story of Asian Americans following them from their early days to modern times when they have become full participants in the making of a multicultural America.

HIST 327 - American History at the Movies (4 credits)

This course examines the ways in which the American movie industry has depicted major events and themes in American history and society, and considers both the accuracy of these depictions and their influence on popular understandings of the American past. Students are expected to rent and view movies, in addition to in-class viewing, and to read materials relating to both American cinema and historical topics. A general understanding of U.S. history is recommended.

HIST 328 - Women in Modern U.S. History (4 credits)

This course examines how and why political, economic, and cultural events and social customs in modern America were influenced by and shaped the life experiences of women from diverse ethnic, racial, and class backgrounds. We will also examine when and how women organized collectively to improve the quality of their lives. The course introduces students to many aspects of women's everyday life in modern America-family life, sexuality, work, friendship, leisure, consumerism, and public activism-through documents, films, lectures, discussions, and recent scholarship in U.S. women's history.

HIST 329 - Legacies: History of Women and the Family (4 credits)

This course analyzes the family as both a public and a private institution adjusting to and shaping social, political and economic changes in American life from the colonial period to the present. Even though contemporary debates about family values suggest a fixed pattern of family life, students learn how family patterns have changed over time in response to historical changes such as wars, slavery, the disappearing frontier, industrialization, immigration and migration, consumer culture, social movements and social protest, and the rise of the welfare state. Primary emphasis is on an examination of how women used their positions within the family to gain personal power and access to public institutions.

HIST 331 - Religion and Politics in America (4 credits)

Religion has always been deeply enmeshed in American political life, despite the American tradition of separation of church and state. Today, some fear an

erosion of that separation, while others complain that we live in a “culture of disbelief” where religion is not respected. This course examines controversies surrounding religious belief, religious practice and religious diversity in industrial America, giving students the opportunity to decide for themselves what the place of religion in modern America is and ought to be. Students of diverse religious backgrounds are most welcome, but a respect for the beliefs of others is a condition of participation. Overlap: RELS 355/555 Religion and Politics in America and Hist 531 Religion and Politics in America.

HIST 333 - The Greening of America: Environmental History since 1900 (4 credits)

This course surveys the history of environmentalism in America over the last 100 years. Students are introduced to the ideas of the environmentalists-from Theodore Roosevelt and Rachel Carson to EarthFirst!’s Dave Foreman and Vice President Al Gore-about wilderness preservation, resource conservation, public health and, fundamentally, about the proper relationship between humans and the natural world. Environmentalist thought and actions are considered in the context of ecological and resource crises (such as the Dust Bowl of the 1930s and the oil crisis of the 1970s), of problems created by technological applications (such as the widespread use of DDT) and of particular cultural developments (such as the closing of the “frontier” at the turn of the century and the growth of the counterculture in the 1960s).

HIST 334 - The Great Depression of the 1930s (4 credits)

Students study factors that caused the collapse of the U.S. economy in the 1930s and government action against the social and economic consequences of the Great Depression. Students also examine the experiences of women, African Americans, working people and organized labor, and agricultural communities during the Depression. In short, this course provides students with both a broad sketch of the main currents that shaped American society and more focused examples of how and why the Great Depression affected various communities. It also includes two short research projects.

HIST 335 - A New Birth of Freedom: U.S. Civil War and Reconstruction (4 credits)

This course examines the political, social and military conflicts that divided the United States during the years 1845-1876, the era of the American Civil War and Reconstruction. Readings in primary documents, such as letters and diaries, supplement secondary sources and library research in the study of Southern slavery and the secession crisis, emancipation and the destruction of slavery, the political and economic organization of societies for war, the evolution of warfare, and the struggles over Reconstruction in Congress and the postwar South.

HIST 336 - From Roosevelt to Reagan: American History, 1932-1980 (4 credits)
From the pit of the Great Depression to the struggles of World War II, the emergence of the Cold War, the growth of new social movements, and the rise of political conservatism, this course examines the course of American history from the presidency of Franklin D. Roosevelt to the election of Ronald Reagan. The rise and fall of what historians call the New Deal order is examined. Familiar personalities and controversies are placed in a larger historical context. Political, social, economic, and cultural trends are analyzed. Both national leaders and grassroots movements receive attention.

HIST 337 - American Empire: U.S. Foreign Relations Since 1898 (4 credits)
The United States emerged from World War I as the world's economic giant and from World War II as the dominant military power. Compelled by the Great Depression and Hitler's Germany to assume a role of global leadership, the nation encountered opportunities and challenges as a superpower after 1945. It helped transform Europe and Japan into economic rivals, waged a costly and dangerous "cold war" with the Soviet Union, fought an inconclusive war in Korea, and suffered defeat in Vietnam. It acted like a "world policeman" yet could not control events in Latin America, the Middle East or Africa.

HIST 339 - History of Sexuality: Modern Perspectives (4 credits)
This course will examine the tension between the private life and public controversies about sexual expression and identity in modern U.S. history. Students will consider the preconditions that gave rise to collective behavior calling for increased regulation of private life as well as examine when, why, and how groups organized to reclaim individual rights to free expression. Consequently, this course is organized around the following sources of public debate about sexuality over time: reproduction and reproductive freedom; patterns of sexual behavior within and outside of the family; consumer culture and mass media; and the formulation of sexual identities.

HIST 340 - Special Topics and Issues in History (1-4 credits)
This course is offered during the academic year to allow faculty or visiting professors to deal with more specialized historical topics and issues in their areas of expertise. Students should check the Class Schedule for descriptions of specific course offerings. This course is intended for a variety of students, but individuals registering should have at least some introductory college-level experience in history.

HIST 341 - The Vietnam War (4 credits)
Martin Luther King, Jr. once said, "If America's soul becomes totally poisoned, part of the autopsy must read 'Vietnam'." The American military experience in Southeast Asia, during the height of the cold war, was traumatic for many Americans, including many who did not share King's antiwar views. Years later, the Vietnam War remains a specter haunting American politics and

culture. This course considers how the war came about, why it took the direction it did, what the alternatives were, how Americans have viewed the war since the 1960s and why it continues to matter so much to so many.

HIST 342 - The Sixties Experience (4 credits)

What really happened in the 1960s in America? Why is this decade remembered as a watershed, and why does it remain so controversial? This course examines closely the popular social movements whose size and impact made the 1960s an era that many Americans found exhilarating, and others found threatening. This course also considers the political context within which these movements unfolded, and which they sought to alter. Students are encouraged to peel back the layers of myth surrounding the popular memory of the 1960s and to develop their own ideas of what truly occurred then, and why it seems to matter so much (and even whether it should).

HIST 344 - From Reagan to Obama to Trump: America Since 1980 (4 credits)

This course takes “current events” out of the headlines and into the realm of history. We examine controversies and developments that have marked American political and social life since 1980. Issues such as Ronald Reagan’s election, economic policy, abortion, affirmative action, welfare, “political correctness,” the Iran-Contra scandal and the Iraq and Afghanistan Wars are considered. The class brings the perspective of history to bear on Reagan’s presidency, the power of the conservative movement and the opposition to that movement.

HIST 346 - Minnesota History (4 credits)

In this course, students survey Minnesota history, its geography, economy and political history, focusing on the people who populated the territory and state from its earliest days to the present. Students learn through readings, maps, films, music, photographs, firsthand accounts and short stories. They relate events in Minnesota’s history to national and international events, and to movements which have affected the state’s social, political and economic development.

HIST 348 - U.S. Legal History: A Survey (4 credits)

This course is a survey of U.S. legal history from the colonial origins of the U.S. Constitution to the “rights revolution” of the 1960s and 1970s and the “revival” of conservative constitutionalism in the 1970s and 1980s. The course will emphasize the tension between two ideological perspectives on the role of government. Should government function primarily to ensure collective rights and provide social control or to protect individual rights and liberties? These two perspectives on the function of government are evident in the shaping of law and public policy over the course of U.S. history. Students will learn how the concepts of individualism, rights, and equality have changed over time and how collective behavior and social movements have recast

constitutional principles and judicial practices. We will explore these concepts and developments through consideration of the following subjects: commerce and the industrial state, civil rights and civil liberties, women and citizenship, and liberal versus conservative constitutionalism.

HIST 350 - Europe: Creation and Conflict, 1500-1789 (4 credits)
During this period in European history many commonly held ideas about humans, politics and religion were directly challenged. Students explore these new ideas, including the Renaissance, with its emphasis on humanism and secular politics; the challenges posed by the Protestant Reformation to established religious thought and practice; and the importance of the seventeenth century Scientific Revolution and eighteenth century Enlightenment. Included are conflicts between-and within-different European powers and Europe's rapidly expanding contacts with the rest of the world.

HIST 350I - History 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.

HIST 351 - Europe: The Global Power, 1789-Present (4 credits)
Students in this course study Europe's rise, and decline, as the dominating force in the world. The numerous political and economic systems which existed in Europe during this period-monarchy, democracy, fascism, capitalism, socialism, communism-are examined, and students explore how people living under these systems perceived them. The class also discusses the current movement towards a federal, "United States of Europe." Emphasis is placed on learning historical skills and using a variety of sources.

HIST 353 - Topics in European History (4 credits)
Course topics offered under this title present a variety of approaches to European history. Possible topics include: focused study of one country or region; comparative research in family history (conditions in the European country of origin versus those encountered upon arrival in the United States); women and work; cultural and intellectual history; and focused study of a relatively short time span, socialism and communism. Students should check the Class Schedule for specific course content.

HIST 353A - Topics in European History (4 credits)
Course topics offered under this title present a variety of approaches to European history. Possible topics include: focused study of one country or region; comparative research in family history (conditions in the European country of origin versus those encountered upon arrival in the United States);

women and work; cultural and intellectual history; and focused study of a relatively short time span, socialism and communism. Students should check the Class Schedule for specific course content.

HIST 354 - History of the Holocaust (4 credits)

The Holocaust, the extermination of six million Jews by Nazi Germany, took place in one of the most scientifically advanced and cultured nations in Western Europe-in a regime elected to power. This course examines how such an event could happen and why the Holocaust cannot be considered an accident. The course also considers implications for all minority groups living within a majority-dominated society.

HIST 355 - Europe: Today and Then (4 credits)

What is Europe? Who is a European? How broadly can Europe be defined? How have recent social, political, and economic changes affected Europe? Using the lens provided by the past, globally significant issues facing Europeans today are examined in an effort to understand the causes and consequences of issues that have importance not only within Europe, but also within the world community.

HIST 357 - Gender in Early Modern Europe (4 credits)

This course explores gender in early modern Europe with an emphasis on women, both ordinary and elite. With lives and experiences as diverse as the Europe in which they lived, women in the period from the fifteenth to the seventeenth century were not only daughters, wives and mothers, but also prophets, witches, writers, artists, artisans, queens and courtesans. Applying gender analysis to early modern European society allows for better understanding of how people both shape and are shaped by the time and place in which they live.

HIST 360I - 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.

HIST 361 - Africa: From Ancient Times to 1800 (4 credits)

This course is a survey of the history of sub-Saharan Africa to approximately 1800, exploring developments in the cultural, sociopolitical and economic life of the region. Specific topics include the Neolithic Revolution; the Great Bantu Migrations; rise and decline of states; the impact of Islam; the impact of

trade on political, social and religious changes; and early European settlements in southern Africa. (Also listed as EthS 349 Africa: From Ancient Times to 1800.)

HIST 362 - Africa: From Colonialism to Independence (4 credits)
This course examines the European conquest of Africa and the struggle of the African people for independence and the effects of both on the present day socioeconomic and political conditions of sub-Saharan Africa. Topics include the origins of the Atlantic slave trade; the impact of European colonialism on the social, economic and political life of Africa; the African response to colonial rule; the significance of African independence; the lingering impact of colonialism in present day Africa; and the nature and character of apartheid.

HIST 363 - World Environmental History (4 credits)
This course surveys the key themes and developments in world environmental history; that is, the history of how human societies have changed their environments and how the environment has influenced the courses of societies. It examines pre-modern cultures' intellectual, economic, and technological approaches to the environment, the role of epidemic and environmental transformation in the colonial age, and the revolutionary changes introduced to the environment in the modern period of industrialization and population growth and the rapid consumption of resources that has involved. The course places contemporary environmental issues in their deep historical contexts.

HIST 364 - Slavery and Resistance in North America and the Caribbean (4 credits)
This course traces the transatlantic enslavement of Africans and people of African descent, as well as the ways in which those who had been enslaved resisted slavery, in North America as well as Caribbean societies such as Haiti, Jamaica, Cuba, and Puerto Rico. People from Europe and Africa, as well as members of new societies in the Caribbean and in North America, took part in struggles over this new structure of oppression from the first Portuguese extraction of enslaved persons from the West African coast in the 15th century through the abolition struggles and emancipations of the 19th century. Europeans and white Americans turned the pervasive and age-old practice of slavery into something new in its profits, its cruelties, and its capacity to generate new identities and forms of inequality. Resistance to slavery is an essential part of this history and receives great attention in this course, including materials on uprisings in Caribbean societies such as Haiti. This course gives significant focus to issues of race and racism.

HIST 365I - History Prior Learning (1-8 credits)
Credit for Prior Learning is the method by which students may receive college credit for prior learning obtained through nontraditional means, such

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

HIST 366 - Palestine/Israel since 1880: Histories of a Conflict (4 credits)
"Can Palestinian lives matter?" This is a question that one journalist asked in 2021. Saying "yes" to this question is the starting point for this historical exploration of a conflict that has shaken the Middle East and affected the whole world for a century or more. Why begin with this question and this answer? Because, too often, narratives of the Israel-Palestine conflict devalue Palestinian lives and treat them as less worthy than others, and it is necessary to challenge that inequity directly in order to clear the way for a truly diverse and humane approach to this topic. Saying this does not mean that Jewish lives do not matter, no more than the phrase "Black Lives Matter" means that white lives do not. Students in this course will learn about histories of nationalism and colonialism from multiple perspectives, reading about both Zionism and Palestinian nationalism, in Palestine/Israel, from sources inside and outside of these movements. They also will learn about the possibilities and problems of various efforts to create peace and justice out of this conflict. The title of the course reverses the conventional order of "Israel/Palestine," because Ottoman- and British-ruled Palestine preceded the establishment of the State of Israel in 1948. Genuine historical understanding requires us to try to view the past as people made it.

HIST 370 - Behind the Great Wall: The Real China (4 credits)
Products made in China are ubiquitous in our daily lives. Western media often portrays China through a lens of economic dominance, military expansion, human rights violations, and the origins of infectious diseases. But how well do we truly understand China? Are these media portrayals accurate? This course aims to examine China beyond the headlines by exploring its rich history and the forces that have shaped its society and people over the past two centuries. We will investigate transformations in Chinese society, economy, politics, and culture, covering not only the influential figures but also those often overlooked in history. We will analyze China's dramatic decline and resurgence, marked by radical revolutions, within a global context.

HIST 371 - Understanding Modern Japan (4 credits)
After examining the underlying social, economic, political and cultural foundations from which a modern industrial nation emerged, this course considers Japan's imperialist adventure, its rebirth in the post-war era and the structures and forces which define Japan's position in the world. It includes study of the education system; business management practices; popular culture; economic and political trends; changes made to women's

lives as Japan moved into industrialization; women's contributions to society and their current roles and status; and the development of modern classes.

HIST 372 - History of Japanese Popular Culture (4 credits)
In this course, we will examine various aspects of Japanese popular culture from the Tokugawa period, through the imperial era (1868-1945), to the postwar/contemporary time (1945-present), though more emphasis is put on postwar Japan. Critical analysis of different forms of cultural production, from the theoretical and thematic perspectives of class, gender, globalization, modernity, national/racial/ethnic identity, sexuality, invented traditions, and war memory, will provide insight into Japanese history, culture, and society.

HIST 372A - History of Japanese Popular Culture (4 credits)
In this course, we will examine various aspects of Japanese popular culture from the Tokugawa period, through the imperial era (1868-1945), to the postwar/contemporary time (1945-present), though more emphasis is put on postwar Japan. Critical analysis of different forms of cultural production, from the theoretical and thematic perspectives of class, gender, globalization, modernity, national/racial/ethnic identity, sexuality, invented traditions, and war memory, will provide insight into Japanese history, culture, and society.

HIST 373 - US-Japanese Relations from a Racial Perspective (4 credits)
This course examines US-Japanese relations from a racial perspective from the mid-nineteenth century to the present. We will examine official and popular discourse and media representations produced by both Americans and Japanese of race in the context of changing diplomatic and geopolitical relations of the two countries. Students will consider how the concepts of race and ethnicity were used to construct national and transnational identities. In addition, students will learn about past events, issues, and ideas in the two countries in order to compare, contrast, and analyze how race was mobilized to justify, as well as challenge social hierarchy and regional or global hegemony. COMPETENCE STATEMENT: Knows and understands specific concepts and approaches to history at an upper division level well enough to analyze racial issues in US-Japanese relations.

HIST 380 - Mexico, Central America and the Caribbean (4 credits)
Students study the changing faces of some of the United States' closest neighbors, Mexico and the countries of Central America and the Caribbean. Topics may include early American Indian societies, Columbus' discovery and its immediate aftermath, comparisons of the varied colonial experiences and each society's place in the modern world. Economics, social life, values and popular culture are all part of the mix of each country's history and their contemporary identities.

HIST 382 - Colonies, Challenge, and Change: Latin American History to 1910 (4 credits)

This course surveys the key themes and developments in Latin American History from ancient times to 1910. It is divided into three parts: The first introduces the history of indigenous Mexico, Central and South America and the Caribbean before conquest. The second covers the three hundred years of Spanish and Portuguese rule. The third examines the century of struggle for sovereignty and equality, after independence.

HIST 383 - Latin America History II: 1910 to Present (4 credits)

This course surveys the last one hundred years of the history of Latin America, focusing on struggles to overcome economic dependency, underdevelopment, gross internal inequalities, a lack of democracy, and U.S. "hegemony" of domination. Students learn why Latin Americans faced these five challenges, and will be able to evaluate the many efforts of Latin Americans to grapple with them. Key historical developments, including globalization, environmental devastation, war, revolution and reform, and social movements will be surveyed. We will place contemporary issues facing Latin America in their historical context. Broad continental trends will be discussed and then tested by examining particular case studies.

HIST 389 - Monuments, Memory, and History (2-6 credits)

The 2020 George Floyd murder case prompted us to scrutinize what certain historical figures had done and whether their actions deserved to be revered. As a result, many statues around the world, including those of Columbus, Robert E. Lee, and Belgian King Leopold II, were attacked and taken down as memorialized individuals were deemed to have committed racial injustices. These cases present opportunities for history students to pose a series of questions. How is the past reconstructed by historians? How is the past remembered by communities? By whom and for what purposes is the past appreciated, appropriated, and abused? How is knowledge about the past created, selected, erased, maintained, and reshaped? In this course, we will examine the concepts and theories of memory and history. We will analyze, with a worldwide lens, the politics and practices of remembering and forgetting the past. We do so by investigating specific places which include, but are not limited to, monuments, museums, landmarks, public spaces, and historical sites.

HIST 391 - The Crusades: Origins and Global Perspectives (4 credits)

Lasting from c. 1095 until the sixteenth century, the crusades had an impact on late medieval and early modern Europe and world history. Taking many forms and reaching many places, the crusades reflected and affected great change all over Europe, from the papacy to the Holy Land, Spain, and central Europe and the Baltic regions. They also reflected changing perceptions of many peoples in relation to each other, especially of Europeans in relationship to eastern Christians, Muslims, Jews, and "heretics." This course

examines the crusades in their historical context and the historical debate surrounding them.

HIST 394 - Comparative Women's History (4 credits)
This course compares women as global citizens in a least two cultures or regions of the world. Topics to be covered include women's involvement in family, reproduction, work, education, social and public activism, and war as well as cultural, racial/ethnic, class, generational and ideological differences among women. We will examine these issues in such global contexts as capitalism, industrialization, imperialism/colonialism, socialism and international law.

HIST 395 - The Rise and Fall of Communism (4 credits)
This course is a general overview of the history of communism. It examines how the theories of Carl Marx were put to practice by leaders such as Lenin, Stalin and Mao. The class focuses on the antagonism between communist and noncommunist states and on the impact the communist regimes had on the people who lived under them.

HIST 398 - World War II: A Global History (4 credits)
This course offers students an overview of the World War II (1937-1945), emphasizing social and political history. This war was truly a global experience, and the European and Pacific theaters of the war are integrated into a world history perspective. Students learn about the causes and effects of the war, and come to understand the national, regional and global transformations that occurred during the course of the war itself. Military history is not emphasized, although some material in this vein is integrated into the larger perspective that students gain through a variety of reading and writing assignments.

HIST 401 - Topics Proseminar (4 credits)
This proseminar is an advanced-level discussion course, required for history majors. It focuses intensively on scholarly literature produced by historians around a specific topic. The topic changes from one offering to the next; the topic will be stated in the university's course schedule each semester. In each offering, students will read and carefully analyze several historical monographs and analyze the methods and approaches used by the assigned authors.

HIST 451 - American Women's Movements (4 credits)
This independent study, designed for students with a background in women's history or women's studies, examines from an interdisciplinary perspective a variety of women's movements in the United States. It considers how women's movements have been influenced by and have influenced major social, political, and economic developments in the United States. Students use theoretical explanations of collective behavior, social

movements and identity politics to analyze why social movements for women's rights have occurred during particular periods in U.S. history.

HIST 490 - Historian as Investigator: Historical Research (4 credits)
Taking the role of professional historians, students conduct research in archives and libraries, use local collections of historical documents, read and produce projects in oral history, research distant archives through the Internet, and help to inventory community-based records. Students investigate at length one topic of their own choosing, using two or more methods of historical research. They discover the excitement of using documents written "at the time," of finding "the truth" in history, and of researching and writing about a topic of personal interest. Traditionally, the class has involved both history students and students outside the discipline. History majors should take the capstone course at or near the end of their study in history. Discipline preparation has not determined performance.

HIST 531 - Religion and Politics in America (4 credits)
Religion has always been deeply enmeshed in American political life, despite the American tradition of separation of church and state. Today, some fear an erosion of that separation, while others complain that we live in a "culture of disbelief" where religion is not respected. This course examines controversies surrounding religious belief, religious practice and religious diversity in industrial America, giving students the opportunity to decide for themselves what the place of religion in modern America is and ought to be. Students of diverse religious backgrounds are most welcome, but a respect for the beliefs of others is a condition of participation. Overlap: RELS 355/555 Religion and Politics in America and Hist 331 Religion and Politics in America.

HMNG

HMNG 104 - HMong Worldview Through Language (4 credits)
This course introduces students to HMong language study to deepen understanding of HMong worldviews and diaspora. Students will learn and practice HMong language, including both White and Green HMong, by studying relevant sociocultural contexts of the past and present. Students will learn to engage in introductory conversations, through listening and speaking, as they learn about HMong culture, such as the clan system, spirituality/cosmology, textiles, music, and oral storytelling. Using a revitalization approach to teaching HMong language, students will engage in project based learning and cultural knowledge building that includes experiential, communal, and intergenerational engagement.

HMNG 105 - HMong Worldview Through Language II (4 credits)
This is the second course of a sequence that builds upon an introductory understanding of HMong worldviews and diaspora through language. Using a revitalization approach to teaching HMong language, students will engage in project based learning and cultural knowledge building that includes

experiential, communal, and intergenerational engagement to develop their introductory communication skills, grammar and cultural knowledge. Students will learn and practice reading and writing in the (RPA) Romanized Popular Alphabet, the writing system used in both White and Green Hmong dialects, at an introductory and early intermediate level. This will involve studying relevant sociocultural contexts of the past and present. Students will continue to engage in introductory conversations, through listening and speaking, and add early intermediate vocabulary as they learn about HMong culture, including the clan system, spirituality/cosmology, textiles, music, and oral storytelling. Students may request placement in this course with instructor permission.

HMNG 360I - Hmong 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.

HRM

HRM 165I - Human Resources Management Prior Learning (1-8 credits)
Credit for Prior Learning is the conditions under which students can receive college credit for prior learning obtained through nontraditional channels such as the military, the workplace, or independent study. The course for which credit is being sought must correspond in its content to a course that is currently offered at Metro State University. Competence is demonstrated by passing the final examination of the corresponding course. Students should contact their appointed advisor for more information.

HRM 310 - Human Resource Management: A Strategic Framework (4 credits)
Consistent with current management thought this course examines the importance of human capital in organizations. Human Resource Management theories, trends, policies and practices are studied from a strategic management, decision-making perspective covering staffing compensation, employee development, employee relations, labor relations and related areas. A case study approach is used and outside research is required.

HRM 330 - Personnel and Industrial Psychology (4 credits)
This course focuses on principles and techniques of personnel and industrial psychology and applications of scientific psychology to business and

industrial settings. Topics include: psychology as a science and professional practice issues; employee selection, psychological testing, performance appraisal, and training and development; leadership in organizations; motivation, job satisfaction and job involvement; organizational structure; work conditions, engineering psychology, employee safety and health, and work stress; and consumer psychology. This course is appropriate for general management, business administration and psychology students in addition to human resource management professionals.

HRM 335 - Understanding and Addressing Race in the Workplace (4 credits)
In this upper-division undergraduate course, students will be expected to understand, value and maximize human capital potential among stakeholders from a variety of cultures and races in order to be successful. Students will explore and reflect on their own beliefs and experiences while learning how to address individual-level and institutional racism in organizations. The ability to create and foster workplace environments that are inclusive, respectful and accepting of racial diversity is important for professional advancement and success in increasingly global environments.

HRM 350I - Human Resources Management Individual Internship (1-9 credits)
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 360I - Human Resources Management Student-Designed Independent Study (SDIS) (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 for because it allows students: to study a subject in more depth, at a more advanced level; to pursue a unique project that requires specialized study; to draw together several knowledge areas or interests into a specialized study; to test independent learning capabilities and skills; or to use special learning resources in the community, taking advantage of community education opportunities which, in themselves, would not yield a full college competence. Students should contact their appointed advisor for more information.

HRM 365I - Human Resources Management Prior Learning (1-8 credits)
Credit for Prior Learning is the conditions under which students can receive college credit for prior learning obtained through nontraditional channels such as the military, the workplace, or independent study. The course for which credit is being sought must correspond in its content to a course that is currently offered at Metro State University. Competence is demonstrated

by passing the final examination of the corresponding course. Students should contact their appointed advisor for more information.

HRM 370 - Employment Law (4 credits)

Key laws, administrative regulations and selected court cases which impact day-to-day, employee-employer relationships are the focus of this course. Students explore formulation of policies and programs that respond to issues such as equal employment opportunity, wage and salary administration, safety and health, employment at will, immigration, drug testing, and labor/management relations in unionized organizations.

HRM 520 - Staffing Organizations (4 credits)

This course examines the concepts and methods of human resource forecasting, planning and alternative staffing strategies within an organization. It addresses staffing needs under varying organizational conditions such as mergers, downsizing, and acquisitions. Selected topics include job analysis, recruitment methods, selection techniques, training needs, termination procedures, and the ethical and legal implications of staffing policies.

HRM 530 - Employee Development and Training (4 credits)

This course, specifically designed for students interested in human resource management or general management, focuses on human resource development in organizations and stresses applications to improve productivity and meet organizational goals. Topics include the evolution of training and development, needs assessment, the learning process, selecting training and development methods, and evaluating training and development.

HRM 540 - Compensation Management (4 credits)

This course examines principles and practices of compensation management to support organizational mission and goals. Topics include job analysis, job evaluation, external market analysis, pay structures, salary administration, motivation theories and legal principles. It covers the concept of total compensation by examining the integrated roles of base pay, employee benefits, and incentive programs within an organization. It is intended for people who will design, develop, implement and/or administer compensation programs.

HRM 544 - Employee Benefits Management (4 credits)

This course emphasizes the design, administration and communication of employee benefit plans to support organizational mission and goals. Students are taught to set program objectives, understand the dynamic regulatory environment which governs benefits, and learn basic design features for various benefits including medical/dental, life, disability, retirement and flexible benefit plans. The course also examines methods used to communicate and administer benefit programs.

HRM 550 - Employee/Labor Relations (4 credits)

This course focuses on employer-employee relationships in both union and nonunion settings in the private and public sectors. . Employee relations policies and practices include topics such as workplace violence, drug and alcohol policies, dispute resolution mechanisms, work teams, lean manufacturing/continuous improvement, employee involvement programs and employee communications. Labor relations topics addressed in the course include the unionization process, collective bargaining, contract administration, grievance procedure, arbitration and the future unions in the United States.

HRM 565I - Human Resources Management Prior Learning (1-8 credits)

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

HRM 566 - 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.

HSA

HSA 360I - Human Services Administration 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.

HSA 362 - Human Services Leadership and Administration (4 credits)
This course, designed for those planning careers in human services administration, provides insight into some of the common problems and concerns of management in a human services agency. Students use actual case studies to focus on examples of organizational planning, community relations, the decision-making process and personnel management. Overlap: HSA 360 Health Care Management and Supervision I and HSA 362T Human Service Administration Theory Seminar.

HSA 362T - Human Services Administration Theory Seminar (4 credits)
This seminar is open to students with experience in supervisory and administrative positions in human services organizations. Students review political and economic principles, and their relationship to human services administration at the national, inter- and intra- organizational levels. Students collect and analyze information, summarize existing literature, and develop oral and written reports on selected topics such as decision making, centers of power, economic constraints and coalition building. Prerequisite: Obtain and complete diagnostic test/or essay from the Teaching Center. Overlap: HSA 360 and HSA 361 Health Care Management and Supervision I and II or HSA 362 Human Services Administration.

HSA 363 - Program Planning, Budgeting, Proposal Writing and Funding (4 credits)
This course aims to introduce common, and sometimes complex, processes used to fund nonprofit organizations and government entities. Students will understand the rationale behind third-party funding, through readings, demonstrations, and guests in the classroom. Working in teams and individually, students will produce a program plan, budget, and proposal. Whether the student is a professional or advocate, funding is essential to human services, health, education and many other sectors. The course will equip students from all disciplines with the necessary skills to sustain their programs.

HSA 365I - Human Services Administration Prior Learning (1-8 credits)
Credit for Prior Learning is the conditions under which students can receive college credit for prior learning obtained through nontraditional channels such as the military, the workplace, or independent study. The course for which credit is being sought must correspond in its content to a course that is currently offered at Metro State University. Competence is demonstrated

by passing the final examination of the corresponding course. Students should contact their appointed advisor for more information.

HSA 366 - Technology Application in Human Services (4 credits)
This course examines the role of technology within the context of nonprofit human service organizations. Topics include the use of technology tools in meeting mission driven objectives as they relate to service to consumers as well as program and administrative management. Students will identify major and emerging issues and trends; explore best practices when identifying applications; develop technology communication skills; and examine the human impact of technology tool use on administration, direct service providers and consumers.

HSA 370 - Supervision in Human Services (4 credits)
This course focuses on supervision principles, concepts and theories, including how to be a facilitating supervisor and assist others in their professional growth. Emphasis is on understanding how supervisors can teach counseling theories and techniques to those they supervise, as an integral part of the supervisory process.

HSCD

HSCD 100 - Use of Addictive Drugs: An Introduction (3 credits)
This course covers fundamental physiological, psychological, and sociological aspects of use and abuse of psychoactive drugs. Drug categories covered are: narcotics, stimulants, depressants, hallucinogens, alcohol, marijuana and inhalants.

HSCD 160I - HS/Alcohol and 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 200 - Pharmacology of Addictive Drugs (4 credits)
This course is designed to acquaint the student with physiological, psychological, and sociological aspects of commonly abused psychoactive drugs and their effects. Topics covered for each category of psychoactive drug include: general information, incidence and prevalence, mechanism of action, specific psychological and physical effects, and treatment approaches.

HSCD 300 - Introduction to Substance Use Disorders (4 credits)

This course is designed to be an overview of the practice of Alcohol and Drug Counseling. It covers the main theories or models which explain what substance use disorder is. It also provides a survey of the practice of alcohol and drug counseling, including history, licensure requirements, 12 core functions, continuum of services, culture, evidence-based practices, laws, ethics and professionalism. An orientation to the Alcohol and Drug major will also be provided.

HSCD 301 - Substance Use and the Family (4 credits)

This course is designed to teach students to understand the family dynamics of the person who is chemically dependent and to learn skills which will help them to work with these families at a beginning level. Course topics include family relationships and chemical dependency, and treatment theories and counseling techniques for individuals and their family members.

HSCD 302 - Assessment of Substance Use Disorders (4 credits)

This course is designed to teach students the knowledge and skills necessary to perform effective assessment interviews and diagnose substance use problems. Students learn about the Diagnostic and Statistical Manual of Mental Disorders (DSM), screening tools, assessment techniques, motivational interviewing, placement, and treatment planning.

HSCD 303 - Racial and Cultural Considerations for Alcohol and Drug Counseling (4 credits)

This course brings students an understanding of race and racism while it explores the cultural dynamics of alcohol and drug counseling for diverse groups. It examines the intersection between cultural identity and the knowledge, skills and attitude necessary for addressing unique counseling issues for different cultural groups. The class reviews the history of how racist agendas have shaped the fabric of the systems that serve our clients. Students review the concept of white privilege and how it is reflected in the disparity of treatment opportunities. It also provides students with information on the history, cultural distinctiveness, and counseling concerns for the following cultural groups: African-Americans, Latin Americans, Asian Americans, Native Americans, European Americans, Lesbian Gay Bi-Sexual and Transgender, Women and Feminism, and Men.

HSCD 304 - Substance Use and Native Americans (4 credits)

This course provides a basic understanding of the unique cultural, historic and legal status of the American Indian. Topics covered include; population demographics; the shifting public policies toward American Indians; the historic rise of chemical dependency among American Indians bio-psycho-social and economic needs and resources of the American Indian. This course focuses on culture, history and related chemical dependency issues from the American Indian perspective.

HSCD 306 - Prevention of Substance Use Problems (4 credits)
This course will focus on how prevention practitioners can design and implement scientifically defensible prevention principles, programs and practices that meet the needs of their own communities. The course will examine science-based prevention and its relevance, the theoretical approaches to evidence-based prevention, and identify effective prevention principles, programs and practices. Special emphasis will be placed on adapting evidence-based models to meet local needs and interests. Successful completion of the course will qualify students for certification as a Certified Prevention Professional (CPP) through the Minnesota Certification Board.

HSCD 308 - Adolescent Substance Use Disorders (4 credits)
This course explores the bio-psycho-social developmental issues and tasks of adolescence, substance use trends, risk and protective factors and recognition of the signs of potential substance abuse problems. Methods of screening, assessing and treating adolescents and how to involve the family and other collaterals in the treatment process are addressed. Interventions and approaches that are identified as “best practices” are emphasized. Legal and ethical issues of screening, assessing and treating teens are addressed.

HSCD 308T - Adolescent Chemical Dependency Theory Seminar (4 credits)
This seminar is open to students with experience in adolescent chemical dependency. The seminar examines theoretical components of adolescent chemical dependency, such as the epidemiology, theories/models of addiction, treatment approaches, professional literature, and practice issues important to the understanding of adolescent chemical dependency. Prerequisite: Obtain and complete a diagnostic test from the Teaching Center. Overlap: HSCD 308 Adolescent Chemical Dependency (FDIS).

HSCD 309 - Co-Occurring Disorders: Substance Use and Mental Health (4 credits)
Significant numbers of chemically-dependent individuals have one or more mental disorders. This course is designed to help the alcohol and drug counselor to become more familiar with the most common mental disorders, the interrelationship between mental disorders and substance abuse, and various counseling methods and treatment approaches for the dually disordered client. This course covers the main features of the most common mental disorders, how they interact with substance abuse, assessment and counseling approaches, medications used for treatment, and community resources used to help these clients.

HSCD 311T - Chemical Dependency Theory Seminar (4 credits)
This seminar is open to students with professional experience in the chemical dependency field. It examines the various influences which have affected and molded the treatment of chemically dependent persons. Topics covered

include: the influence of history, scientific research, economics, technology, professionalism, and future trends in chemical dependency treatment.

HSCD 320 - Alcohol and Drug Counseling Pre-Practicum Seminar (1 credit)
This course is designed to help students evaluate their readiness, prepare for and then select a practicum site for Alcohol and Drug Counseling. Examples of course topics include: examination of personal readiness, practicum or career goals, review an array of possible practicum sites and making an appropriate selection for practicum.

HSCD 353 - Case Management for Alcohol and Drug Counseling (4 credits)
This course provides students with a beginning understanding of the essential components of successful case management for alcohol and drug counseling. That is, the activities which a counselor engages in to bring services, agencies, resources, and people together within a planned and coordinated framework of action toward achievement of established clinical goals. Specifically the course will focus on, the theory of case management for alcohol and drug counseling, related state and federal laws, the Twelve Core Functions, the Rules of Professional Conduct, and the practice of clinical writing.

HSCD 365I - Human Services/Alcohol & Drug Counseling Prior Learning (1-8 credits)
Credit for Prior Learning is the method by which students may receive college credit for prior learning obtained through nontraditional means, such as military training/experience, the workplace, or independent study. The course for which credit is being sought must correspond in its content to a course that is currently offered at Metro State University. Competence is demonstrated by passing the final examination of the corresponding course. Students should contact their academic advisor for more information.

HSCD 380 - Alcohol and Drug Counseling Group Practicum I (4 credits)
This course is intended to provide students with the opportunity to demonstrate the knowledge and skills acquired during their academic coursework and transfer it into clinical settings. This internship requires students to demonstrate competence in the Transdisciplinary Foundations of 8 Practice Dimensions (12 core functions) of alcohol and drug counseling, including culturally competent and professionally ethical practice.

HSCD 390 - Alcohol and Drug Counseling Group Practicum II (4 credits)
The alcohol and drug counseling group internship is intended to provide students with the opportunity to demonstrate the knowledge and skills acquired during their academic coursework and transfer it into clinical settings. This Internship requires students to demonstrate competence in the Transdisciplinary Foundations and 8 Practice Dimensions (12 core functions) of alcohol and drug counseling, including culturally competent and professionally ethical practice. In the classroom portion of this course,

students will review and critically analyze counseling style, diversity, ethics and the agency in which they are conducting their internship. In addition, they will continue to practice and enhance clinical skills and techniques.

HSCD 400 - Best Practices in Drug and Alcohol Counseling (4 credits)
This course's goal is to improve outcomes in the practice of alcohol and drug counseling by linking scientific research to treatment practice. As such, the course explores current best practices in alcohol and drug counseling, such as transtheoretical stages of change, motivational enhancement techniques, and so on. The student also selects, researches, and completes a study project, which explores an evidence-based approach to alcohol and drug counseling, in depth. Counseling skills are practiced in this course.

HSCD 450 - Senior Seminar: Alcohol and Drug Counseling (4 credits)
This course is the culminating experience for seniors, who are majoring in alcohol and drug counseling. In this course students reflect on their academic course of study and demonstrate the relationship between what they have learned and how they apply this to the professional practice of alcohol and drug counseling. In addition, students analyze and explore agency management systems which complement their practice of alcohol and drug counseling. This course is a combination of Senior Seminar in Alcohol and Drug Counseling and the Human Services Capstone. Prerequisite: Completion of at least 28 credits in the alcohol and drug counseling major, must have been completed or is currently or enrolled in an internship.

HSCI

HSCI 201 - Nutrition for Health Professionals (2 credits)
This course focuses on the essential role of nutrition in promoting holistic health and wellness. Emphasis is on identifying nutritional needs and healthy food options. Students explore how culture, socio-economic status, and policy influence access to food and food choices, and impact nutritional health.

HSCI 301 - Understanding the U.S. Health System (4 credits)
This course focuses on understanding the complex organization and operation of the health care system in the U.S. The history, stakeholders and their interactions, financial considerations, and the role of government are discussed and incorporated into critical analyses of the operation and performance of the health care system, current health care issues, and possible future directions for health care in the U.S.

HSCI 309 - Global Health Issues (3 credits)
This course examines global health issues that influence population health outcomes, including the interaction between domestic and global health. Students study frameworks such as vital statistics, Millennium Development Goals, and human rights principles and apply these frameworks to the definition, prevention, or mitigation of identified global health issues or concerns with particular attention given to the health of infants, children, and

women in low and middle income countries. The course concludes with a study of cooperative efforts designed to mitigate or prevent global health problems.

HSCI 330 - Holistic Health and Healing (2 credits)

This course provides a foundation for consideration of health and healing through the concept of holism. Issues of racism, equity, cultural humility, and cultural appropriation are emphasized. Specific ethnomedicine systems are explored and analyzed. Particular focus is placed on structural factors that influence individual and community health. Students examine holistic self-care from social, cultural, economic, political and historical perspectives. Application to daily life for individuals, families, and communities is explored, and potential for application in health care settings.

HSCI 358 - Racism and Health (4 credits)

This course focuses on the role of racism in the creation and perpetuation of poor health outcomes. Emphasis will be placed on analysis, utilizing critical theory, of the manner in which the history of scientific racism is embedded in current health care clinical practice. The biological responses to the experience of racism will be explored. Racism in healthcare research, the role of structural racism in homelessness and its effects on health, and engagement in anti-racist, activist scholarship to achieve health equity are addressed.

HSCI 365I - Health Science Prior Learning (1-4 credits)

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

HSCI 410 - Health Science Capstone (4 credits)

This capstone course provides a foundation for students to transition into roles of increasing responsibility in healthcare-related fields. Emphasis is placed on synthesizing theories, principles, concepts and skills from prior courses as a basis for implementing community involvement, service, and health equity in the health care environment. This course focuses on planning a change project that would positively influence processes or systems impacting health.

HSDS

HSDS 304 - Introduction to Disabilities (4 credits)

Introduction to disabilities prepares students who desire to learn about and potentially work in the field of disabilities. Using a diversity model and social perspective approach, students learn about issues common to persons with

diverse disabilities. Perspectives of disabilities that recognize disability as a culture and acknowledge the potential and capabilities of persons with disabilities are offered. Course materials include definitions, psychosocial considerations and societal perspectives.

HSDS 305 - Disability Rights: History and Current Trends (4 credits)

Disability Rights: History and Current Trends traces the history, policies, and individual and group empowerment efforts that led to the formation of the disability rights movement. Key legislation including the Americans with Disabilities Act (ADA), Rehabilitation Act, and education acts are examined. Future trends in disability policies and civil rights are also explored. The challenges and struggles that persons with disabilities have fought to change in order to gain independence, respect, and opportunities are studied through American perspectives of disability history.

HSDS 306 - Community Resources and Services for Persons with Disabilities (4 credits)

Community Resources and Services for People with Disabilities employs a two-fold approach to learning about resources that people with disabilities use. The course provides an overview of public and non-profit resources that provide services for a diverse range of disabilities. In addition to learning about resources, students critically examine agency functions including how well these resources promote independence and inclusion in society for people with disabilities. Advocacy skills that promote self-determination relevant to people with disabilities is also a focus in this course.

HSDS 307 - Blind, Deaf Blind, and Deaf Culture, History and Resources (4 credits)

This course examines the historical perspectives, social policies, resources, and culture of persons belonging to the Blind, DeafBlind, or Deaf Culture. It is recognized that persons who are Blind, DeafBlind, or Deaf each have a unique history and culture. The course materials include major writings in comprehensive modules. These materials provide perspectives on the significant culture, civil rights movements, and empowerment of persons who are Blind, DeafBlind, and of the Deaf-World.

HSDS 308 - Aging and Disabilities (4 credits)

The aging of persons with disabilities is a new phenomenon due to improved health and advances that have increased their life-span. In addition, the aging of the baby-boomers is increasing the population of persons acquiring disabilities as they age. Is our society prepared to meet the needs of both groups? How can we prepare to assist all older persons in maintaining quality of life as they age? The need for collaboration across disability and aging networks to analyze these questions is a focus of this course.

HSDS 360I - Human Services and Disability Studies Student Designed Independent Studies (1-9 credits)

Student-designed independent studies give 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.

HSDS 399 - The Disability Experience in Television and Film (4 credits)

The Disability Experience in Television and Film will analyze current and historical stereotypes and myths, as well as current trends, relevant to the participation and portrayal of people with disabilities in television and film.

HSDS 400 - Current Issues and Special Topics in Disability Studies (4 credits)

Current Issues and Special Topics in Disability Studies investigate the disability studies and rights perspectives of disability topics and research in depth. This is an intensive writing course in which students use critical thinking to research their own areas of interest in addition to other course materials. It is recommended that students have prior experience with disability topics and issues in addition to the desire to apply critical thinking in their research.

HSER

HSER 002 - Background Check Workshop (credit)

This non-credit workshop is for students who declare a major in Human Services or Alcohol and Drug Counseling. It facilitates the process of completing a background check through the Minnesota Department of Human Services. All students in these majors must complete a background check by their second semester as a declared HSER BS, BHS, or ADC major. These majors require a practicum and practicum sites have set standards for background check results. Payment for the background check to the Minnesota Department of Human Services is the responsibility of the student. Results of the background check are sent to the student and to the background check administrator at Metro State University's academic Department of Human Services. Results can be used to guide the student's course of study.

HSER 160I - Human Services Student Designed Independent Studies (1-8 credits)

Student-designed independent studies give 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.

HSER 303 - Disability Awareness (4 credits)

Disability Awareness provides opportunities for students in all fields of study to increase their awareness of the barriers, attitudes and successes relevant to individuals with disabilities in society as a whole. This course does not focus on specific medical definitions, conditions or types of disabilities. Instead, the course concentrates on a brief history of the treatment of people with disabilities, disability rights, etiquette, work, sports and art related to disabilities.

HSER 304T - Elder Abuse Theory Seminar (4 credits)

Nationally and in Minnesota, the issue of domestic elder abuse has been invisible to most of society. However, as the population ages, elder abuse continues to grow. This course will explore theories that were historically and are now currently attached to domestic elder abuse. Elder justice means assuring adequate public-private infrastructure and resources to understand, detect, intervene in, treat, prevent, and prosecute elder abuse.

HSER 320 - Human Services Pre-Practicum Group Seminar (1 credit)

This course is designed to help students evaluate their readiness, prepare for and then select an internship site for Human Services. Examples of course topics include: examination of personal readiness, internship or career goals, review an array of possible internships and making an appropriate selection for practicum.

HSER 325 - Family and Community Empowerment: Advocacy for Change (4 credits)

This course will explore working in community as a form of civic engagement and an arena of human service work. This is typically referred to as community practice. Community practice, whether by the volunteer or the professional, entails helping a community at-large solve its problems and achieve its goals. Insightful, grounded community practice enables helpers to impact the total milieu of peoples lives, improving the broader spectrum of peoples lives in ways that direct client-centered helping cannot. Through the theoretical component of the course students will examine different ideologies of helping and how those become expressed in various forms of community helping including: service, organizing and development, social change and empowerment, and advocacy. Through the experiential

component of the course students will become familiar with the varied tools of this distinctive type of helping within a specific Twin Cities social movement. This course is presently designed principally to expose College of Health, Community and Professional Studies students to the local food movement and related movement community-based enterprises. Other students may take this class with permission of the instructor.

HSER 331 - Human Services Group Practicum and Seminar (4 credits)
This seminar is designed to provide an opportunity for student interns and faculty to meet and discuss progress being made during internship, provide support and address problems and concerns. The seminar includes: lecture, discussion, and group work topics pertinent to the students' internship.

HSER 333 - Problem Gambling (4 credits)
This course presents a historic overview of gambling and describes gambling addiction and the variety of ways in which it manifests itself in society. The course will also identify diagnostic criteria and treatment strategies for the pathological gambler and how gambling impacts family, society, and crime. When the academic coursework is completed to satisfy Minnesota statute 2005 chapter 148C, this course would be credited toward the 270 hours needed for chemical dependency licensure and the 60 hours needed to meet provider status in the state of Minnesota.

HSER 344 - Counseling Theories and Techniques (4 credits)
This course introduces counseling theories and techniques, including existential, client-centered, Gestalt, psychoanalytic, Adlerian, behavioral, transactional analysis, rational-emotive reality, and eclectic counseling/therapy. Learning strategies include interviews with counselors and role-playing exercises. Evaluation is based in part on an interview with an active counselor, take-home test and final paper.

HSER 346 - Counseling and Interviewing Skills (4-5 credits)
This course introduces students to basic counseling skills to be used with clients dealing with a variety of issues including family challenges and substance use disorders. As such, it is designed to help students develop essential helping skills needed for client engagement, follow-through, completion and overall therapeutic effectiveness. It includes examination and practice Person-Centered Therapy, Cognitive Behavioral Therapy and Motivational Interviewing, techniques central to helping others across a range of issues including substance use disorders. Specific skills covered include developing rapport, building empathy and active listening, encouraging trust, self-disclosure, immediacy, questioning and evoking, addressing discrepancies, etc. This course is highly experiential in its format. Students will participate in classroom exercises, role plays, and video-taping and self-assessment of counseling skills.

HSER 346T - Counseling and Interviewing Theory Seminar (4 credits)

This seminar is limited to people with volunteer or paid counseling experience. Students relate counseling theory and principles to their own experience, through discussion, role playing and class presentations. Prerequisite: Obtain and complete diagnostic test/or essay from the Teaching Center. Overlap: HSER 346 Counseling and Interviewing Skills.

HSER 348 - Group Counseling (4 credits)

This course teaches the dynamics of group counseling to be used with clients dealing with a variety of issues including family challenges and substance use disorders. Course includes examination and practice of Person-Centered Therapy, Cognitive Behavioral Therapy and Motivational Interviewing techniques central to helping others across a range of issues including substance use disorders. Students learn the skills of group counseling in a classroom and Training group experience. Topics include stages of group, group rules and goals, group leader skills, and types of groups. Students learn writing and charting skills necessary to document client progress. Emphasis is on interaction among group members, the counselors role in group facilitating, and techniques to help group members learn to view their own behavior for self-awareness and self-disclosure.

HSER 350 - Issues in Adolescent Counseling (4 credits)

This course develops a number of theoretical approaches for working with youth. Issues raised are appropriate for counseling in individual and family settings. Concepts include the nature and meaning of adolescence, youth culture, youth alienation, sex roles, conflict and the generation gap.

HSER 351 - Crisis Intervention/Caring for Trauma through the Lifecourse (4 credits)

This course is designed to teach the crisis intervention concepts and counseling skills used in helping individuals in crisis situations, including batterings, sexual assaults, suicide attempts, drug overdoses, psychiatric emergencies and family crises. The course includes role-playing exercises. Evaluations are based in part on performance and growth in the role-playing segments. Overlap: HSER 360 Crisis Intervention Theory Seminar.

HSER 352 - Family Counseling (4 credits)

This course explores the dynamics and processes of family interactions and counseling from the viewpoint of a family counselor. Some of the major theories of family counseling are discussed, with particular emphasis on the theories of Virginia Satir. Evaluation is based in part on a final conference with the instructor. This course is designed for students seeking self-understanding, as well as for students pursuing careers in the human services.

HSER 353 - Human Services Case Planning and Methods (4 credits)
This course familiarizes students with social casework practices. It focuses on the process of engagement (intake) assessment and contracting with diverse systems in an urban environment. Emphasis is on the beginning skills in interviewing, assessment and treatment planning, including advocacy and referral.

HSER 354 - Ethical Issues in Human Services (4 credits)
Students confront complex ethical and moral issues in their professional and personal lives. In this course, students study and apply the cultural, social, legal, economic, theological and philosophical bases for making such decisions. Each student learns to articulate coherent arguments involving at least two divergent views of many current ethical issues confronted in human services today. Students select, research and present an individual project on a major ethical issue relevant to their professional interests in human services.

HSER 355 - Introduction to Human Services: History and Trends (4 credits)
This course covers the historical and progressive development of the human services field, as well as the present trends and professional issues, including theoretical approaches to human services work, practical skills, human services delivery systems, human services work in a pluralistic society, and using research in human services work.

HSER 355T - Introduction to Human Services: History and Trends (4 credits)
This seminar is open to students with significant work, volunteer or professional, experience in the human service field. The seminar is designed to examine various developments, trends, research and theoretical approaches to human service work and to have students relate these to their own experience. Prerequisite: Students must obtain and complete diagnostic test from the Teaching Center. Overlap: HSER 255/355 Introduction to Human Services: History and Trends.

HSER 357 - Behavior Modification (4 credits)
This independent study covers procedures used in behavior modification and the underlying concepts on which it is based. Students read and complete exercises in a text. In addition, they complete a project demonstrating the application of behavior modification procedures. Evaluation is based on answers to study questions, three tests, and evaluation of a written report of a real or simulated behavior modification project.

HSER 358 - Cross-Cultural Counseling (4 credits)
This independent study covers the various concepts involved in counseling racial/ethnic minority persons. The major areas included are differences in culture-bound values, language differences, stereotyping and client resistance. In addition, students have an opportunity to assess the presence, absence, or levels of biases they have toward racial/ethnic minority persons.

HSER 365I - Human Services Prior Learning (1-8 credits)
Credit for Prior Learning is the conditions under which students can receive college credit for prior learning obtained through nontraditional channels such as the military, the workplace, or independent study. The course for which credit is being sought must correspond in its content to a course that is currently offered at Metro State University. Competence is demonstrated by passing the final examination of the corresponding course. Students should contact their appointed advisor for more information.

HSER 368 - Understanding and Using Research for the Practitioner (4 credits)
It is important for human service practitioners to understand the relationship between practice and research. According to social psychologist, Kurt Lewin, the best practice is founded in research and the best research is grounded in practice. Acknowledging this insight, this course will engage students in an examination of research as it is employed in the human service field. The primary focus of this course is to teach students how to be critical consumers of research, able to read, evaluate, and apply research for human service practice purposes. A second purpose is to develop students skills for their future role as collaborators with researchers in generating knowledge from the field. This course can serve as a companion course for the program evaluation offering or a foundations course for students interested in pursuing graduate study or a preview course for those intending to take social or behavioral science research methods courses.

HSER 369 - Program Evaluation (4 credits)
This course focuses on the knowledge and skills needed to appropriately identify, collect, analyze and report evaluative information to be used in making decisions about, and changes in, programs. Topics include approaches to program evaluation, the process of planning and conducting an evaluation, basic principles and practices of designing evaluation instruments, and methods for interpreting and presenting data with an emphasis on providing relevant information to decision makers. This course is appropriate for anyone in business, public, nonprofit or human services administration who is responsible for making decisions about service programs or for conducting evaluations.

HSER 395 - Intersection of Race and Diversity in Human Services (4 credits)
This course emphasizes the experience of race and racism and how both intersect with various forms of human diversity in the helping arena. It will provide students an understanding of how power and privilege are operant in the human services. Students will examine assumptions, myths, beliefs, and biases that block effective relationships between groups of people and that hamper helper-helpee dynamics. Course activities involve self-assessment and opportunities for application of learning in a human service environment. COMPETENCE STATEMENT: Knows conceptual frameworks dealing with racial-ethnic identity, racial-cultural world views, oppression and

power well enough to explore, develop, and evaluate personal responses and professional strategies to eliminate the myths, beliefs, biases, actions and efforts, that sustain social oppression in the helping professions.

HSER 400 - Mentoring Children in the Urban Community (2 credits)

This group internship offers students an opportunity to learn via guided experience principles for effective mentoring of school-aged children living in an urban environment. The internship is offered in two-semester blocks in order to accommodate the p-12 school year. Students are expected to register for two consecutive semesters for two credits each semester. The mentor-interns meet weekly with their mentorees at designated school sites and attend monthly seminars in order to develop their relationship-building skills and to sharpen their ability to enhance assets in school-aged urban children in culturally-contained as well as multicultural contexts.

HSER 415 - Spirituality and Helping (4 credits)

For the past 30 years helping professionals have deliberated about the role and integration of spirituality or religion in their practice. It is accepted that as clients race, ethnicity, and culture affect their thoughts, feelings, and behavior, so similarly do clients spiritual or religious orientations affect how they function in world and thus perceive and deal with their problems. This course is designed to introduce students to the issues related to spirituality and helping as well as to provide a framework for developing an ethical spiritually-sensitive practice that is cognizant of the significance of these orientations. Students will explore relevant knowledge, skill, and value competencies for success in this frontier of the helping field.

HSER 455 - Human Services Capstone Seminar (4 credits)

This course comes at the end of the student's senior course work in human services. Students complete a human services portfolio assignment demonstrating what they have learned in human services over the period of time while studying in this program. This assignment helps students to reflect on their academic course of study (both theoretical and practical) and how it applies to the professional practice of human services. The written portfolio provides evidence of competence and is a way for students to demonstrate readiness for graduation and work as Human Services professionals. In order to complete the portfolio assignment Capstone students should also be registered for HSER 331 Human Services Practicum wherein they will complete 160 practicum hours in a human services agency under the supervision of a Human Services Professional. The course culminates with students giving presentations on the agency studied and written about in their portfolio.

HSER 560I - Human Services Student Designed Independent Studies (1-8 credits)

Student-designed independent studies give 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.

HSFS

HSFS 338 - Family: Racial, Gender and Class Dimensions (4 credits)

This course familiarizes students with the diversity that exists in families. It is intended for students who want to gain a better understanding of the family, and for students specializing in psychology or human services related fields. Structural inequalities in society based on wealth, race/ethnicity and gender are presented as key determinants in the diversity of family forms and in differing experiences within families.

HSFS 339 - Issues and Actions in Family Policy (4 credits)

This course considers the impact of public choices on life within families. It is generally offered during the state legislative session in order to give students opportunity to participate in the legislative process. The policy issues covered vary from year to year. Topics may cover competing rights of children and parents, culturally-specific/friendly family policy, international family policy comparisons, and other family policy issues.

HSFS 341 - Work and Family (4 credits)

Until recently, the worlds of family and work were seen as separate spheres. Today, people are aware of the many possible relationships between work and family in society. This course examines the challenges, issues and problems associated with a variety of contemporary work-family patterns including single-provider, dual-provider and single-parent families, and families who own their own businesses.

HSFS 342 - Children in U.S. Society (4 credits)

This interdisciplinary course explores historical and contemporary aspects of children's status and roles in family and society, adults' relationships and functions in relation to children, and public policy affecting children in twentieth-century United States. Community and experience-based learning, including a student-designed project, augment class lectures and discussion.

HSFS 343 - The Family: A Social/Psychological Exploration (4 credits)
This course introduces students to the major social and psychological theories employed in studying family processes and in studying how families function in society today. In addition, the course engages students in an examination of their own families. Key features of this course are that students do a modified social history and case study of their own families. Students demonstrate competence by applying the content of the course in their analysis of their own family's social/psychological analysis.

HSFS 344 - Family Stress and Family Resiliency (4 credits)
This course examines how families adapt, resist challenges, and build resilience in response to social and economic pressures. Using family stress theory, ecological systems theory, and community-based models of care, students will explore how policies on child welfare, incarceration, migration, and economic hardship impact family well-being. The course includes diverse cultural perspectives, emphasizing global and Indigenous approaches to family strength. Through discussions, case studies, and applied projects, students will analyze structural inequalities, develop advocacy skills, and explore strategies for supporting families in crisis. This course is relevant students for careers in human services, counseling, and policy analysis.

HSFS 360I - Human Services Family 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.

HSFS 365I - Human Services Family Studies Prior Learning (1-8 credits)
Credit for Prior Learning is the conditions under which students can receive college credit for prior learning obtained through nontraditional channels such as the military, the workplace, or independent study. The course for which credit is being sought must correspond in its content to a course that is currently offered at Metro State University. Competence is demonstrated by passing the final examination of the corresponding course. Students should contact their appointed advisor for more information.

HSFS 370 - Sexuality, Intimacy, and Relations (4 credits)
This course explores sexual values and behaviors as they are developed and expressed across the life cycle of the family in different social cultural

contexts. Students will examine human sexuality in the context of family relationships and dynamics while also learning to identify and evaluate effective programs, strategies, and materials for sexuality education. The course focuses on such topics as family planning, pregnancy and childbirth, gender identity and roles, sexual function and dysfunction, sexual pleasure, sexual variation, sexual orientation, sexuality and disability, sexuality and chronic disease, and sexual development. The course content and practice skills will satisfy a requirement for Certified Family Life Educator (CFLE) credentialing.

HSFS 399 - Selected Topics in Family Assistance (2 credits)

The topics covered in the different sections of this course vary from semester to semester. The focus of each section is on the concerns as well as the supports needed by selected types of family arrangements. The purpose of the course is to familiarize students with the specific, respective issues of different family configurations as well as to allow students to critique appropriate strategies for helping and empowering them. Possible topics include: working with foster families, working with GLBT families, working with grand-parent-headed families, working with teen families, working with homeless families, working with families of offenders working with bi-racial families and so on. Students should consult the Class Schedule for family types featured each semester. Note: This course may be taken four times for credit as long as the topic is different.

HSG

HSG 160I - Human Services Gerontology 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.

HSG 284 - Civic Engagement: Focus in Later Life (4 credits)

Civic Engagement: Focus in Later Life offers exciting perspectives on the increasing demographics of older persons worldwide. People in their later lives are increasingly dedicated to civic, social, and creative causes. In this course, students will examine the contributions of older persons in making the world a better place to live for all generations. The course uses resources, research and inspiring stories to illustrate the accomplishments of older

persons. Students may register for this course at either a 200 or 300 level. The 300 level applies theoretical concepts.

HSG 360I - HSG SDIS (1-8 credits)

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HSG 365I - Human Services Gerontology Prior Learning (1-8 credits)
Credit for Prior Learning is the conditions under which students can receive college credit for prior learning obtained through nontraditional channels such as the military, the workplace, or independent study. The course for which credit is being sought must correspond in its content to a course that is currently offered at Metro State University. Competence is demonstrated by passing the final examination of the corresponding course. Students should contact their appointed advisor for more information.

HSG 374 - Aging in America: A Personal and Societal Journey (4 credits)
This course, designed for students in human services fields who work with older adults and their families, and students considering gerontology as a vocation, is an overview of the field. Topics include understanding the physiological, psychological, and sociological aspects of aging, as well as the myths about aging, health and social needs of the aging, and community resources and programs.

HSG 376 - Mental Health and Aging (4 credits)
This course examines issues related to the cognitive and affective development of individuals in their later years. It maps the developmental phases that typically result in impairments that are not physical, and outlines a set of strategies to facilitate coping with those impairments. The course is recommended for those involved in direct services-nurses, activities staff members, social workers and others involved in rehabilitation.

HSG 377 - Physical Health and Aging (4 credits)
This course is designed for professionals in the field of aging, and covers the normal physical processes of aging. Topics include health concerns, health promotion issues, and the biology and physiology of aging, as well as resources and services concerned with the physical needs of the elderly.

HSG 378 - Thanatology: The Study of Death and Dying (4 credits)
This course helps students become aware of their own attitudes and values about dying and death, and how these affect others. It investigates myths concerning dying and death, the effect of personal and cultural attitudes on a person’s ability to communicate with the dying and their families, death industries, historical perspectives, and euthanasia. The course includes field trips.

HSG 380 - Aging: Planning and Policy Making (4 credits)
This course covers various aspects of public policy development, and planning for the aged by federal, state and local agencies. Topics include how

policies are planned and implemented, the effects of policies on program services, the roles and functions of community organizations, and how they relate to governmental factions in developing, maintaining, and upgrading services and programs for the aged.

HSG 383 - Selected Topics in Gerontology (4 credits)

This course offers students an opportunity to explore, in depth, a specific issue of aging. Topic choices include: The Older Woman; Widowhood; Counseling Older Adults; and Multicultural Issues of Aging.

HSG 384 - Civic Engagement in Later Life (4 credits)

Older persons are increasingly defying stereotypes through their dedication to civic, social, and creative causes. In this course, students will examine how activism can be part of successful aging, as well as how older persons contribute to society through a variety of civic engagement activities, ranging from community involvement and volunteerism to participation in the political process.

HSTD

HSTD 360I - HS Training and Adult Development 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.

HSTD 365I - Human Services Training and Adult Development Prior Learning (1-8 credits)

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

HSTD 386 - Creative Problem-solving Concepts and Methods (4 credits)

This course acquaints students with the principles and techniques of creativity, which is the ability to transcend traditional ideas, rules, patterns, relationships or the like, and to create meaningful new ideas, forms, methods and interpretations. Various theories, processes and principles are used to

solve problems in professional and personal situations. The various methods help students develop imaginative and positive responses to challenges and opportunities in business, education and human services, and serves as an aid to personal development and social awareness. Theory analysis and direct experiential application of problem-solving techniques are integral components of this course.

HSTD 389 - Organizational Development and Change (4 credits)
This course provides an overview of organization development principles necessary for any type of organization to effectively cope and react to inevitable change that will impact organizational effectiveness and survival. Addresses the theory and practice or organizational development including: initial diagnosis, entry, contracting, data collection, data analysis, action planning, approaches to implementing planned change, and evaluation of planned change effectiveness. Today, every manager, at any level, must be capable of dealing with certain change in a proactive manner.

HSTD 390 - Conflict Resolution (4 credits)
This course examines causes and underlying factors of interpersonal conflict in human interactions. The course covers principles and techniques to diagnose conflict, develops an understanding of issues causing conflict, differentiates between various types of conflict, explores the variety of forces and factors which push conflict in a productive or dysfunctional direction, and develops personal skills to influence outcomes to the inevitable conflict situations one encounters in one's personal and professional lives.

HSTD 393 - Organizational Training and Staff Development (4 credits)
This course is for students who want to learn how to design training and teach adults in an organizational setting. Students develop an understanding of the role and impact of training in helping organizations reach objectives. Topics include adult learning theory, needs assessment, instructional design, media selection and how to present training content to different audiences.

HSTD 393T - Training, Design and Instruction Theory Seminar (4 credits)
This theory seminar is ideal for students with some training experience. The course examines the primary and auxiliary uses for the training needs analysis and makes a distinction between the proactive and reactive approaches to meeting needs for training. Students demonstrate knowledge of steps and procedures involved in developing/writing a needs analysis, write a training program and conduct evaluations. This course emphasizes active learning.

HSTD 394 - Staff Training and Adult Development (4 credits)
Students in this course focus on staff development and training techniques, and examine their roles and functions within nonprofit and public/governmental organizations. Attention is given to the identification of training needs, strategies for meeting those needs, information on adult

learning, the use of evaluations, and the overall purpose of staff development and training within an organization. Students develop a hypothetical staff development program as a major project. Recommended: Some preparation in psychology.

HSTD 394T - Staff Training and Adult Development Theory Seminar (4 credits)
Students in this theory seminar focus on staff development and training techniques, and examine their roles and functions within nonprofit and public/governmental organizations. Attention is given to the identification of training needs, strategies for meeting those needs, information on adult learning, the use of evaluations, and the overall purpose of staff development and training within an organization. Students develop a hypothetical staff development program as a major project. Prerequisite: Obtain and complete diagnostic test/or essay from the Teaching Center. Overlap: HSTD 394 Staff Training and Development.

HSTD 395 - Disability and Career Development (4 credits)
This course takes a disability studies approach to career development as a way of managing the massive unemployment and underemployment problems among PWDs (people with disabilities). That approach focuses on the PWD viewpoint in disability theory and career development. Managers and helping professionals receive current legal findings and employers' perspectives on hiring. Other topics include different models of disability, technological and computerized assistance, and issues of mild, moderate, and invisible disabilities.

HSTD 395T - Disability and Career Development Theory Seminar (4 credits)
This course takes a disability studies approach to career development as a way of managing the massive unemployment and underemployment problems among PWDs (people with disabilities). That approach focuses on the PWD viewpoint in disability theory and career development. Managers and helping professionals receive current legal findings and employers' perspectives on hiring. Other topics include different models of disability, technological and computerized assistance, and issues of mild, moderate, and invisible disabilities.

HSTD 397 - Career Pathing (4 credits)
Career Pathing is a computer-enhanced independent study and is intended for students who know their own career goals, but want to enhance their knowledge of career development and how to use this information. The content covers career development theory and applications and topics relevant to adult career planning. Those adult career-planning topics include cultural diversity, dynamics of layoffs, career change and reentry of workers. The student-designed term project is intended to help students in their own work settings. Career Pathing is ideal for managers trying to help their employees; the independent study is also useful to counselors, other human

services workers those needing career planning knowledge for their clients, and adult learners wanting to enhance their knowledge and credentials. Overlap: HSTD 397T Career Pathing Theory Seminar

HSTD 397T - Career Pathing Theory Seminar (4 credits)

Career Pathing is a computer enhanced course, and is intended for students who know their own career goals, but want to enhance their knowledge of career development and how to use this information. The course content covers career development theory and applications, and topics relevant to adult career planning. Those adult career-planning topics include: cultural diversity, dynamics of layoffs, career change and reentry of workers. The student-designed term project is intended to help students in their own work settings. Career Pathing is ideal for managers trying to help their employees; the course is also useful to counselors and other human services workers and for those needing career planning knowledge for their clients, and adult learners wanting to enhance their knowledge and credentials. Overlap: HSTD 397 Career Pathing.

HSTD 399 - The Changing Workplace (4 credits)

This independent study is designed for students who intend to enter human services and/or training and development professions. The content focuses on issues and trends impacting the ever-changing world of work. Topics include, but are not limited to, historical and current issues in the areas of work and career development, underserved populations, and work-balance challenges.

HSTD 399T - The Changing Workplace (4 credits)

The world of work is dynamic, multifaceted and is characterized by ongoing change. Students in this theory seminar gain a better understanding of the workplace and have the chance to explore their own unique work roles as they relate to human services, training and adult development issues. In particular, students meet the following learning objectives: understand the dynamics between work, family and community; gain awareness of workplace issues and resources in the media, including the Internet; identify historical and current trends in the area of work and career development; understand and analyze training programs that address workplace issues and the impact on the employees-as it relates to human services; assess and analyze the changing work/family patterns on gender roles; understand the changing demographics in terms of race, class, ethnicity, gender, disability and other underserved populations; and the implications of all of these in the workplace.

HSTD 498 - Human Services Organization Consulting Approaches and Techniques (4 credits)

This course enables students to apply the five phases of human services organization consulting, including organization problem identification,

contracting, data collection, delivery and feedback evaluation. Students are involved in case study analysis, and the custom designing of an in-class human services client consulting project.

HSTD 498T - Human Services Organization Consulting Approaches and Techniques (4 credits)

This theory seminar enables students to apply the five phases of organization consulting, including organization problem identification, contracting, data collection, delivery and feedback evaluation to the design of a custom design consultation project. This course is highly interactive.

HSVP

HSVP 300 - Violence: Origins and Explanations (4 credits)

This course examines causes and underlying factors that account for violence in American Society. Students examine the extent, causes and challenges of violence in today's society. For those students who work in the human services field, this course prepares them to identify and critique methods and strategies for addressing violence. It may be taken alone or as the first of three core courses required for the community violence prevention minor. Prerequisite: Courses in psychology or sociology.

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

This course addresses how violence is responded to at various levels. It examines the role and development of personal skills and involvement in addressing violence, community intervention resources, systems responses such as punishment and rehabilitation in violence prevention, social change movement responses to violence, and international violence and the growth of human rights movements.

HSVP 302 - Advocacy in Violence Prevention (4 credits)

This course is designed to build skills in the practice of advocacy for those who work with issues of violence and who work across systems such as the police, courts, child welfare, and families. The course will cover individual, community, and systems advocacy, and the relation of advocacy to social reform issues and systems change.

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

This course examines gender violence in its multiple forms from a global perspective. An introduction to the history of violence against women, current theories and research on the causes of violence in intimate relationships, past and current responses, and interventions and prevention models to address this worldwide problem will be discussed. Understanding the multiple approaches for addressing gender violence will provide students the knowledge to describe culturally competent intervention and prevention strategies.

HSVP 308 - Family Violence Across the Lifespan (4 credits)

This course is designed as an introduction to the study of family violence across the lifespan. It will introduce students to history, current theories, research, and policies in the three areas of family violence: child maltreatment, elder abuse, domestic violence. You will examine the cultural, social and political roots of family violence, as well as the dynamics of abuse in the family and in intimate relationships. You will explore the effects of abuse at the individual, family, and community levels, and be able to identify abusive and controlling behaviors. The content of the course focuses on current theories, research and policies on domestic violence (battering, sexual assault, stalking), child maltreatment (physical and sexual abuse, emotional abuse, neglect) and abuse of vulnerable adults (elderly, non-elderly vulnerable populations). This course is an introduction to the topic. It will give students a basic overview of the issues across types of family violence intervention and prevention and how societies have responded through direct services, community sanctions, the criminal justice system, and public policy. The course will also integrate issues of gender, race, culture, age, physical ability, and sexual orientation throughout our examination of these topics.

HSVP 309 - Violence and Disability (4 credits)

This course explores the connections between violence and disability. It investigates how models of disability affect the understanding of violence and abuse of people with disabilities as well as the response to such violence. The focus is on the lived experiences of people with disabilities who have experienced violence and abuse, and how systems and policies have aided or hindered successful interventions. The course also explores how being a victim of violence can affect a person's disability status and the implications of such a connection for policymakers, human services workers, and people with disabilities themselves. The course employs the socio-ecological model of violence prevention and challenges students to apply this model to case studies.

HSVP 360I - Human Service Violence Prevention Student Designed Independent Studies (1-4 credits)

Student-designed independent studies give 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.

HSVP 365I - Human Service Violence Prevention Prior Learning (1-5 credits)
Credit for Prior Learning is the method by which students may receive college credit for prior learning obtained through nontraditional means, such as military training/experience, the workplace, or independent study. The course for which credit is being sought must correspond in its content to a course that is currently offered at Metro State University. Competence is demonstrated by passing the final examination of the corresponding course. Students should contact their academic advisor for more information.

HUM

HUM 101 - The World of Ideas: Ancient and Medieval (4 credits)
This course introduces students to important ideas, individuals, and works in the principal disciplines of the humanities from the dawn of Western civilization in the Middle East to the end of the European Middle Ages. Illustrated lecture/discussions survey major works of art, architecture, religion, literature, philosophy, and science from the past, including examples from non-Western cultures. Students will gain a basic understanding of how great works in each discipline represent and comment on human experience, how they are linked to their historical eras, how they respond to the past, and how they speak to the future.

HUM 102 - The World of Ideas: Modern (4 credits)
This course introduces students to important ideas, individuals, and works in the principal disciplines of the humanities from the Renaissance of 1400 C.E. to the present. Illustrated lecture/discussions survey painting, sculpture, music, architecture, literature, philosophy, and science, including examples from non-Western cultures. Students will gain a basic understanding of how great works in each discipline represent and comment on human experience, how they are linked to their historical eras, how they respond to the past, and how they speak to the future.

HUM 104 - HMong Worldview Through Language (4 credits)
This course introduces students to HMong language study to deepen understanding of HMong worldviews and diaspora. Students will learn and practice HMong language, including both White and Green HMong, by studying relevant sociocultural contexts of the past and present. Students will learn to engage in introductory conversations, through listening and speaking, as they learn about HMong culture, such as the clan system, spirituality/cosmology, textiles, music, and oral storytelling. Using a revitalization approach to teaching HMong language, students will engage in project based learning and cultural knowledge building that includes experiential, communal, and intergenerational engagement.

HUM 105 - HMong Worldview Through Language II (4 credits)
This is the second course of a sequence that builds upon an introductory understanding of HMong worldviews and diaspora through language. Using

a revitalization approach to teaching HMong language, students will engage in project based learning and cultural knowledge building that includes experiential, communal, and intergenerational engagement to develop their introductory communication skills, grammar and cultural knowledge. Students will learn and practice reading and writing in the (RPA) Romanized Popular Alphabet, the writing system used in both White and Green Hmong dialects, at an introductory and early intermediate level. This will involve studying relevant sociocultural contexts of the past and present. Students will continue to engage in introductory conversations, through listening and speaking, and add early intermediate vocabulary as they learn about HMong culture, including the clan system, spirituality/cosmology, textiles, music, and oral storytelling. Students may request placement in this course with instructor permission.

HUM 110 - Introduction to Film (4 credits)

This course offers a broad overview of film studies and nurtures students' development of cinematic expression. Students will critique films from a wide range of cultures and historical periods. Through film analysis, they will: examine the formal elements, aesthetic tools, and techniques filmmakers use to convey meaning, evoke emotion, and articulate ideas and themes; explore diverse representations of the human experience and connect cinema to broader cultural movements. In addition to critical interpretation, students will experiment with their own expressive, creative voices and explore their own cultural perspectives through ideation prompts and screenwriting exercises.

HUM 308 - Global Humanities: Ancient Cultures (4 credits)

This course explores expressive culture, including oral and written traditions, arts, music, and architecture of the ancient world with an emphasis on the formal, aesthetic, and relevant geopolitical contexts of human creativity. Students will learn how the formal analysis of a variety of ancient artifacts leads scholars to insights about humanistic expression, constructions of self and other, and cultural values and ideals. While the course may include discussion of work from ancient Greece or Rome, it will draw additional emphases from two or more of the following areas: North Africa, Mesopotamia, Persia, East Asian, South Asia, and Central and South America. All texts will be in English or English translation.

HUM 309 - Ancient and Medieval Monsters (4 credits)

This course examines the idea of the monster in art and literature as used by authorities in Western civilizations to instruct their societies in communal values, regulation of behaviors, and how to conceptualize enemies. The course focuses on depictions of monsters in Ancient Greece, Ancient Rome, and medieval Europe as symbols and as representations of outsiders (such as barbarians, Jews, Muslims, pagans, heretics, racial others), and as

subordinates or inferiors who may threaten social order (the disabled, women, homosexuals, the poor).

HUM 313 - Medieval Civilization (4 credits)

In this course, students study achievements in thought, art, architecture, religion, science and politics during the Middle Ages, the period between the collapse of Roman civilization (c. 500 A.D.) and its “rebirth” in the Renaissance about a thousand years later. Students read a selection of medieval texts in translation and examine a range of medieval arts and ideas.

HUM 314 - The Renaissance (4 credits)

This course explores the art, literature, philosophy, religion, and science of the European Renaissance (c. 1350-1650 A.D.), placing them in the context of political and social movements of the time. In this era, increased attention to ancient Greek and Roman ideas energized all of the arts and sciences. This period also saw the beginnings of the centrally administered nation state and the rise of colonialism in the New World, as well as the Protestant Reformation, a many-sided and far-reaching religious revolution that reshaped Christianity. Readings, slide/lectures, and class discussions explore the many ways that art, ideas, and events from this era still live in contemporary European and American civilizations.

HUM 315 - The Enlightenment (4 credits)

The scientific revolution of the sixteenth and seventeenth centuries led to eighteenth-century doubts about Christianity and optimism about progress based on “enlightenment” or reason. If science could penetrate the secrets of nature, perhaps the same methods could be used in economics and politics? The resulting conflict between new ideas and ancient inequities led to political revolutions in America and France, and to cultural revolutions in industry, literature, philosophy and the arts. Students in this course study significant works by seventeenth and eighteenth century writers, thinkers and artists.

HUM 316 - Romanticism (4 credits)

The romantic revolution occurred in Europe and America toward the end of the eighteenth and beginning of the nineteenth centuries. Literature, art, music and philosophy turned away from the forms, concepts and assumptions about art and society that had lasted for centuries. At the same time, the social, political and economic life of that time was being transformed by the new energies and new hatreds released by the industrial and French revolutions. Students examine some of the classics of romantic fiction, art and poetry produced during this period.

HUM 317 - Global Modernisms (4 credits)

Around the world, at different moments in history, artists have questioned older social, philosophical and artistic forms and sought to create radically new, “modern” forms. To understand these developments and how they have

influenced the contemporary world, this course examines several influential modern(ist) texts in a global frame, in connection with developments in modern art, music, politics and thought. Selections will vary but will draw from modernisms around the world, including cultural Africa, East Asia, Europe, the Americas, and South and Southeast Asia. All texts read in English or English translation.

HUM 318 - Global Postmodernism (4 credits)

Postmodernism is cultural movement that has been characterized by a radical rejection of traditional aesthetics to the extreme limit, developing new theories and aesthetics. From the blurring of high and low culture, through the use of pastiche, collage, and bricolage, to the status of the object in an era of simulacra, postmodernism is characterized by a number of distinct techniques and critical theories which we'll explore in a wide variety of art, film, new media, literature, architecture, and music. Readings will consider postmodernism in a global frame. All texts read in English or English translation.

HUM 321 - Myth (4 credits)

Myths and myth cycles have had a deep and pervasive influence on literature and culture, and thus on everyday life. This course examines the nature of myth and the modes of belief that have sustained it within various traditions, the myths themselves, their expression in literature from ancient to modern times, and theories of interpretation. The selection varies among Greek, Roman, Mesopotamian, Celtic and Germanic myth traditions, along with comparative material from other world traditions.

HUM 326 - World Folklore (4 credits)

Folklore, one of the oldest forms of human expression, continues to shape contemporary culture and everyday life. This course examines the nature of folklore; the study, analysis and interpretation of folklore; various folk traditions; and real-life examples and uses of folk-lore. Selections will vary but typically represent folklore originating from regions of Africa, East Asia, Europe, the Americas, and South and Southeast Asia. All texts read in English or English translation.

HUM 333 - The Photo and the Other (4 credits)

This course introduces students to visual culture theory with an emphasis on the photographic image. The course examines how photography has shaped Western culture's understanding of how to "read" images of people and their spaces for their status, meaning and utility within a community. Contemporary theories debate the place of the photo in distinguishing and contesting our representations of people in terms of race, ability, class, gender, sexuality and size. Students will learn how modern views of photography as both an art and a science create an often contradictory set of beliefs about what a photo shows that is "real" or "true."

HUM 335 - Land, Knowledge, and Identity Through Indigenous Languages (4 credits)

This course introduces students to place-based knowledge accrued by Indigenous intellectuals over time. Students will learn the way language is vital to Indigenous knowledge and how knowledge of landscapes and caring for places are embedded in Indigenous languages. Art, maps, dance, music, and material culture are part of these knowledge systems bridging land, identity, and place. This course also covers how knowledge has been suppressed and marginalized by White Eurocentric knowledge systems. Note: This course may include being outside on self-guided and group field trips in many different types of weather. This course may also include hands-on activities. The course gives significant focus to issues of race and racism.

HUM 350I - Humanities 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.

HUM 360I - Humanities 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.

HUM 364 - The Harlem Renaissance (4 credits)

This course will study the Harlem Renaissance, a period of incredible productivity and creativity among black artists and intellectuals between 1920-1940, centered in Harlem, New York. The course considers how concepts -- such as race; the New Negro movement; Jim Crow, segregation, and racism; so-called racial uplift and the Talented Tenth; the Great Migration; the Roaring Twenties, and Modernism were manifested in the works of art, literature, philosophy, film, and music of Harlem’s artists and thinkers. In addition to learning the specialized vocabulary and skills involved in the analysis of works from a variety of artistic genres, students will learn how Harlem’s leading black intellectuals tied aesthetic theories to social and racialized principles of artistic production, inspiring some artists while prompting others to openly rebel. Given that the Harlem Renaissance is not

characterized by any one style, technique, or manifesto, well pay special attention to connections among the artists in an effort to determine how and whether the Harlem Renaissance is a coherent and unified movement across the arts. The course will trace the Harlem Renaissances contributions to Modernism and its influences on the American arts scene ever since (especially the in Black Arts Movement of the Sixties).

HUM 370 - African Film (4 credits)

This course examines the work of contemporary African films with particular emphasis on the continuities and disruptions of Black cultures across transnational lines. The course studies a wide range of expressive possibilities, from analyses of African nations legacies of colonization to art house visionaries, from fun comedies celebrating romance to slice-of-life realism. We pay significant attention to African films as political, aesthetic, and anti-racist practice. All works are in English, English translation, and/or with English subtitles.

HUM 380 - Environmental Humanities (4 credits)

This rich, interdisciplinary course studies how popular and classical artistic genres (such as painting, sculpture, installations, music, literature, dance, film, digital media, photography, happenings, cartoons, criticism, theories, etc.) shape our understanding of and discussions about environmental issues. We examine how artists from across the world have sought to use, recreate, idealize, manipulate, mar, intervene in, and affect the environment and public attitudes toward the environment. Key critical theories informing environmental art will be covered (e.g., ecocriticism, environmental racism, indigenous activism, animal rights, radical plant studies, global ecofeminism, the Anthropocene, apocalypse, poverty, religion, etc.). This course has a community engagement element.

HUM 386 - Health Humanities (4 credits)

How do works of visual, musical, and performative art help us understand issues of health and wellness, medical intervention, human suffering, and healing? This interdisciplinary course examines how artists and authors in the U.S. critically represent health, ethics, and wellness at the intersection of race, gender, sexuality, class, ethnicity, and ability. Students will engage with literature, visual arts, film, music, and/or performance as sites where health and medical practice are normalized, interrogated, critiqued, restructured, and investigated. By studying how BIPOC, LGBTQIA+, and women artists provide critical perspectives on health and medicine, students will gain a broad grounding from which to articulate their own views on health ethics and the role of art in healing individuals and communities.

HUM 390 - Special Topics in Humanities (1-5 credits)

Every semester it is offered, this course selects a different constellation of authors/artists, topic, genre, period, or issues and explores it/them through

the study of texts and artistic works in the humanities. The course provides an opportunity for upper division students from across the university to explore authors and topics of particular interest to them, or to supplement earlier, survey-level work with more detailed and more advanced study of particular subjects. Outcomes from each iteration of the course include familiarity with course texts, understanding of key concepts and issues in the topic under consideration, and development of intermediate-level skills at the analysis and interpretation of literature.

IBUS

IBUS 311 - International Business Environment and Operations (4 credits)
This course addresses the major features of the global business environment (economic, cultural, legal and political) and the international business theory and practice needed to operate and compete successfully in the global economy. Case studies focus on key decision areas in international management, marketing, purchasing, finance and production.

IBUS 312 - International Political Economy (4 credits)
This course provides an overview of the geopolitical and historical frameworks that directly or indirectly affect day-to-day operations and management decision making of companies doing business in an increasingly global context. Topics include: perspectives on IPE theories; international trade, finance and monetary systems; global security issues; state-market tensions; the role of multinational corporations; the IPE of economics development and of resource accessibility; and selected global problems.

IBUS 350 - Legal Aspects of International Business (4 credits)
This course is designed to introduce some of the principles, laws, and organizations impacting international business transactions. Its primary goal is to develop an appreciation for, and understanding of, the legal and ethical issues inherent in doing business across international borders.

IBUS 350I - International Business 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.

IBUS 360I - International Business Student-Designed Independent Study (SDIS) (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 for because it allows students: to study a subject in more depth, at a more advanced level; to pursue a unique project that

requires specialized study; to draw together several knowledge areas or interests into a specialized study; to test independent learning capabilities and skills; or to use special learning resources in the community, taking advantage of community education opportunities which, in themselves, would not yield a full college competence. Students should contact their appointed advisor for more information.

IBUS 365I - International Business Prior Learning (1-8 credits)
Credit for Prior Learning is the conditions under which students can receive college credit for prior learning obtained through nontraditional channels such as the military, the workplace, or independent study. The course for which credit is being sought must correspond in its content to a course that is currently offered at Metro State University. Competence is demonstrated by passing the final examination of the corresponding course. Students should contact their appointed advisor for more information.

IBUS 490 - Doing Business Internationally (4 credits)
This course will bring together the full range of factors influencing companies doing business across borders that were covered in the required IBUS 311, IBUS 312 and IBUS 350 courses - globalization, political economies, culture, ethics, legal systems, trade, investment, currency issues, market entry, production, logistics and marketing - and apply them to management decision-making in national and regional operating environments around the world. The syllabus may be modified at short notice to accommodate current world events impacting the international business environment.

ICS

ICS 140 - Computational Thinking with Programming (4 credits)
This course introduces fundamental concepts in computer programming and the development of computer programs to solve problems across various application domains. Topics include number systems, Boolean algebra, variables, decision-making and iterative structures, lists, file manipulation, and problem deconstruction via modular design approaches. Lab work and homework assignments involving programming using a language such as Python form an integral part of the course.

ICS 141 - Problem Solving with Programming (4 credits)
Structure, design, and implementation of object-oriented computer programs. Topics include sequential structures, selection structures, repetition structures, recursion, quadratic sorting algorithms, exceptions, objects, and classes. Emphasis on methods, parameter passing, arrays, and arrays of objects. Exploration of problem-solving and algorithm-design techniques using pseudocode and Unified Modeling Language (UML). Design of good test cases and debugging techniques are highlighted. Programming projects involving multiple classes.

ICS 160I - Information and Computer Sciences 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.

ICS 165I - Information and Computer Sciences Prior Learning (1-4 credits)

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

ICS 225 - Web Design and Implementation (4 credits)

This course focuses on how to design and implement information services over the Internet from the client side. The course focuses on both usability and client-side scripting. Topics include the principles, strategies and policies of web page design, including the rules of good interface design, human factors, ethical concerns and information security. Through labs and programming projects, students also learn how to use current scripting and markup languages and how to employ state-of-the-art tools to embed interactive pages into Web-based applications.

ICS 232 - Computer Organization and Architecture (4 credits)

Introduces machine language, digital logic and circuit design, data representation, conventional von Neumann architecture, instruction sets and formats, addressing, the fetch/execute cycle, memory architectures, I/O architectures, as well as hardware components, such as gates and integrated chips.

ICS 240 - Introduction to Data Structures (4 credits)

This course provides basic introduction to data structures and algorithms and emphasizes the relationship between algorithms and programming. Students will learn intermediate object-oriented design, programming, testing and debugging. Topics include inheritance, polymorphism, algorithm complexity, generic programming, linked list, stack, queue, recursion, trees, hashing, searching, and sorting.

ICS 251 - IT Work Skills (2 credits)

This course prepares students for effective employment in the IT workplace. Through readings, activities, case studies, and assignments, the student will develop competency with interpersonal skills, teamwork, professionalism, adaptability, flexibility, communication, planning, organizing, entrepreneurial thinking, problem solving and decision-making.

ICS 265 - C Programming (4 credits)

This course is designed to provide a fast-paced exposure to the C programming language for students majoring in a computer-related discipline. The following topics are briefly reviewed using C syntax: looping, selection, variables, scope rules, functions and pass-by-value arguments. New topics include pass-by-address arguments, formatted and unformatted I/O, user defined types (enum, struct, union), preprocessing directives, file handling, pointers, pointer arithmetic, string manipulation and selected library functions.

ICS 266 - Object-oriented Programming with C++ (3 credits)

This course is designed to provide a fast-paced exposure to beginning and intermediate level C++ programming, including classes, inheritance, multiple inheritance, encapsulation, polymorphism, operator overloading and virtual functions.

ICS 311 - Database Management Systems (4 credits)

Covers concepts and methods in the definition, creation and management of relational databases. Emphasis is placed on usage of appropriate methods and tools to design and implement relational databases to meet identified business needs. Topics include conceptual database design, use of Entity Relationship Diagrams, query tools and SQL; database integrity, security and privacy; query optimization; transaction management, concurrency control, and recovery; and emerging data management trends. Use of database management systems such as MySQL.

ICS 321 - Multimedia Design and Programming (4 credits)

This course studies the principles and practices of multimedia design and production. Students learn about planning, organizing and managing a multimedia production. The class works through various stages of production using several multimedia authoring tools including: screen layout and interface design; creation and modification of graphic elements; project layout, design and navigation; scripting (programming).

ICS 325 - Internet Application Development (4 credits)

This course focuses on how to design and establish information services over the Internet from the server side. Topics include advanced concepts and issues on Internet architecture, server-side design strategies, current technologies and Internet security. Through labs and programming projects,

students learn how to use current scripting and markup languages to build nontrivial state-of-the-art applications.

ICS 340 - Algorithm Design and Analysis (4 credits)

Design, analysis, and programming of algorithms fundamental to computer systems and their development. Emphasis on graph algorithms (search, shortest path, spanning tree) and design techniques (dynamic programming, divide and conquer, greedy algorithms). Introduction to theory of computability and NP-Completeness.

ICS 342 - Mobile Application Development (4 credits)

Development of applications on mobile devices. Topics include virtual devices, layout managers, graphical user interface programming, component customization, resource files, and applications with audio and internationalization. Overview of different architectural models and comparisons. Applications will cover applications, services, content providers, and broadcast receivers, and will also utilize relational databases in the appropriate context.

ICS 345 - Foundations of AI Algorithms (4 credits)

This course introduces the fundamental concepts and techniques of Artificial Intelligence (AI), with an emphasis on foundational algorithms and underlying principles in the field. Students will explore core AI topics, including classical search algorithms and optimization methods, knowledge representation and reasoning under uncertainty, and the basics of machine learning, neural networks, natural language processing (NLP), and reinforcement learning. The course briefly addresses ethical and professional considerations in the design and use of AI systems, including bias, responsible use, and societal impact. The coursework balances theoretical foundations with hands-on Python programming projects. Through these projects, students learn to apply simple AI techniques to solve real-world problems, establishing a broad foundation for more advanced study in AI and its sub-disciplines.

ICS 350I - Information and Computer Sciences Individualized 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. Students interested in internships within the Computer Science and Cybersecurity Department should work with their advisor and/or faculty internship coordinator to discuss the process for your specific major.

ICS 352 - Machine Learning (4 credits)

This course presents the key algorithms and theory of machine learning. Students will examine supervised and unsupervised learning algorithms. And they will gain an understanding of machine learning foundational concepts used in artificial intelligence, statistics and data science. Topics include learning algorithms used in recent application as autonomous vehicles, google search, and Facebook photo tags.

ICS 360I - Information and Computer Sciences 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.

ICS 365 - Organization of Programming Languages (4 credits)

This course is a comprehensive introduction to the principal features and design of programming languages. It provides a comparative study of programming paradigms including structured programming, object-oriented programming, functional programming and logic programming. This course is a survey of programming concepts and constructs including data types, control structures, subprograms and parameter passing, nesting and scope, derived data types, input and output, and dynamically varying structures. Also covered are the principles of lexical and semantics analysis.

ICS 365I - Information and Computer Sciences Prior Learning (1-4 credits)

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

ICS 370 - Software Design Models (4 credits)

The course focuses on how to design and build process, object and event models that are translatable into project specifications and design. Topics include an overview of systems analysis and design; a framework for systems architecture; design and development using data modeling; object modeling,

entities, relationships, attributes, scope rules and influences; and event models, messaging and application activation.

ICS 372 - Object-Oriented Design and Implementation (4 credits)
System development using the object-oriented paradigm. Programming topics include: inheritance, polymorphism, dynamic linking, generics, Graphical User Interfaces, and data serialization. Use-case and state-based approaches for the discovery of conceptual classes. Design principles including the Liskov Substitution Principle, Open Closed Principle, and Stable Dependencies Principle. Design patterns such as Factory, Iterator, Adapter, Facade, Bridge, Observer, Command, State, Composite, Singleton, and Mediator. Employment of design principles, design patterns, and the Model View Controller in the design of object-oriented systems. System implementation. Refactoring. Group projects.

ICS 377 - Interaction Design for User Experience (4 credits)
Interaction design is an interdisciplinary field integrating theories and methodologies across several disciplines such as computer science, cognitive psychology, technical communication, user experience, human factors, information technology and engineering design. In this course, students are introduced to the theoretical knowledge of and practical experience with concepts of interaction design, design theory and techniques, and implementation and evaluation of interfaces. Topics covered include: interaction design, human-computer interaction, prototyping, usability evaluation, universal design, multimodal interfaces, and virtual reality. In addition to lectures, students will work on individual assignments and team projects to design, implement, and evaluate various interactive systems and user interfaces.

ICS 381 - Societal Issues in Computing (3 credits)
This course is a writing intensive, research-oriented, in-depth study of the uses of and issues related to computers and information systems in society. Topics include the benefits and social impact of computer technology with respect to social, political and legal issues. Controversies and alternative points of view are evaluated on issues such as privacy vs. access to information; freedom of speech vs. control of content on the Internet; reliability and safety; the changing nature of work; and market-based vs. regulatory solutions. Students research and write extensively on course topics.

ICS 411 - Big Data Storage and Processing (4 credits)
Covers the concepts and approaches that are used by big-data systems. Topics covered include: fundamentals of big data storage and processing using distributed file systems, the map-reduce programming paradigm, and NoSQL systems. Students will gain hands-on experience by implementing

solutions to big data problems using tools like Hadoop, Apache Pig Latin, Hive, Impala, MongoDB, Cassandra, Neo4J, or Spark.

ICS 412 - Computational Data Mining (4 credits)

Data Mining involves an intelligent analysis and discovery of patterns information stored in data sets. It has gained a high attention among practitioners in a variety of industries and fields. Nowadays, almost every institution collects data, which can be analyzed in order to support making better decisions, improving policies, discovering computer network intrusion patterns, designing new drugs, detecting credit fraud, making accurate medical diagnoses, predicting imminent occurrences of important events, monitoring and evaluation of reliability to preempt failures of complex systems, etc. In this course, the students will be exposed to data mining concepts, techniques, and software utilized in the overall process of discovering knowledge within data.

ICS 425 - Model View Controller Architecture-based Web Application (4 credits)

This course teaches students full stack Web application development using the Model View Controller (MVC) design pattern. Students will learn using a template engine for rendering front end, using a Web Framework that supports MVC and Web security, and database persistence using Object Relational Mapping (ORM) and SQL statements. Students will build a medium size database-driven web application that supports user management. Students should have some experience with object-oriented programming concepts including inheritance, and data structures such as lists and maps.

ICS 432 - Distributed and Cloud Computing (4 credits)

Covers the fundamental concepts of distributed computer systems and its major branch of cloud computing in which computing is delivered as a service over a network whereby resources are rented rather than owned by the end user. Topics include distributed operating and file systems, cloud-enabling technologies, virtualization, cloud service models, cloud platform architecture, and cloud services including compute, storage, networking, and big data services. Students will gain hands-on experience by implementing projects utilizing public cloud infrastructures like Amazon Web Services (AWS), Google App Engine, or Microsoft Azure.

ICS 440 - Parallel and Distributed Algorithms (4 credits)

Covers design and development of parallel and distributed algorithms and their implementation. Topics include multiprocessor and multicore architectures, parallel algorithm design patterns and performance issues, threads, shared objects and shared memory, forms of synchronization, concurrency on data structures, parallel sorting, distributed system models, fundamental distributed problems and algorithms such as mutual exclusion,

consensus, and elections, and distributed programming paradigms. Programming intensive.

ICS 441 - Foundations of Computing Theory (4 credits)

This course establishes the mathematical and logical foundations of the discipline of computer science, with a concentration on the foundations of algorithmics. The concept of Turing Machines is used throughout the course as the means to establish these foundations. It uses these foundations to address the issues theoretically unsolvable problems, and of time and space complexity of algorithms for solvable problems.

ICS 450 - Collective Intelligence and the Web (4 credits)

Collective intelligence is known as: collecting information about different groups of people, studying this information, and analyzing it in order to draw statistical conclusions about these groups of people. Collective intelligence is applied to several domains such as search engines, social networks, financial fraud detection, product marketing, stock market analysis, and national security. The main focus of this course is on understanding the fundamentals of collective intelligence, introducing the remarkable machine learning and data mining algorithms, used in this domain, and studying real life cases such as product recommendations on Amazon, friend recommendation on Facebook, google search engine. Students will explore in depth the theoretical and technical concepts of: making recommendations, making decisions, studying and analyzing the behavior of groups of people, searching the web using web engines, and document filtering.

ICS 452 - Introduction to Deep Learning (4 credits)

Deep learning is a subset field of machine learning, concerned with solving complex problems using artificial neural networks. Deep learning algorithms learn the underlying features in data, in order to approach the human-level understanding of this data. In this course students will study deep learning algorithms and their applications in computer vision, speech recognition, audio processing, and natural language processing. This course will cover the basic neural networks, deep feedforward networks, convolutional networks, recurrent networks, and recursive networks. Students will use Tensorflow platform to implement their acquired knowledge.

ICS 454 - Natural Language Processing (4 credits)

Natural Language Processing (NLP) is a rapidly developing field that aims to allow computers to break down and interpret human languages. It combines the power of linguistics and computer science and takes advantage of machine learning techniques to learn the rules and structure of language and build intelligent systems that can understand, analyze, and generate natural language text. NLP underpins many technologies used daily, including search engines (e.g., Google), virtual assistants (e.g., Amazon Alexa and Apple Siri), and Large Language Models (LLMs) (e.g., ChatGPT and

Gemini). This course offers foundational understanding of the applied, programming oriented aspects NLP methods and algorithms. Topics include tokenization, part-of-speech tagging, TF/IDF, text classification, text summarization, topic modeling, and sentiment analysis. Students will gain practical experience in natural language processing using the Python Programming Language and the Natural Language Toolkit (NLTK) open-source library.

ICS 455 - Social Network Analysis (4 credits)

This course provides an introduction to the field of social network analysis. Social network analysis is applied in different areas such as health, cyber security, information retrieval and communications. The focus of this course is on network analysis and theory. This course introduces the main structural concepts of social networks, and it combines theory and practice using programming. Students will explore several examples related to social network analysis. Students will apply NetworkX Python library in creating, manipulating, and study of the structure of social network.

ICS 460 - Networks and Security (4 credits)

Computer networking is the core of our today's lives and is rapidly advancing. Hence, computer scientists must be familiar with the fundamentals of computer networking. This course introduces computer networking, including network topologies, network protocols, algorithms, layering concepts (for example, ISO/OSI, TCP/IP reference models). After covering the principles of computer networking, the course introduces network security fundamentals, including the weaknesses of networks and networked systems and their countermeasures.

ICS 461 - Voice and Data Communications (4 credits)

This course emphasizes the technical underpinnings of voice and data communication systems including engineering specifications, architectures, protocols and capacities. Relevant system design, development and operational considerations associated with deploying these communication systems are discussed.

ICS 462 - Operating Systems (4 credits)

Principles, techniques, and algorithms for the design and implementation of modern operating systems. Topics include operating system structures, process and thread scheduling, memory management including virtual memory, file system implementation, input output systems, mass storage structures, protection, and security. Students will implement process, memory, and file management algorithms.

ICS 470 - Software Engineering (4 credits)

This course focuses on the theory and practice of effectively and efficiently building software systems that satisfy the requirements placed upon them by customers. This course gives an overview of the software life cycle, and

introduces various process models used to develop software. Other topics include system verification and validation, software project management and software inspection.

ICS 471 - Software Testing (4 credits)

This course is designed to provide students with a solid grounding in software testing. The content is pragmatic and timely, and used by just about any major software development organization where Developers are now expected to test their code, and Testers are expected to develop automated tests. Students will gain an understanding of contemporary foundational concepts, learn how to discover attacks applied against a real-world major commercial software system, and learn automated testing techniques and tools. Students will also gain an appreciation of the deep synthesis between testing and object-oriented programming that is integral to agile methods. The course is designed to provide an environment that promotes a lively and rich exchange of ideas and online discussions.

ICS 490 - Special Topics in Information and Computer Sciences (1-4 credits)

Special topics courses of current interest are offered occasionally. Students may repeat ICS 490 under different topics for additional credit. Some topics may have prerequisites. See the current Class Schedule for additional information.

ICS 492 - Seminar on Emerging Technologies (1-2 credits)

This series of workshops is intended to provide students with hands-on experience with current and emerging technologies and tools. Students will learn design principles and implementation practices on a variety of platforms. Specific topics will vary. ICS 492 can be taken more than once as a major elective with advisor approval.

ICS 499 - Software Engineering and Capstone Project (4 credits)

This course focuses on the theory and practice of effectively and efficiently building software systems that satisfy the requirements placed upon them by customers. This course gives an overview of the software lifecycle and introduces various process models used to develop software.

IDST

IDST 160I - Interdisciplinary 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.

IDST 165I - Interdisciplinary Studies Prior Learning (1-5 credits)
Credit for Prior Learning is the method by which students may receive college credit for prior learning obtained through nontraditional means, such as military training/experience, the workplace, or independent study. The course for which credit is being sought must correspond in its content to a course that is currently offered at Metro State University. Competence is demonstrated by passing the final examination of the corresponding course. Students should contact their academic advisor for more information.

IDST 302T - Self-Directed Learning Theory Seminar (4 credits)
This theory seminar is designed for adult students who have engaged in one or more self-directed projects and/or activities a year. Self-directed learning applies to broad areas of interest and includes, but is not limited to, experiences in travel, business, self-education, literacy, entertainment, the arts, environment, home improvement, gardening, parenting, activism, volunteerism, and the like. Students read and discuss leading adult learning theories covering a wide range of thinkers and their complex and relevant thoughts. Also, students who enroll in this theory seminar are encouraged to link their learning experience with the theories, concepts, approaches and paradigms being considered in the seminar.

IDST 310 - Principles of Community Engagement (4 credits)
The goal of this is to help prepare students for a lifetime of responsible citizenship and community engagement. As a foundation course, it will have rigorous community engagement components.

IDST 310T - Principles of Civic Engagement: Communities of Conflict (4 credits)
The goal of this is to help prepare students for a lifetime of responsible citizenship and civic engagement. As a foundation course, it will have rigorous civic and community engagement components.

IDST 317 - Women in Minnesota Life: Education, Politics and Social Change (4 credits)
This course explores the roles, strategies and contributions of Minnesota women across cultures in public life, past and present with focus on leadership to identify and challenge racism and sexism to achieve greater equity. Major project for the class and shorter assignments offer opportunities to include experiential learning and application of community resources, oral history and research methodologies.

IDST 321 - Human Rights and the Educated Citizen (4 credits)
This course introduces student to the concepts of the Universal Declaration of Human Rights (UDHR) and human rights, Western and non-Western

conceptions of human rights, and the complex nature of human rights issues influenced by individual, cultural, and social values. Students will also gain a framework for analytical skills essential to human rights work and the complexity and interdependency of human family which will promote an understanding of the individual, local, and global forces that create abuses and potential solutions at the local, national, and international level. Through community involvement, students will be able to connect human rights theories and cases around the globe to our local community and vice versa and will develop an action plan for a local organization of their choice or in their personal environment. The course will also provide students a great opportunity to take concrete action on human rights issues and get involved in "change" or initiating change in the local community.

IDST 323 - Reimagining and Sustaining Sense of Place (4 credits)
Knows elements and theories contributing to multiple senses and understanding of place, inter-relatedness of human society and complex environmental challenges. Students will identify a place of significance to them, illuminate understanding of the sense of that place through interdisciplinary research and reflection, and apply personal, community and ecological dimensions of place to personal, local, regional and national efforts to sustain and enhance place for self and community. This course is inspired by the interdisciplinary, community-rooted Chautauqua model for adult learning and critical thinking, a model designed to build on experiential learning with intellectual quickening.

IDST 325 - Perspectives on Peace: (4 credits)
Learning by doing, participants will reflect deeply, alone and together, on their experiences of peace. In constant dialogue, participants will use collaborative critical thinking skills to learn and unlearn preconceived notions about peace from multiple perspectives. The course culminates in the class creation of a common product-an essential definition of the phenomenon of peace--thus preparing themselves to work with diverse others for peace in their communities.

IDST 327 - Mapping Judaism, Christianity, and Islam (4 credits)
This course investigates the global geography of the world's three monotheistic religions: Judaism, Christianity, and Islam, interrogating why these traditions emerged in particular places and how they dispersed across the globe. Students will gain basic map reading skills and hands-on experience using a web-based geographic information system (GIS) as a tool both for researching religious traditions and presenting knowledge to others. This course emphasizes the role of political and economic geography on religious beliefs and practices in different regions, historically and today, using case studies from southwest Asia and Europe. In addition to mapping, geographic topics include the interplay between religious traditions and the

natural environment, concepts of sacred place and space, and geographic trends in secularization.

IDST 330 - Diverse Perspectives in Science, Technology, and Health Studies (4 credits)

What counts as scientific knowledge, and how do we decide? Who participates in scientific knowledge production, technological development, and health-related caregiving and innovation, and to whom do we give credit? How have science and medicine been a source of social power and authority? Is technology political? How have our historical, social, and cultural contexts shaped what we research, what we build, and how we provide care? This course introduces students to the interdisciplinary field of science, technology, and health studies (STHS). STHS integrates knowledge and ways of knowing from across many academic and non-academic disciplines into a more comprehensive understanding of the contexts in which science, technology, and medicine have been created, the ethics of these practices, and their impacts on the wider world. In this class, students will learn key concepts and themes from science, technology, and health studies. We will investigate how historical, social, and cultural contexts shape our understandings of and approaches to major problems such as: the reciprocal relationship between humans and the environment, causes of and approaches to inequities in health care access, and ethics and consequences of technological change.

IDST 350I - Interdisciplinary Studies 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.

IDST 355 - Restorative Justice (4 credits)

This course is designed to allow students to develop a working understanding and knowledge of Restorative Justice. Restorative Justice looks at the concept of justice through nontraditional and alternative viewpoints. Rather than focus on “what is the crime, who did the crime and what should the punishment be,” Restorative Justice focuses on “who has been harmed, what was the harm and who is responsible to repair the harm.” Students will examine Restorative Justice from historical, sociological, criminological and psychological perspectives. Throughout the course, a wide range of specific “restorative practices” will be studied, reviewed and analyzed. Some of the concepts the course will explore are trauma and healing, conflict transformation, issues related to juvenile justice, and alternative processes such as Victim-Offender Dialogue and the Circle Process.

IDST 368 - Interdisciplinary Topics (1-4 credits)

This course aims to study a topic or a problem through interdisciplinary lenses. In this course, a topic or problem is studied by exploring different theories and concepts to understand the interdisciplinary nature of it while also reflecting on ones own position and assumptions on the matter. This course also aims to address interdisciplinary solutions or interpretations to the problem or topic.

IDST 370 - Cinema, Self and Other (4 credits)

This course explores the ways identities are presented, fantasized, manipulated and politicized in popular films. We will look at how images of self and other are constructed according to social, cultural, ethnic, and gendered meanings within film narratives through categories of race, sex, class, and gender. Students will be introduced to the vocabulary and primary theories of film analysis and focus on both sociological and psychoanalytical film theories and conduct an analysis of a film of their choice. The aim of this course is to give students the critical tools for analyzing how film both constructs and presents identities, which affects how we define ourselves, experience enjoyment, and relate to others.

IDST 371 - American Legal System, Reasoning and Writing (4 credits)

This course is an introduction to the American legal system as practiced in the United States and is taught as a standard law school presentation approach. Students must demonstrate an understanding of the legal methodology used in interpreting the law. To address this, the course reviews the legal practices and describes the process of law, interpretation of the law and doctrinal courses in areas of criminal law, criminal procedures, contracts, and commercial law. This course also includes elements of the law, legal reasoning and writing. Students are given a mix of case law and statutory law, and are shown how the law is applied in factual, hypothetical situations.

IDST 380 - Adult Learning and Social Change (4 credits)

This course examines different theories and philosophies of adult learning within the United States education system. Students will examine their understanding of the modern practice of adult learning through an examination of these theories and philosophies and the application of principles, concepts, and aims of learning perspectives and methods. Students will develop an understanding of their own learning styles as well as the styles of others with very different backgrounds. Students will critically examine the role of adult literacy within the context of social movements such as civil and women’s rights. As a class, we will look to understand race, gender and class dynamics within broader society through the lens of adult learning and literacy. By understanding diverse institutional and group dynamics within adult learning, students will assess various schools of thought in adult education and gain an appreciation for the perspectives of others in a complex society.

IDST 385 - Turning Points: Self-Transformation (4 credits)

Various authors define turning points as “major transformations in views about the self, identity, or the meaning of life.” Psychologists associate turning points with transitions and stages of human development defined and explored by authors such as Erik Erikson, while philosophers examine turning points in terms of the human condition, and according to how death defines the meaning of our lives. Retirement or loss of a job, the end of a love affair, reaching the “golden years” (maturity) or learning that one (or a family member) has a fatal disease are all examples of challenges that often result in critical turning points throughout life. As an interdisciplinary course, we will explore turning points illustrated in works of classical literature and contemporary films, as well as through the application of various philosophical, psychological, and literary perspectives that focus on moments of self-transformation.

IDST 396T - Travel and Culture Theory Seminar (4 credits)

This theory seminar is open to students with substantial knowledge gained through international travel experience and/or a global service project. In the theory seminar students examine key social, cultural, geographical and political concepts as they relate to their specific travel experience as well as the “cultural lenses” that shape their understanding of others. In addition, the nature and role of international travel will be discussed in relationship to ongoing debates about responsible tourism, global civil society and sustainable development.

IDST 401 - Interdisciplinary Topics in Educational Perspectives (4 credits)

This course is designed to give students advanced skills in critical thinking and multicultural perspectives by presenting a series of interdisciplinary topics which build on previous disciplinary study, introduces students to a broader range of ideas and learning strategies, and prepare students for advanced work in graduate or professional studies. See the Class Schedule for topics to be addressed when this course is offered.

IDST 425 - Comparing Alternatives: Community, Diversity, and Utopia (4 credits)

For centuries, people have expressed their ideas about the good life by imagining and sometimes creating alternative communities and social orders. Whether ideal utopias or nightmarish dystopias, the variety of these expressions demonstrates that people have defined the good life in many different ways. This course introduces students to the interdisciplinary field of utopian studies and asks what it means to imagine alternative ways of living for oneself and with others. Along the way, we will see that one persons utopia is often another person’s dystopia. By the end of the course, students will have developed significant knowledge of a variety of utopian (and dystopian) visions, and they will begin to answer for themselves how we imagine the good life, together, in the context of human diversity.

IDST 490 - Exploring Interdisciplinary Projects (4 credits)
This faculty designed independent study introduces the major concepts in the field of interdisciplinary studies. Students learn the historical drivers and definitions of a variety of approaches across the spectrum of interdisciplinary, multidisciplinary, and transdisciplinary work. Students have options to individualize their coursework to best suit to their area(s) of interest. The course emphasizes an inquiry or problem-posing approach and includes exploration of multiple professions and disciplines.

IENG

IENG 200 - Introduction to Industrial Engineering (4 credits)
This course offers students an overview of the industrial engineering profession and its role within the broader field of engineering. Through exposure to fundamental topics such as traditional and additive manufacturing processes, types of manufacturing equipment, technical problem-solving, and conversion and measurement techniques, students gain hands-on experience applying logical and systematic methods to real-world challenges. The course also introduces core concepts in design, work measurement and analysis, statics, and mechanics while emphasizing the importance of communication, engineering ethics, teamwork, and analytical thinking. Students will develop the ability to interpret and present technical information and understand the relationship between engineering disciplines.

IENG 211 - Data Science and Visualization (4 credits)
An introduction to methods and techniques commonly used in data science. This course will use object-oriented computer programming related to the processing, summarization and visualization of data, which will prepare students to use data in their field of study and to effectively communicate quantitative findings. Topics will include basics in computer programming, data visualization, data wrangling, data reshaping, ethical issues with the use of data, and data analysis using an object-oriented programming language. Students will complete an engineering project. Overlap: DATA 211

IENG 310 - Economic Analysis for Engineers (4 credits)
This course introduces concepts and economic analysis procedures to assist with decision-making and alternative comparisons in engineering projects. Topics include time value of money calculations and cash flow diagrams (CFDs); present worth (PW), annual worth (AW), future worth (FW), and rate of return analysis as methods of comparing project alternatives; depreciation and taxes; costs analyses such as determining break-even points, impact of inflation, and replacement costs.

IENG 320 - Probability and Statistics for Engineering (4 credits)
In this course, students will learn about probability axioms, intermediate level statistical analysis methods, and applications of probability and statistical

methods in engineering fields. It will cover discrete and continuous random variables and their associated probability distributions, sampling distributions, interval estimation and hypothesis testing methods, and linear regression.

IENG 330 - Optimization (4 credits)

Optimization covers a broad range of problems that share a common goal - determining the values for the decision variables in a problem that will maximize (or minimize) some objective function while satisfying various constraints. Using a mathematical modeling approach, this course introduces mathematical programming techniques and applications for linear and non-linear programming, sensitivity analysis, network modeling, integer linear programming, goal programming, and multiple criteria optimization. Software is used to solve real-world problems with an emphasis on interpretability of results. Overlap: MATH 330

IENG 350I - Industrial Engineering 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. Students interested in internships within the Mathematics and Statistics Department should work with their advisor and/or faculty internship coordinator to discuss the process for your specific major.

IENG 390 - Computational Mathematics (4 credits)

This course provides a practical introduction to computational mathematics with a strong emphasis on the development of programming skills for mathematical problem solving. The course introduces essential tools for numerical modeling, data handling, and simulation. Selected numerical analysis topics such as root-finding, Gaussian elimination, interpolation, and error analysis are included. The course also delves into stochastic models, including Markov chains, Poisson processes, and queueing theory, and implementation of Monte Carlo simulations to analyze real-world systems. Throughout the course, students gain experience writing code and interpreting analytical and computational results in business and industry contexts.

IENG 420 - Quality Engineering (4 credits)

This course covers the critical skills required to implement effective product and process control, including acceptance sampling, control charts, the DMAIC (Define, Measure, Analyze, Improve, and Control) process, and process and measurement system capability analysis. Coverage includes the quantitative tools and techniques that drive continuous improvement

including ways to summarize data, draw statistical conclusions, analyze distributions, test hypotheses, and design and execute experiments with a focus on process optimization.

IENG 455 - Simulation Modeling and Analysis (4 credits)

This course introduces simulation to analyze uncertainty over time in a production system or services using a collection of random variables known as stochastic processes. The systems are analyzed using different probability distributions and mathematical models. An analysis of systems is carried out to design and determine different problems that could arise, to understand bottlenecks and wait time, inventory control, capacity planning, and reliability of the system. In this course students will learn how to simulate real-world scenarios using discrete event simulation methods to optimize complex manufacturing and health care systems.

IENG 470 - Ergonomics for Engineers (4 credits)

This course introduces ergonomics (also sometimes referred to as human factors) and the design of humanmachine systems, emphasizing how human sensory, cognitive, and physical capabilities shape safe and effective products, interfaces, and industrial workplaces. Students learn and apply research methods, and iterative design and evaluation processes, to study and improve displays, controls, workstations, and humancomputer interaction. The course integrates anthropometry, biomechanics, work physiology, stress/workload, and safety standards (e.g., OSHA/NIOSH) to reduce risk of harm to workers and improve performance. Through hands-on engineering-related activities, students practice analyzing real systems, making evidence-based design decisions that consider ethical and social implications, and communicating technical recommendations.

IENG 480 - Productivity Analysis (4 credits)

This course introduces different theories and engineering applications of production planning and inventory control (for both deterministic and stochastic demand) essential for manufacturing shop floors. Topics of this course include forecasting, production scheduling, aggregate planning, material requirement planning (MRP), theory of constraints, assembly line balancing, sequencing algorithms, number of required machines, supply chain management, inventory and production flows, facilities location and layout, and capacity analysis. This course utilizes advanced quantitative methods such as optimization and simulation modeling to illustrate the concepts.

IENG 498 - Industrial Engineering Design I (4 credits)

This course provides supervised design experiences for advanced industrial engineering students. Students will review and apply industrial engineering principles to design integrated systems that produce or supply products or services in an effective, efficient, sustainable, socially responsible and ethical

manner. Students will apply concepts covered in other courses with the goal of enhancing productivity, reducing waste, and ensuring quality. Students will gain experience working effectively in teams, managing resources, and dealing with unforeseen and/or novel factors.

IENG 499 - Industrial Engineering Design II (4 credits)

This course extends the experience gained in IENG 498 culminating in the completion of a major design project. Students work with limited supervision in teams as they complete their projects. Students will develop the knowledge, skills, and professional rapport necessary to interact with clients, including the skills necessary for communicating results and recommendations with diverse stakeholders.

INFS

INFS 115 - Information Access (2 credits)

Research expertise is required in all academic programs and in an educated citizenry. In this class, students explore critical issues about information literacy and learn practical step-by-step techniques for discerning and analyzing information resources, including online databases and World Wide Web sites. The application of these skills to any subject area is demonstrated through a final project requiring the development of a search strategy and the gathering of quality resources on a topic of academic or personal interest. These skills support lifelong learning.

INFS 315 - Searching for Information (4 credits)

A student completing this course understands the process of finding, synthesizing, evaluating, and documenting sufficient and reliable information appropriate to a variety of purposes including upper division coursework, senior capstone papers or professional writing, and communication tasks. Students also explore a number of the contemporary issues surrounding information in society, have opportunities to use and/or visit primary resource collections and learn a variety of research techniques. Specific sections of the course will structure assignments around a course theme identified in the class schedule. Prior themes have included Civil Rights, Holocaust and Genocide, Crime and Punishment, Food, Immigration, and Health Care. Both themed and non-themed sections are offered every semester as are online and in-class sections.

INFS 338 - The Craft and Commerce of Book Publishing (4 credits)

This course considers books, like universities and libraries, part of “the knowledge industry,” and emphasizes the gatekeepers who decide matters of a book’s authorship, publishing, and readership. By tracking the evolution of the book pre-Gutenberg to the current e-book environment, we will explore the evolving publishing industry in society. In our exploration of the field of publishing, we will combine readings and discussion with field

experiences. You will have the opportunity to meet with and ask questions of guest speakers who work in various aspects of the publishing industry.

INFS 340 - Research in Special Collections and Archives (4 credits)
Students will explore the history of libraries and special research collections around the world and be introduced to field research in local special library/archive collections at the University of Minnesota, the Minnesota Historical Society, Minneapolis Institute of Art, Minneapolis Central Library (Hennepin County) and the St. Paul Public Library. Online research with digital special collections from around the United States will also be a part of the course, including virtual discussions with curators. Students will have an opportunity to develop individual research projects, work as interns or explore other special projects using these unique special collections. All students welcome and supplemental instructional units will be provided for students who have not had library database instruction.

INFS 350I - Information Studies 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.

INFS 360I - Information 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.

INFS 365I - Information Studies Prior Learning (1-8 credits)
Credit for Prior Learning is the method by which students may receive college credit for prior learning obtained through nontraditional means, such as military training/experience, the workplace, or independent study. The course for which credit is being sought must correspond in its content to a course that is currently offered at Metro State University. Competence is demonstrated by passing the final examination of the corresponding course. Students should contact their academic advisor for more information.

INFS 518 - Information Issues: (4 credits)

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

INSA

INSA 308 - Intelligence Analytics (2 credits)

This course develops and enhances critical analytical skills necessary for practical intelligence work, focusing on cultivating students' abilities in critical thinking, structured analytic techniques, and unbiased information assessment. Students will learn to identify and challenge biases and logical fallacies in information sources while mastering the application of analytical frameworks to solve complex intelligence problems. The course emphasizes the importance of clear and concise writing, effective oral communication, and delivering persuasive briefings. Through practical exercises and real-world simulations, students will develop the skills needed to analyze intelligence data critically, communicate findings effectively, and navigate the ethical and legal dimensions of intelligence analysis.

INSA 451 - Advanced AI Applications in Intelligence Operations (4 credits)

This course explores the transformative role of artificial intelligence (AI), focusing on generative AI, in modern intelligence operations. Students will examine how AI technologies synthesize data, automate reporting, and assist in predictive analysis to enhance intelligence assessments and operations. Topics include advanced applications of machine learning, natural language processing (NLP), and deep learning, alongside their use in creating realistic simulations for training, translating languages, decrypting communications, and generating unbiased analytical products. The course emphasizes AI's technological and ethical dimensions, preparing students to apply these tools in national security and intelligence agencies. Through hands-on projects and real-world case studies, students will learn to produce actionable intelligence insights, address ethical and operational challenges, and understand the strategic implications of AI in shaping global intelligence landscapes. This course is designed to build advanced expertise in AIs application across intelligence workflows while fostering critical thinking about its societal and geopolitical impacts.

LAED

LAED 440 - Methods of Teaching Language Arts in Urban Grades K-6 (3 credits)

This course provides pre-service Early Childhood and Elementary teachers with the theoretical foundations and practical skills necessary to become reflective professionals who can design and implement effective language arts instruction for economically, academically, culturally, racially and linguistically diverse children. The course emphasizes the social constructivist perspective of reading and writing development which includes the importance of the total learning environment - school, home and community.

LAED 445 - Teaching Writing and Communications in Urban Grades 5-12 (4 credits)

In this course, future teachers learn best practices for how to teach urban middle and high school students how to write and make oral presentations. Topics include: sentence and paragraph construction; genres of writing; how audience, purpose and situation guide writing and speeches; assessment and revision; engaging middle and high school writers; assisting English Language Learners; and technological tools for written and speech communications. Teacher candidates learn how to respond constructively to the writing and oral presentations of urban 5-12 learners.

LAED 450 - Teaching Language Arts in Urban Middle and High School (4 credits)

In this course, prospective urban teachers learn how to develop, teach and evaluate units and comprehensive teaching plans that implement best practices for middle and high school language arts classes. Students acquire, practice and demonstrate a repertoire of effective techniques and activities for teaching such middle school language arts competencies as vocabulary development; sentence, paragraph and essay construction; and reading skills; and such high school language arts competencies as vocabulary development; creative and technical writing skills; and understanding the characters, plots and messages contained in literary works.

LING

LING 111 - Vocabulary Study (3 credits)

This course increases the size of a student’s vocabulary, and teaches methods for continuing to learn, remember and use new words after the course is over. The emphasis is on developing and enriching a college-level vocabulary, important for students in any field. Words are learned by studying where they come from and how they are put together, making it easier to remember what they mean and how to use them. The course also emphasizes grammar, dictionary skills and usage.

LING 316 - The Nature of Language (4 credits)

The course introduces students to the study of how language is acquired and learned, concepts and methods of analyzing language, and how the field of linguistics studies regional, racial, and gender differences in language. The course examines how the processes of standardization create approved and dominate versions of languages and non-standard and minoritized varieties and dialects of languages. The course also explores linguistic intolerance and prejudice, raciolinguistics, linguistic hierarchy, implicit bias, and privilege. Significant focus is given to issues of race and racism.

LING 326 - Language and Culture (4 credits)

In this course students undertake language analysis (e.g., phonology, morphology, syntax) in a cultural context, including the relationship between language, culture and thought. It presents an anthropological perspective on various linguistic and cultural systems, with special emphasis on those of Chicano/Latino, African-American, American Indian and Anglo-American peoples. Students are introduced to the implications of linguistic and cultural differences in work and classroom situations. Significant focus is given to issues of race and racism throughout the course.

LING 327 - Language and Society (4 credits)

This course focuses on the mutual interactions of languages and human groups which use them. Using local examples, texts and their own experiences, students examine a variety of language attitudes, forms and choices to determine the influence of geography, social class and ethnicity on what people say and how they are perceived; the politics of language policies and standards; the birth and death of speech communities; and the structures of conversations, politeness and stereotypes.

LING 346 - Language and Gender (4 credits)

Students explore how men’s and women’s different uses of language correlate with power and status, class, network, race and ethnic group affiliations, as well as with religion, personality, sexuality, and disability. Coursework involves critical reading of articles from diverse fields, including sociology, psychology, ethnography, speech communication and linguistics; discussions and essays on course material; and journals and research projects. Projects are developed in stages to give students support and promote excellence.

LING 350I - Linguistics Individualized Internship (1-9 credits)

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.

LING 360 - The Structure of Language (4 credits)

This course provides an exploration of Morphology and Syntax, focusing on the analysis of word structures and how words combine into phrases, clauses, and sentences across linguistic typologies. Emphasizing a descriptive approach, the course examines morphological processes such as word formation, inflection, and morphophonemics, alongside syntactic patterns in English, from basic to complex structures. Students will engage with linguistic theories, including Chomskyan frameworks, X-bar theory, and Universal Grammar, while exploring variation and change in English morphosyntax over time. The course also incorporates perspectives from language acquisition, cognitive linguistics, and sociolinguistics, to encourage students to connect morphological and syntactic phenomena to broader contexts of language learning and usage.

LING 360I - Linguistics 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.

LING 365I - Linguistics Prior Learning (1-8 credits)

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

LING 380 - Special Topics in Linguistics (2-4 credits)

From the study of large language models of AI to Indigenous language preservation, linguistics is a large and exciting field. This course gives students an opportunity to explore topics and problems of current relevance in the field, or supplement earlier coursework with more detailed and more advanced study of a particular subject. Check the current Course Schedule for details about offered topics. Note: This course may be taken multiple times for credit as long as the topic is different.

LING 401 - Tutorial I (1 credit)

This internship provides students with the opportunity to learn skills and gain experience as an English tutor. Under the direction of a site supervisor at one of our community partner locations, students complete 40 hours of tutoring within the semester. In addition, a faculty director assigns and evaluates short assignments designed to assess the intern's learning. The Level 1 Tutorial focuses on identifying, evaluating, selecting, and adapting age-appropriate and linguistically accessible tutoring materials helping clients develop listening, speaking, reading, and writing skills. Due to accreditation requirements, tutoring must occur in real time, whether in-person or online. The forty hours may not be fulfilled by peer interactions, role playing, or other simulations.

LING 402 - Tutorial 2 (1 credit)

This internship provides students with the opportunity to learn skills and gain experience as an English tutor. Under the direction of a site supervisor at one of our community partner locations, students complete 40 hours of tutoring within the semester. In addition, a faculty director assigns and evaluates short assignments designed to assess the intern's learning. The Level 2 Internship focuses on analyzing assessment instruments (e.g., portfolios, observation checklists, reading logs, video conversations, in-house rubrics at the internship site, etc.) for performance-based measurement of listening, speaking, reading, and writing skills. Due to accreditation requirements, tutoring must occur in real time, whether in-person or online. The forty hours may not be fulfilled by peer interactions, role playing, or other simulations.

LING 403 - Tutorial 3 (1 credit)

This internship provides students with the opportunity to learn skills and gain experience as an English tutor. Under the direction of a site supervisor at one of our community partner locations, students complete 40 hours of tutoring within the semester. In addition, a faculty director assigns and evaluates short assignments designed to assess the intern's learning. The Level 3 Internship focuses on issues of international assessment (such as students preparing for the TOEFL in order to gain admittance to English-speaking universities or on-site rubrics in host countries). Due to accreditation requirements, tutoring must occur in real time, whether in-person or online. The forty hours may not be fulfilled by peer interactions, role playing, or other simulations.

LING 404 - Tutorial 4 (1 credit)

This internship provides students with the opportunity to learn skills and gain experience as an English tutor. Under the direction of a site supervisor at one of our community partner locations, students complete 40 hours of tutoring within the semester. In addition, a faculty director assigns and evaluates short assignments designed to assess the intern's learning. The Level 4 internship focuses on professionalism, national organizations, and membership in the TESOL International Association (fees may apply). Due to accreditation

requirements, tutoring must occur in real time, whether in-person or online. The forty hours may not be fulfilled by peer interactions, role playing, or other simulations.

LING 475 - Semantics and Pragmatics (4 credits)

This course studies formal linguistic meaning. Students learn the theories and technical tools for analyzing compositional and interactive structures of meaning, how meaning is related to other linguistic analysis (such as morphology and syntax), and how to apply such data to an understanding of first and second language learning and acquisition.

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

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

LIT

LIT 100 - Introduction to Literature (3 credits)

This course introduces students to methods of literary analysis and prepares them for further study in university literature courses. Taking a practical, common-sense approach, the course teaches how to pay attention to a text in order to become a better and more appreciative reader of poetry, drama, short stories and novels.

LIT 160I - Literature Student Designed Independent Studies (1-9 credits)

Student-designed independent studies give 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 161 - Global Graphic Novel (4 credits)

This course investigates the literary genre of the graphic novel in global contexts. The course will study the graphic novel as a multidisciplinary art-form based on the interplay of text and image. Students will learn interpretive and practical approaches to the study of graphic novels that explore how the

genre creates space and imagery for marginal, emergent, fantastical, or alternative discourses about contemporary existence.

LIT 165I - Literature Prior Learning (1-4 credits)

Literature PRIOR Learning

LIT 222 - Banned Books (4 credits)

This course introduces students to aesthetic, professional, and political issues surrounding banned books in America. We will read and critically analyze a wide variety of banned materials, grapple with the reasons that books are banned, study legislation and policies governing censorship, and formulate our own ethical positions on banning books. Because book bans disproportionately silence diverse voices, the course explicitly emphasizes BIPOC, LGBTQIA+, womens, and veterans approaches to intellectual freedom, literary expression, and human agency. The course concludes with an exploration of organizations and associations united in supporting our freedom to read.

LIT 300 - Literary Analysis (3 credits)

This course reviews key ideas from Literature 100 and introduces fundamentals of current literary theory. Students solidify their understanding of terms and concepts important to the study of literature; practice techniques of analyzing and interpreting poetry, prose and drama; and learn basic theoretical principles that explain how literary texts can be linked to issues in a culturally diverse community. This course is intended especially for students in the urban education program, but it is open to anyone prepared for upper-division study in literature.

LIT 301 - The Short Story (4 credits)

This course is designed to help students read short stories with enjoyment, understanding and critical appreciation. It emphasizes twentieth-century writers including women, ethnic and minority writers, and writers both within and outside the European literary tradition.

LIT 302 - The Novel (4 credits)

This course studies changes in the novel as a literary form, from the eighteenth century in England to the late twentieth century in America. Students learn to think about such matters as character, plot, point of view, structure, irony and narrative technique, and become more attentive and appreciate readers.

LIT 303 - Drama (4 credits)

In this class students read and discuss plays from ancient Greece to the present. Discussion focuses on thematic content and dramatic technique considered in light of traditional theory and criticism. Students interpret and evaluate plays in class discussion and in short critical papers.

LIT 307 - Poetry (4 credits)

Students are introduced to close and careful reading of poetry from many eras and social groups, and to the ways in which poets use rhythm, rhyme, meter, diction, syntax, imagery, metaphor, allusion and blank space to shape a reader's response. The goal is for students to become confident, perceptive and thoughtful readers of past and present poetic art.

LIT 311 - Transforming English Studies (4 credits)

Intrigued by the study of literature and recent transformations in the field? This core course introduces majors and interested students to the discipline of English studies, its traditions and conventions, and its ongoing dynamic reassessments of content and methods. The course engages with minoritized or emergent literature to question the literary canon as a sedimented literary formation and to understand the dynamics of power that inform canonic exclusion and inclusion. To support our emphasis on literary analysis, we introduce criticism and theory, as well as relevant historical, aesthetic, and social contexts. This essential first course supports student success in the major and beyond.

LIT 312 - Women Writers (4 credits)

This course takes a critical and historical approach to literature in English by women, looking at the emergence of female literary voices and exploring the contexts in which their works were written. Some sections of the course may focus on particular traditions within the range of literature written by women.

LIT 315 - Gender and Race in Literature and Film (4 credits)

This course surveys how works of American literature and film assert, create, examine, reinforce, privilege, and/or question the construction of racialized and gendered narratives surrounding identity. Students discuss ways that fiction, drama, poetry, popular music, and film engage with the issues of race, racism, and gender. In addition, students will learn and apply key concepts and theories of race and gender (for example, the masculine gaze, the white gaze, queer theories, critical race theory, postcolonial theories) with a critical emphasis on intersectionality in course discussions. Students will make new discoveries about familiar works from the narrative arts; understand the complex legacies of racist and sexist tropes underlying the conventions of popular genres (e.g., the western, the buddy movie, Sci-Fi, the great American novel, the American musical, and so on); and consider personal and collective responses to racism and sexism (e.g., personal viewing habits, social media responses and recommendations, critical review, and honors such as Oscars and Nobel prizes, etc.)

LIT 326 - Love and Sex in Pre-Modern World Literature (4 credits)

This course will study expressions of love and sexuality in ancient world literatures. Students will explore how ancient literary traditions engaged eroticism and imagined possibilities for sexual being. By closely analyzing

literature from distinct pre-modern global traditions, students will learn the terminology, theories, and methodologies of contemporary comparative literature approaches. Students will also apply contemporary critical lenses to the study of love and sexuality in pre-modern world literatures, such as empire studies, body and disability studies, queer theory, feminism, eco-erotics, and anticolonialism. All texts will be read in English or English translation.

LIT 327 - The Fairy Tale (4 credits)

The fairy tale is a genre that seems simple, but actually reveals many of modern literatures earliest and deepest conventions. This course explores the fairy tales structures, characters, uses of narrative, and its employment of the idea of magic to explain Western ideas and debates about social order. Students will also learn a number of cultural theories that are commonly applied to the analysis of fairy tales, and how the change from the folk tale to the fairy tale gives important context to today's understanding of fiction and its uses.

LIT 330 - Children's Literature (4 credits)

This course acquaints students with the range and history of children's literature and problems of critical evaluation. Readings typically include books of historical importance, as well as new books from a variety of genres such as folk tales, historical fiction, contemporary realism, fantasy and poetry.

LIT 332 - Adolescent Literatures (4 credits)

This course broadly surveys literature written for young adults by authors from Black, Indigenous, and People of Color (BIPOC) perspectives. We will read and discuss a wide variety of literary and media genres covering important YA topics such as coming of age, friendship, ethnic identities, racialized identities, gender and sexual identities, belonging, sports, violence, and social class. The course is recommended for students who are thinking of becoming English teachers, who are parents, or who are interested in the topics and techniques of writing for young people. Significant focus is given to issues of race and racism.

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

This course surveys illustrative works from the beginnings of European settlement to 1870, introducing students to the study of that literature and sharpening critical reading skills. Emphasis is on the development of literary technique and on the cultural context of literary works. Readings may include religious and political documents, Native American tales and orations, exploration and captivity narratives, slave narratives, journals, novels, plays, and poems.

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

This course surveys illustrative works from 1870 to the present, introducing students to the study of that literature and sharpening critical reading skills.

Emphasis is on the development of literary technique and on the cultural context of literary works. Topics covered include the rise of modernism, its impact on a diverse population and various responses to modern culture, as well as changing perceptions of religion, race, gender, environment, the future, the self and the community. Students are introduced to a range of contemporary critical approaches to literature.

LIT 349 - Nature Writing and Environmental Literature (4 credits)
This course familiarizes students with characteristic works of nature writing and environmental literature by authors across the globe and from different eras. In these works of poetry, fiction, and creative nonfiction, students will study themes and issues such, as but not limited to, primitivism and the pastoral; critical animal and plant studies, consumer culture, and overconsumption, the aesthetics of nature and nature writing; nature writing and spirituality, Romanticism and the natural world; the Anthropocene and geologic time, ecofeminism; global futurisms and dystopian imaginings. Students will examine formal aesthetics, structure, and audience reception in order to consider strategies for storytelling and sustainability in the era of climate catastrophe.

LIT 350I - Literature 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.

LIT 360I - Literature 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.

LIT 361 - African-American Literature (4 credits)
Through films, poetry, autobiography, novels, lyrics, and short essays, this intermediate-level survey course explores African-American literature from a historical perspective ranging from the works of enslaved authors to contemporary spoken-word poetry. The course celebrates the historical and aesthetic development of African-American literary arts in the face of (often

legalized) racial oppression. Students learn techniques and theories for critical reading to explore literary issues related to culture, race, and social history. Significant focus is given to issues of race and racism in this literature course.

LIT 362 - Black Women Writers (4 credits)

This course explores the literature by African-American women writers from the 18th century to the present, analyzing their depictions of racism, sexism, and classism as artistic, moral, and civic responses to inequality. Students learn techniques for critical reading and literary analysis at the upper-division humanities level to understand how these creative works explore issues related to the legacies of slavery and Jim Crow laws, and the influence these writers had on cultural events, such as anti-lynching journalism, the Harlem Renaissance, the Civil Rights Era, and the Women's Liberation Movement.

LIT 363 - Native American Oral and Written Narratives (4 credits)

The course surveys a variety of Indigenous oral and written narrative expressions (for example, bilingual texts and pictographic texts) from different regions, including Dakota, Anishinaabe, Ho-Chunk, and Potawatomi communities, as well as a possible inclusion of First Nations and Métis narratives. Students will explore themes and concepts central to Indigenous individuals, groups, and communities with a culturally-,historically-, and futuristically-informed analytical approach to literary study. Significant focus is given to issues of race and racism.

LIT 364 - Literature by Immigrants of Color (4 credits)

Students in this course examine literature, film, and expository articles to investigate ways that people of color represent their experiences as immigrants to the U.S. Throughout the course we analyze how various texts present the main themes, perspectives, and socio-cultural contexts of contemporary immigration, which has historically been shaped by racialized discourses and racist gatekeeping practices. We also interrogate how the concerns articulated by immigrants of color intersect with broader social categories such as race, gender, sexuality, age, religion, and citizenship status. Through lectures, discussions, compositions, and small-group activities, students will critically examine the complexities of acculturation and the creativity it takes to balance one's cultural heritage with life in another country as a racialized ethnic minority.

LIT 365 - Asian Women Writers (4 credits)

This course explores the rich tradition of Asian women's literary voices expressing their chosen themes in novels, diaries, anonymous folk poems, short stories, and lyric verse from ancient times to the present. Relevant aspects of geography, history, culture, and language support interpretations of representative works; regional focus may vary. All selections are read in English translation.

LIT 368 - Asian American Literature (4 credits)

This course will explore the ways Asian American novels, short stories, poetry and film represent, elaborate and challenge how we understand Asian American experience as is it informed by race, gender, sexuality and age. Focusing on major texts of Asian American literature from the early 20th century to the present, we will discuss how and why the study of Asian American literature emerged from its historical exclusion from the U.S literary canon, and how this exclusion is tied to structural racism in the academy, a major institution in U.S. cultural gatekeeping. We will also discuss how the study of Asian American literature benefits from understanding broader historical and political issues relevant to the Asian American experience. To this end, we will read and discuss relevant primary texts and secondary criticism on topics such as (but not limited to), law, citizenship, labor, imperialism, war, anti-Asian racism, comparative racialization, queer identities and activism to deepen our understanding of the connection between the aesthetics and socio-political insights of Asian American literature. This course will incorporate significant discussion of race and racism as we consider how this literature offers cultural strategies of resistance and imagines anti-racist transformation.

LIT 369 - African and African Diasporic Literatures (4 credits)

This course examines contemporary literatures by African and African diasporic writers. Students will identify and compare the diversity of African and African diasporic literatures to critique and challenge monolithic understandings of Africa and the African diaspora. As students deepen their understanding of the construction of Africa and the African diaspora, we will distinguish the various ways these literatures reflect and innovate traditional narrative practices and Western literary forms. Finally, students will apply relevant socio-political and literary scholarship about literatures from the continent and the diaspora to literary analysis. Topics that may be studied in relation to literary production include but are not limited to, race, ethnicity, gender, sexuality, language, nationalism, anti-colonial resistance, decolonization, and globalization. All texts will be in English or English translation.

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

In this course, students survey important and influential texts of the medieval, Renaissance and early modern periods. Emphasis is placed on literary history and the development of the English language as the vehicle of literary expression. Attention is also given to literary analysis and to the application of various interpretive approaches.

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

In this course, students survey important and influential texts of the last two centuries. Emphasis is placed on literary history and the development of the

English language as the vehicle of literary expression. Attention is also given to literary analysis, and to the application of various interpretive approaches.

LIT 373 - Asian and Asian Diasporic Literatures (4 credits)
This course examines Asian and Asian diasporic literatures written in or translated to English. Students will analyze how these literatures have contributed to and transformed the study of English in a global frame. Students will investigate how Asian and Asian diasporic literature emerges from specific cultural, historical, national, global and American multiethnic contexts and demonstrate how Asia is itself a distortion of a broad region, largely produced from a western imperial imagination. Topics that may be studied in relation to literary production, include but are not limited to, gender, race, ethnicity, class, sexuality, language, immigration, global migrant labor, citizenship, imperialism, as well as Asian indigenous histories. All texts will be in English or English translation.

LIT 383 - Latinx Literature of the U.S. (4 credits)
This course examines significant works of Latinx literature written in the U.S., focusing on the diversity of the Latinx literary expression. Students will explore relevant sociopolitical contexts and how literature provides insight into the commonalities and differences of the experiences of Latin American diasporas in the US. Topics that may be studied in relation to literary production, include but are not limited to identity (e.g. mestizaje, Afro-Latino/a/x), race, indigeneity, gender, sexuality, as well as borderlands, citizenship, migration, and multilingualism. Emphasis will be on U.S. based literature, but may include some comparative analysis with literary texts across the Americas and the Caribbean. Significant emphasis on race and racism.

LIT 390 - Authors and Topics in Literature (1-4 credits)
Each section of this course selects a different author, topic, genre, period or issue and explores it through the literary study of texts. Course topics and class discussion are intended to engage upper-division students from across the university as well as English majors, to build understanding of the topic under consideration and to develop intermediate-level skills in the analysis and interpretation of literature. See the Class Schedule for information on individual sections.

LIT 400 - Reflective Capstone (1 credit)
This one-credit course allows students the opportunity to reflect upon their past content coursework in the BS in English for Teaching major. Having completed often disparate courses in literatures, linguistics, writing and communications, students at the end of their degree program will identify and expand on foundational, integrated themes that have emerged. Attention will be paid to the future of the English for Teaching student, the link between coursework and potential teaching careers, and consideration

for the practical and theoretical applications of this knowledge into the world beyond the university.

LIT 401 - Literature of the Global South (4 credits)

This course examines world literatures from regions (e.g. Latin and Central America, Africa, Asia, Oceania, and the Caribbean) previously described as "Third World." Students analyze literatures that emerge from, reflect, and respond to geopolitical phenomena that have produced the "Global South," namely colonization, globalization, slavery, indigenous dispossession, and displacement that continue to inform global North-South relations. In addition, students explore how literatures of the Global South offer creative responses and resistances to the violent imperialisms of the Global North and represent transformative Global South identities, movements, and solidarities. All required reading will be in English. Geographic emphasis of literature will vary by semester.

LIT 480 - Literature Capstone Seminar (4 credits)

This capstone course for English majors focuses on integrative processes in the study of literature. (The course is also open to appropriately prepared nonmajors.) Students work together as a community of inquiry to study a particular author, genre, period or problem selected for each section by the instructor. Each student completes a course paper or project using concepts and methods derived from this and other literature courses to explore a literary topic of personal interest. Prerequisite: Students completing an English major must be within two semesters of graduation. Other students must secure the instructor's consent before registering.

LIT 502 - Literary Theory: 1950-Present (4 credits)

This course introduces influential literary theories developed between 1950 and the present. Students become familiar with the main concepts of each theory and with how these theories can be applied to particular texts, past and present. Discussions focus on how contemporary theory challenges older ideas about literature, what distinguishes literature from other uses of language, how literature should be read, what roles literature plays in social, political, and personal life, and what makes a work of literature effective.

LIT 560I - 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.

LIT 590 - Advanced Studies in Literature (4 credits)

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

MAED

MAED 106 - Math for Elementary Teachers (4 credits)

This course provides the background for teaching contemporary mathematics in the elementary school. The use of mathematics manipulatives for modeling the basic operations is emphasized. Set theory, numeration, and the system of whole numbers, integers and rational numbers are considered. Requirements include knowing what mathematics is expected of and taught to K-6 learners. Mathematics is taught as an integrated and continuous curriculum.

MAED 360I - Mathematics Education 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.

MAED 440 - Teaching Mathematics to Urban Learners in Grades K-8 (4 credits)

This course provides students with the knowledge and experience of intermediate and middle school mathematics to be an effective teacher in urban, multicultural classrooms. The content of this math methods course emphasizes the interconnectedness of curriculum, instruction and assessment. The overarching philosophical framework for this course is the social justice perspective of mathematics education particularly for urban

students. Field experience in an intermediate or middle school mathematics classroom is required. Prerequisites for Mathematics Teaching majors: EDU 300 Assessment of Learning and Teaching in Urban Grades 5-12 and EDU 306 Urban Middle School and High School Methods and at least 24 credits of Math courses required for the Mathematics Teaching major. Prerequisite for Urban Elementary Education majors: MATH 106 Math for Elementary Teachers AND one of the following: MATH 110 Math for Liberal Arts OR MATH 115 College Algebra OR STAT 201 Statistics I. Corequisite Mathematics Teaching Majors: EDU 450 Advanced Urban Teaching Practicum and Seminar if plans are to student teach in an urban high school.

MAED 450 - Teaching Mathematics to Urban Learners in Grades 5-12 (4 credits)

This course provides students with the knowledge and experience of high school mathematics to be an effective teacher in urban, multicultural classrooms. The content of this math methods course emphasizes the interconnectedness of curriculum, instruction and assessment. The overarching philosophical framework for this course is the social justice perspective of mathematics education particularly for urban students. Field experience in a high school mathematics classroom is required.

MATH

MATH 098 - Introduction to Mathematical Thinking (4 credits)

This course prepares students for college-level mathematics. Within a comprehensive conceptual framework, it refreshes students on fundamental arithmetic, and focuses on the numerical, algebraic, geometric and verbal representations of functions and algebraic equations. Important topics of this course include rates of change, linear equations and functions, exponential and logarithmic functions and equations, quadratic equations and functions, and their applications.

MATH 102 - Mathematics of Sustainability (4 credits)

This course develops and applies mathematical concepts and tools to quantitatively explore environmental sustainability issues. Topics addressed in the course will be explored from environmental, social, and economic perspectives wherever possible, and may include such topics as industrial agriculture, energy sustainability, population growth, ecological footprints and the security of land and water resources. The mathematical concepts developed in this course are motivated through the study of these topics. Particular mathematical concepts include properties of real numbers, rate of change and percentage change, functions (with a focus on linear, exponential, logarithmic, and quadratic functions), inverse functions, mathematical modeling, algebraic simplification of expressions, solving linear equations and inequalities, and practical interpretation of numerical information.

MATH 110 - Math for Liberal Arts (4 credits)

This course focuses on practical applications of mathematics and is a good introduction to the broad spectrum of areas that use mathematical understanding. This course is designed for those students who are not planning to take any further mathematics courses.

MATH 115 - College Algebra (4 credits)

This course develops the fundamental concepts of algebra with an emphasis on the classification and analysis of linear, quadratic, polynomial, exponential and logarithmic functions. Applications to the natural and social sciences are given throughout. It aims to provide insights into the nature and utility of mathematics, and helps students develop mathematical reasoning skills.

MATH 120 - Precalculus (4 credits)

This course is designed to prepare students for calculus. Topics include polynomial, rational, exponential, logarithmic, and trigonometric functions; the algebra of functions; multiple function representations; and an introduction to analytic geometry.

MATH 160I - Mathematics 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.

MATH 165I - Mathematics Prior Learning (1-5 credits)

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

MATH 208 - Applied Calculus (4 credits)

This course provides an overview of the differential and integral calculus for single variable functions, with an emphasis on applications to the natural and physical sciences. Particular topics covered in the course include limits, derivatives, applications of derivatives, indefinite and definite integrals, fundamental theorem of calculus, and applications of definite integrals.

Additional topics introduced in this course include trigonometric functions and two-dimensional vectors.

MATH 210 - Calculus I (4 credits)

Since its beginnings, calculus has demonstrated itself to be one of humankind's greatest intellectual achievements. This versatile subject has proven useful in solving problems ranging from physics and astronomy to biology and social science. Through a conceptual and theoretical framework this course covers topics in differential calculus including limits, derivatives, derivatives of transcendental functions, applications of differentiation, L'Hopital's rule, implicit differentiation, and related rates.

MATH 211 - Calculus II (4 credits)

This is a continuation of MATH 210 Calculus I and a working knowledge of that material is expected. Through a conceptual and theoretical framework this course covers the definite integral, the fundamental theorem of calculus, applications of integration, numerical methods for evaluating integrals, techniques of integration and series.

MATH 215 - Discrete Mathematics (4 credits)

This course covers a variety of important topics in math and computer science. Topics include: logic and proof, sets and functions, induction and recursion, elementary number theory, counting and probability, and basic theory of directed graphs.

MATH 221 - Mathematics for Data Science (4 credits)

This course covers selective topics in calculus and linear algebra for data science. Course topics are functions, function transformations, limits, derivatives, integrals, matrices, matrix operations, determinant, transpose and inverse, systems of linear equations, eigenvalues, eigenvectors and eigenspaces. This course focuses on applications of those topics.

MATH 230 - Introduction to Mathematical Modeling (2 credits)

Mathematical modeling is the process of using mathematics and computational tools to gain insights into complex problems arising in the sciences, business, industry, and society. Mathematical modeling is an iterative process which involves a computational approach to the scientific method. Assumptions are established, a mathematical structure consistent with those assumptions is developed, hypotheses are produced and tested against empirical evidence, and then the model is refined accordingly. The quality of these models is examined as part of the verification process, and the entire cycle repeats as improvements and adjustments to the model are made. This course provides an introduction to both the mathematical modeling process as well as deterministic and stochastic methods that are commonly employed to investigate time-dependent phenomena.

MATH 260I - Mathematics 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.

MATH 301 - Introduction to Analysis (4 credits)

This is an introductory course in real analysis. Starting with a rigorous look at the laws of logic and how these laws are used in structuring mathematical arguments, this course develops the topological structure of real numbers. Topics include limits, sequences, series and continuity. The main goal of the course is to teach students how to read and write mathematical proofs.

MATH 310 - Calculus III: Multivariable Calculus (4 credits)

This is a continuation of Math 211 Calculus II and covers calculus as it applies to functions of several variables. Topics include vectors and plane curves, partial differentiation, curves and vectors in space, multiple integrals, vector fields, line integrals, and Stokes Theorem.

MATH 315 - Linear Algebra and Applications (4 credits)

The need to solve systems of linear equations frequently arises in mathematics, the physical sciences, engineering and economics. In this course we study these systems from an algebraic and geometric viewpoint. Topics include systems of linear equations, matrix algebra, Euclidean vector spaces, linear transformations, linear independence, dimension, eigenvalues and eigenvectors.

MATH 320 - Probability (4 credits)

This is a calculus-based probability course. It covers the following topics. (1) General Probability: set notation and basic elements of probability, combinatorial probability, conditional probability and independent events, and Bayes Theorem. (2) Single-Variable Probability: binomial, geometric, hypergeometric, Poisson, uniform, exponential, gamma and normal distributions, cumulative distribution functions, mean, variance and standard deviation, moments and moment-generating functions, and Chebysheff Theorem. (3) Multi-Variable Probability: joint probability functions and joint density functions, joint cumulative distribution functions, central limit theorem, conditional and marginal probability, moments and moment-generating functions, variance, covariance and correlation, and

transformations. (4) Application to problems in medical testing, insurance, political survey, social inequity, gaming, and other fields of interest.

MATH 330 - Optimization (4 credits)

Optimization covers a broad range of problems that share a common goal - determining the values for the decision variables in a problem that will maximize (or minimize) some objective function while satisfying various constraints. Using a mathematical modeling approach, this course introduces mathematical programming techniques and applications for linear and non-linear programming, sensitivity analysis, network modeling, integer linear programming, goal programming, and multiple criteria optimization. Software is used to solve real-world problems with an emphasis on interpretability of results.

MATH 340 - Mathematical Modeling (4 credits)

Mathematical modeling is the investigation of real world phenomena using mathematical tools. This course includes topics such as dynamic and stochastic modeling (differential equations and discrete-time equations), as well as optimization modeling. Applications will include problems from such areas as the physical and biological sciences, business, and industry.

MATH 350 - Ordinary Differential Equations (4 credits)

This course develops the more advanced mathematical tools necessary for an in-depth analysis of dynamic models. Topics include first order differential equations, first order systems, linear systems, nonlinear systems and numerical methods.

MATH 350I - Mathematics 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. Students interested in internships within the Mathematics and Statistics Department should work with their advisor and/or faculty internship coordinator to discuss the process for your specific major.

MATH 355 - Introduction to Stochastic Processes (2 credits)

Stochastic processes involve sequences of events governed by probabilistic laws. Many applications of stochastic processes occur in biology, medicine, psychology, finance, telecommunications, insurance, security, and other disciplines. This course introduces the basics of applied stochastic processes such as Markov chains (both discrete-time and continuous-time), queuing models, and renewal processes. Software is used to solve real-world problems with an emphasis on interpretation of results and the role of stochastic processes in management decision-making.

MATH 360I - Mathematics 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.

MATH 365I - Mathematics Prior Learning (1-4 credits)

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MATH 370 - Modern Geometry (4 credits)

This course goes beyond the Euclidean Geometry typically taught in high schools. This is a modern approach to geometry based on the systematic use of transformations. It includes a study of some advanced concepts from Euclidean Geometry and then proceeds to examine a wide variety of other geometries, including Non-Euclidean and Projective Geometry. A working knowledge of vectors, matrices, and multivariable calculus is assumed.

MATH 375 - Complex Variables (4 credits)

Starting with an introduction to the complex plane, this course covers holomorphic functions and power series, Cauchy's Theorem, contour integration and its applications.

MATH 380 - Preparing for MN Licensure Content Exam (1 credit)

MATH 380 Preparing for MN Licensure Content exam will prepare pre-service teachers for the mathematics content exam required for licensure in the state of Minnesota. This 1-credit course allows students the opportunity to reflect upon their past content coursework in the Mathematics Teaching BS major. Students at the end of their degree program will identify and expand on foundational, integrated themes that have emerged in their previous coursework. Attention will be paid to the link between the coursework completed in the Mathematics Teaching BS and the student's future teaching career.

MATH 390 - Computational Mathematics (4 credits)

This course provides a practical introduction to computational mathematics with a strong emphasis on the development of programming skills for mathematical problem solving. The course introduces essential tools for numerical modeling, data handling, and simulation. Selected numerical analysis topics such as root-finding, Gaussian elimination, interpolation, and error analysis are included. The course also delves into stochastic models, including Markov chains, Poisson processes, and queueing theory, and implementation of Monte Carlo simulations to analyze real-world systems. Throughout the course, students gain experience writing code and interpreting analytical and computational results in business and industry contexts.

MATH 405 - Partial Differential Equations (4 credits)

This course covers the theory of initial and boundary value problems for linear parabolic, elliptic, and hyperbolic partial differential equations. Topics may include first order equations, second order equations, separation of variables, the Sturm-Liouville problem, transform methods, Green's functions, Fourier series, numerical methods and modeling applications.

MATH 430 - Advanced Mathematical Modeling (4 credits)

This course provides students with significant problem-solving experience through investigating complex, open-ended problems arising in real-world settings. Working in teams, students apply mathematical modeling processes to translate problems presented to them into problems that can be investigated using the mathematical, statistical, and computational knowledge and thinking they have gained from previous coursework. Significant emphasis is placed on justifying approaches used to investigate problems, coordinating the work of team members, and communicating analyses and findings to technical and non-technical audiences.

MATH 450 - Operations Research (4 credits)

The field of Operations Research studies the mathematical methods developed for solving problems in business, industry, and management science. Following a modeling approach, this course introduces selected topics such as linear programming, integer programming, game theory, Markov chains, and queuing theory.

MATH 471 - Abstract Algebra (4 credits)

By extending the familiar concepts of arithmetic, this course introduces abstract algebraic structures. Topics include an introduction to number theory; group theory, including the classification of all finite abelian groups; rings, integral domains, and fields.

MATH 499 - Mathematics Capstone (4 credits)

This course integrates reading of the mathematical literature with presentation of student developed projects.

MDST

MDST 160I - Media Studies Student Designed Independent Studies (1-8 credits)

Media Studies - Student Designed Independent Study; topics vary. 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 165I - Media Studies Prior Learning (1-8 credits)

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

MDST 210 - Introduction to Social Media and Online Community (4 credits)

Social media has changed the ways in which people from around the world interact and relate to one another. This course explores the ways in which social media influence these interactions and change our ideas of what it means to belong to a community. The course also addresses the potential of social media to create opportunities to interact within communities to create social change (revolution) through the use of participatory platforms, such as blogs, wikis, and other open source or low cost online tools. Students will finish the course with an understanding of the ways in which they may use social media to become activists in the glocal environment in which we now find ourselves, and how they influence and are influenced by social media, including tools such as Facebook, Twitter, YouTube, and technology in general. Students will also begin to explore the theoretical basis for the development of online communities.

MDST 330 - Topics in Film Studies (1-4 credits)

Subject matter for this course varies, as it is designed to allow in-depth analysis of unique topics relating to films and their audiences. Topics could include a analysis of a specific film genre, periods of historical film development, the productions of a unified group of film authors or films focusing on a subject matter. Students should consult the Class Schedule for

particular topics and descriptions. Some of the courses are cross-listed with other departments.

MDST 333 - Cinema in the Cities: Minneapolis St. Paul International Film Festival (4 credits)

Whether the well-known Sundance Film Festival, well-respected Cannes Film Festival or less-appreciated LUNAFEST, film festivals are celebrations of film and public relations devices fostering broader respect and wider dissemination of films of all genres and modes of production. By attending a local film festival (often the Minneapolis St. Paul International Film Festival) or several smaller film festivals students will gain an appreciation of the film festival experience and understand how festivals rely on film criticism to cultivate broader film appreciation, stimulate fan culture, emphasize auteur acculturation and contribute to social change. As students view films at the festival they will also develop acuity as film critics and hone their skills in creating film reviews in a variety of forms.

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

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.

MDST 360I - 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 361 - Visual Communication (4 credits)

Designed as an introduction to visual literacy, this course surveys many of the media formats that define today's image-dominant culture. Various examples of print advertising, photography, film, television and multimedia are explored; the focus is equally on principles and concepts from both the fine and applied arts, and draws from history as well as the present day.

MDST 363 - Children, Adolescents and the Media (4 credits)
This course examines the influence of television, radio, film and new media on children and the family. Students discuss the unique production considerations involved when producing a media program for children and explore the research on media literacy, media violence, advertising, education, online privacy, gender roles, new technology and the child's response to programming. Includes critical viewing of media programs produced for children on broadcast and cable television, video, radio, computer, feature films, video games as well as international programs for children.

MDST 364 - Indigenous Storytelling and New Media (4 credits)
This course examines the relationship between the media, community organizing, and community power, with special emphasis on the ways in which new media can facilitate storytelling and organizing efforts in indigenous communities. The course also explores theories of social movements, community organizing, and digital storytelling, and the ways in which theory and application connect in communities to promote social change. Students will examine existing media structures and the ways in which these structures are supported and challenged by the opportunities provided by new media and will tell their own stories using new media tools.

MDST 365I - Media Studies Prior Learning (1-8 credits)
Credit for Prior Learning is the method by which students may receive college credit for prior learning obtained through nontraditional means, such as military training/experience, the workplace, or independent study. The course for which credit is being sought must correspond in its content to a course that is currently offered at Metro State University. Competence is demonstrated by passing the final examination of the corresponding course. Students should contact their academic advisor for more information.

MDST 370 - Contemporary Cinema (4 credits)
This course uses currently playing films as entry points into a study of wider issues around film as an art form, cultural phenomenon and industry. Students attend various screenings of Hollywood blockbusters, low-budget art films and experimental works, and then analyze them and their significance relative to topics in film theory and aesthetics.

MDST 371 - American Film: Tradition and Trends (4 credits)
This course surveys the development and growth of American popular film from the silent movies at the turn of the century through Hollywood's studio system to the modern age of the multiplex theater, home video and cable television productions. Using a variety of feature films, historical sources and critical essays, students explore how film recreates, reflects and influences American culture. Also, students gain a basic knowledge of the technology and language of film, and critical approaches to film study.

MDST 375 - Women in Film (4 credits)

This course introduces students to early conventions of representing women's lives on film, tracing how those representations changed and expanded the 1930s to the present. Focusing on the genre of "the woman's film," students will learn specific film analytic approaches and recognize how technical components of film-making affect narrative, character, subtext, and theme to influence how an audience responds to stories about women. The trajectory of the course ends in examining changes in the woman's film when representations of women become more diverse, and as more women participate in screenwriting and film-making. Assignments in the course will develop the student's ability to write critically about film, tying mechanical techniques to narrative analysis, using contemporary film theory to advance the student's own thesis on depictions of women in particular films.

MDST 378 - World Cinema (4 credits)

An opportunity for students to explore the world, world cultures and film traditions, and world issues through films from around the globe. The goal is to enrich students' film and cultural understanding of selected parts of the contemporary world.

MDST 420 - 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 465I - Media Studies Prior Learning (1-8 credits)

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

MDST 484 - Media and the Enterprise (4 credits)

This course examines how online delivery of content has shaped intra-organizational communication. Students are provided with the information and theories to implement use of online media within an organization. As businesses, schools and institutions come to rely on media products and tools, the ability to craft appropriate scripts for these applications is more important than ever. This course also targets the need to serve and address

distinctive audiences and provides career and management guidance for media writers and producers.

MDST 485 - Communicating with New Media (4 credits)

This course is designed to provide students with the opportunity to effectively promote and advocate for events, organizations, or issues using a variety of social media and multi-media. Students will combine online writing (or blogging) with other forms of social networking and media (wikis, YouTube, Facebook, and/or Twitter) to build a comprehensive online initiative promoting a timely and relevant issue or event either of their choosing or provided by the instructor. Students will increase their knowledge of online rhetoric, audience research, planning for media events, script or treatment writing, and evaluation of communication programs.

MDST 487 - Podcasting: Writing and Producing for Audio/Radio (4 credits)

This course explores radio/audio and you learn about podcast creation, international radio programs for development and digital storytelling. Students learn the craft of writing for the ear which can be translated to professional work in broadcast media, advertising, speechwriting or work as an independent artist. Through work as writers, directors and voice talent, students produce projects that range from short dialogue pieces and storytelling to news documentaries, podcast and radio plays.

MDST 490 - Big Data and the Connected Citizen (4 credits)

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

MDST 560 - Writing for Television Comedy (4 credits)

This course focuses on the techniques of writing for television comedy with an emphasis on examining the professional writing environment on a television program, the history and trends involved in television writing and creating professional quality scripts. Familiarity with script software and full attendance in an intensive workshop setting are required.

MDST 560I - Media Studies Student Designed Independent Studies (1-6 credits)

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specialized study; to draw together several knowledge areas or interests into a specialized study; to test independent learning capabilities and skills; or to use special learning resources in the community, taking advantage of community education opportunities which, in themselves, would not yield a full college competence. Students should contact their academic advisor for more information.

MDST 561 - Advanced Television Writing (4 credits)

This independent study course further develops the techniques of writing for television with an emphasis on creating professional quality scripts that are ready to submit for artist fellowships, industry opportunities, agents and/or graduate school. All students must write at least two industry standard scripts for a current scripted television program (genre will be selected by the instructor). Familiarity with script software is required. Students will work independently with the instructor but will be able to utilize an active and engaging D2L site including opportunities for real time critiques and industry opportunities.

MDST 565I - Media Studies Prior Learning (1-8 credits)

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

MDST 580 - Impacts of Mediated Communication (4 credits)

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

METR

METR 100 - Getting Credit for What You Know (1 credit)

This one-credit course is designed for students who wish to examine the various options for gaining credits for learning outside the formal college or university classroom. Options explored include using military experience toward a degree, taking standardized tests in areas of your learning, earning credit from approved courses offered by business and human service agencies, pursuing assessment of prior experiential learning, and learning about Metro State theory seminars. These options may not duplicate credit

that you have already on a college transcript. In the class, students do a self-assessment of their skills and abilities, write an educational goals statement, and identify ways to earn credit from non-classroom learning that are consistent with individual goals. Within the class, students will assemble the necessary evidence to directly pursue these alternative options of earning credit.

METR 101 - Your Academic Journey (3 credits)

Students relatively new to university education or those returning to college after a number of years often find the transition difficult. This course is designed to introduce students to Metro State and its academic programs and services. It also helps students self-assess their abilities and gain knowledge in important reading and writing skills, public speaking, listening skills, study skills, and critical thinking. The course provides a firm foundation for all university learning that follows. It is required of all newly-admitted students with less than 16 semester credits. Students with fewer than 30 semester credits, or students who have been away from college for some time, are also strongly encouraged to enroll.

METR 103 - Academic Skills for Success (2 credits)

This course is designed to support undergraduate students who are working to improve their academic standing and build a strong foundation for future success. Through an engaging, strengths-based curriculum, students will explore and apply essential success strategies, including resilience, growth mindset, time management, and goal setting. Emphasis is placed on context and self-awareness, personal development, and effective habits that contribute to academic and personal growth. Students will participate in weekly academic classes as well as small-group mentoring sessions that will provide a space for accountability, encouragement, and shared learning. These sessions foster a supportive community where students can reflect on progress, celebrate wins, and navigate challenges together. By the end of the course, students will have developed a personalized success plan and a toolkit of strategies to help them thrive throughout their college journey.

METR 110 - Reinventing Your Career: Theory and Practice (2 credits)

This course is for students who are seeking work or preparing to do so and would like structure for thinking about the world of work and a process for defining next steps in pursuing their career interests. The class will outline -- and practice -- the components of the active job search process. Student would have opportunities to create experiments to learn more about their career niche and connect with professionals one-on- one who are working in fields of students' interest. This course also addresses the development of marketing tools including resume, cover letters and developing an online presence through LinkedIn.

METR 111 - Applying What You Know in Internships. Application of Theory to Practice (1 credit)

This lower division course draws from METR110 and METR100 to prepare students for potential internship opportunities. Through internships, students may earn credits by applying theories to practice, attain experiential learning that can also be listed on their resume, and in some cases, develop relationships that enhance civic engagement and lead to employment.

METR 165I - Metro Educational Planning Prior Learning (1-8 credits)

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

METR 310 - Reimagining Your Career: Job Search Framework and Strategies (2 credits)

This course is for students who are seeking structure for lifelong learning about the world of work and a process for defining next steps in pursuing their career interests. Students will draw from career development theory and strategies and apply them to their job search and life-long career management, with special emphasis on the verbal elements of an effective search process: introducing yourself, networking conversations, and handling interview questions. Students will also develop self-marketing tools including a strong resume, cover letters, and references. Students will have opportunities to research their career niche and connect with professionals one-on- one who are working in fields of students' interest. A community partner (corporation, nonprofit, or government agency) will serve as a workplace culture "case study", offering insights on their organizational culture, hiring practices, site tour, and mock interview coaching and feedback. Students work toward mastery of skills required of a job search that will have broader applicability in a rapidly changing labor market.

METR 311 - Reentry Seminar: Transitioning to College and Beyond (4 credits)

This 4-credit reentry seminar critically engages students with lived experience of incarceration in academic inquiry while supporting them as they transition into college and reentry life. The course integrates theoretical discussion, critical reflection, and practical skill-building to help students navigate higher education, employment pathways, and community reintegration. Students participate in weekly academic classes as well as small-group mentoring sessions that provide a supportive learning community that focus on collective growth and shared knowledge.

METR 350I - First College 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.

METR 365I - Metro Educational Planning Prior Learning (1-8 credits)

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

MGMT

MGMT 100 - Introduction to Business (3 credits)

This course acquaints students with the American business system. Students learn about the environment of business including the economic, political/legal, socio/demographic, global, technological, and competitive aspects and how they impact organizations. In addition, the various functional areas of business are examined (marketing, management and finance). Students also consider the critical issues that face most contemporary business organizations (ethical/social issues, cultural diversity and global considerations).

MGMT 121 - Topics in Supervision (1-4 credits)

This independent study focuses on supervision topics that relate to situations confronting the first level management position. Specific topics will vary with the offering but might include decision making, motivation, leadership, discipline, delegating, establishing goals, hiring, firing and evaluation employees, setting priorities, and developing techniques for effective supervisor-employee relationships.

MGMT 165I - Management Prior Learning (1-9 credits)

Credit for Prior Learning is the conditions under which students can receive college credit for prior learning obtained through nontraditional channels such as the military, the workplace, or independent study. The course for which credit is being sought must correspond in its content to a course that is currently offered at 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 310 - Management Principles and Practices (4 credits)
This course examines the historical and philosophical roots of management as well as current management theory and practices. The critical success factors leading to effective performance in the roles of planner, decision maker, organizer, leader, motivator, controller and manager of a diverse workforce in a changing environment are identified and evaluated.

MGMT 320 - Organizational Behavior (4 credits)
This course focuses on the behavior of individuals and groups within diverse organizations and on organizational structure and processes. Topics include motivation, group development and dynamics, teamwork, communication, organizational structure, job design, stress, power, politics, conflict, and organizational culture.

MGMT 340 - Managing Quality (4 credits)
This course examines several frameworks to the management of organizational excellence, including Deming Juran, the Baldrige Award, ISO, and Six Sigma. Topics include customer focus, leadership, management by fact, strategic planning, human resources, continuous improvement of processes and business results.

MGMT 350 - Management Topics (2-4 credits)
The focus and topic of this course change from semester to semester. The topics presented are focused on timely learning opportunities or are designed to take advantage of the availability of community resources in management and/or business administration. Topics are listed in the Class Schedule.

MGMT 350I - Management Individual Internship (1-8 credits)
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 360 - Managing a Diverse Workforce (4 credits)
This course focuses on policies and practices for effectively managing a diverse workforce in private, public and nonprofit organizations. The current context, legal environment and historical development of equal employment opportunity, affirmative action, and diversity are addressed. Students gain theoretical and practical knowledge to understand beliefs, attitudes, biases, and prejudices to more effectively manage differences in order to enhance organization productivity. A significant amount of time will be focused on racism, origin of racism, and individual responsibility of racism.

MGMT 360I - Management Student-Designed Independent Study (SDIS) (1-9 credits)

Student-designed independent studies give 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 360T - Managing a Diverse Workforce Theory Seminar (4 credits)

This course focuses on policies and practices for effectively managing a diverse workforce in private, public and nonprofit organizations. The current context, legal environment and historical development of equal employment opportunity, affirmative action, and diversity are addressed. Students gain theoretical and practical knowledge to understand beliefs, attitudes, biases, and prejudices to more effectively manage differences in order to enhance organization productivity.

MGMT 365I - Management Prior Learning (1-8 credits)

Credit for Prior Learning is the conditions under which students can receive college credit for prior learning obtained through nontraditional channels such as the military, the workplace, or independent study. The course for which credit is being sought must correspond in its content to a course that is currently offered at 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 499 - Case Studies in Strategic Management (4 credits)

This advanced course uses the case study approach to develop systems and techniques for analyzing the internal strengths and weaknesses of diverse organizations and the external environments in which they operate. Students craft strategies and develop implementation plans that apply organizational resources to opportunities and threats in its external environment. This course should be taken during the last semester of a student's program.

MIS

MIS 100 - Fundamentals of Information Technology in Organizations (4 credits)

This course is the first information technology foundation course in the College of Management. It focuses on the technology literacy, managerial and business problem solving dimensions of computer based information systems. It provides students with an introduction to the fundamental

terminology of the hardware, software and the people involved with computer based information systems. The course includes hands on computer lab time to introduce students to word processing, database, spread sheet, and Internet microcomputer applications. This course is designed specifically to prepare students for information technology competence as needed in College of Management courses.

MIS 100A - Fundamentals of Information Technology in Organizations-Concepts (2 credits)

This two credit course is designed for students who have taken the MIS 100 (formerly MISD 100) waiver exam and who successfully completed only the skills portion, but not the concepts portion. This course focuses on creating computer literate users who can better communicate with the technical people in their organization. It covers computer concepts pertaining to hardware, software, networks, internet and programming. This course is delivered in a lecture format. An e-mail account is required before registration. This course, taken with MIS 100B, fulfills the MIS 100 requirement.

MIS 100B - Fundamentals of Information Technology in Organizations - Skills (2 credits)

This two credit course is designed for students who have taken the MIS 100 (formerly MISD 100) waiver exam and who successfully completed only the concepts portion, but not the skills portion. This course focuses on creating computer literate users who can better communicate with the technical people in their organization. It covers computer skills that introduce students to word processing, graphics, database, spread sheet, business presentation and Internet microcomputer applications. An e-mail account is required before registration. This course, taken with MIS 100A, fulfills the MIS 100 requirement.

MIS 160I - Management Information Systems Student-Designed Independent Study (SDIS) (1-9 credits)

Student-designed independent studies give 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 310 - Principles of Management Information Systems (4 credits)

This course is designed to define the role of information systems in organizations, and in particular the roles of IS staff and end-users in

developing and maintaining computer systems. The managerial aspects and implications of databases, telecommunications, hardware, software and e-commerce are included. Special attention is given to management information systems theories in the organizational setting including: infrastructure, transaction processing, operational reporting, decision support systems and executive information systems. Also included are all phases of the systems development life cycle (SDLC) as well as alternative development methodologies. The course prototypically includes analysis of real world business cases and post-implementation audit report of a recently completed management information system. All students taking this class must have completed as a prerequisite the MIS 100 Fundamentals of Information Technology in Organizations course or its approved equivalent. Students should also note that this course is no longer offered as a theory seminar or as a prior learning experience, but students with significant prior work experience in the field of MIS are highly encouraged to take the internet study section for this course, which is appropriately more challenging.

MIS 320 - Information Systems Analysis and Design (4 credits)

This course presents approaches and methods for the analysis and design of IT applications. It also covers different methods for creating graphical models of IT project requirements. System development life cycle (SDLC) and alternate development approaches to information systems development are examined in detail. The course provides students with critical tools and representations (both traditional and object-oriented) for eliciting and documenting user requirements and for developing effective applications that meet organizational technology needs. Students work individually and in teams on assignments and projects. The roles of open source software, component based development and service oriented architecture in systems development are also examined.

MIS 328 - Applications Development I (4 credits)

This course provides an overview of applications development methods for managers of information systems. The course assumes no previous programming experience. 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 329 - Applications Development II (4 credits)

This course completes the overview of applications development methods for managers of information systems as begun in the MIS 328 (Applications Development I) course. Advanced features of applications development in Visual Basic are taught, including design prototypes, object-oriented components, code debugging techniques, and utilization of code libraries. Other topics include ADO, ODBC, OLE DB, Database connections with Access

and MS SQL, Multiple Tiered application development, and comparisons between WAN and Web applications (with Javascript). The goal is to understand the entire application development process adequately to be able to manage the process.

MIS 335 - Management and Use of Databases (4 credits)

Competence in management and use of organizational and external databases is a skill needed by all business people and critical to management information systems effectiveness, especially in the new era of “big data”. This course teaches the development and accessing of internal and external information resources. Topics include: ensuring the availability of appropriate data; interrelating and applying data to typical business problems; normalized database design; protecting and managing information resources; scalability; and compatibility issues.

MIS 350I - 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 360I - 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 365I - Management Information Systems Prior Learning (1-5 credits)

Credit for Prior Learning is the method by which students may receive college credit for prior learning obtained through nontraditional means, such as military training/experience, the workplace, or independent study. The course for which credit is being sought must correspond in its content to a course that is currently offered at 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 370 - Retail Information Systems (4 credits)

This course examines the use of retail information systems applications at an advanced level to improve efficiency and effectiveness of retail stores and chain retailers. Topics covered include: Retail data configuration (the story of a sku), Merchandise planning and IT, Purchasing replenishment and IT, Role of IT in Merchandising and store operations, Post-season analytics. The course will prominently feature hands-on exercises with actual Retail management software. The software used may include Oracle Retail, SAP Retail, Microsoft Dynamics AX, etc.

MIS 380 - Business Intelligence and Analytics (4 credits)

Business Intelligence is the user-centered process of exploring data, data relationships and trends - thus helping to improve overall decision making for enterprises. This course addresses the iterative processes of accessing data (ideally stored in the enterprise data warehouse) and analyzing data in order to derive insights and communicate findings. Moreover, the course also addresses the use of software tools for analysis and visualization of data, especially report design along with the use of dashboards.

MIS 412 - Administration of the Management Information Systems Function (4 credits)

This is an alternate capstone course for MIS majors that emphasizes both the technical and strategic planning and as well as organization frameworks necessary to successfully select, deploy and manage information systems. Other areas of study include the roles of executive and staff, administrative structures, outsourcing decisions and outsourcing frameworks. Several IT management methodologies will be examined, including ITIL and COBIT. This course was formerly numbered MIS 312.

MIS 450 - MIS Auditing and Security Controls (4 credits)

This course is designed to present the elements of an integrated security compliance platform from a technical and legal perspective. Issues such as provide risk assessment, legal compliance, identity management, provisioning, access management, and monitoring and audit activities will be discussed.

MIS 456 - Supply Chain Information Systems (4 credits)

This course examines the role of information systems applications involved in supporting supply chain and logistics operations. Topics covered include electronic purchasing/RFQ, Warehouse management systems, Warehouse Technology, Bar coding / RFID, mobile solutions for distribution and field force automation, MRP/ERP, Enterprise Asset Management and the Internet of Things, Transportation systems. Special emphasis is placed on building analytical skills for the detailed assessment of vendor software solutions in the supply chain arena.

MIS 459 - ERP Systems (4 credits)

Introduction to ERP (Enterprise Resource Planning) systems, components/submodules of ERP, configuration of ERP, operation of ERP for logistics and manufacturing (MRP), the ERP life cycle and the cash-to-cash cycle, the pros and cons ERP systems as well as the risk factors that go into success or failure for ERP implementations, Open Source ERP software options.

MIS 462 - Management of Distributed Computing (4 credits)

Managers need to know how to manage the diverse distributed computing environments in which they work, and leverage the opportunities these architectures provide. Integration of data and users, graphics and telephony are illustrated through emphases on client/server and N-Tier architectures, Internet, intranet/extranet, groupware, mobile, cloud and other technologies. This elective course reviews state-of-the-art technologies in each of the basic software and hardware arenas, while emphasizing management models and higher-level analysis, including the relationship with general database strategy and data warehousing. Practical projects are assigned, giving students real-world opportunities to use the tools to enhance their work and build productivity. Theory and models are taught with a management perspective as opposed to platform-specific training. Participants are asked to complete a comprehensive and applied class project and final exam.

MIS 463 - Strategic Management of Technology and Innovation (4 credits)

This course analyzes issues involved in the planning, development, and implementation of technological capabilities to achieve the strategic and operational objectives of an organization. Students investigate the role of product and process innovation in creating, developing and implementing new product and process technology in organizations. The course also examines the complex relationships of a firm's product and process technologies to its competitive environment and organizational structure. New technologies are reviewed and assessed through life cycle analysis, technology assessments and case studies. Technology-based product design is reviewed. Building managerial environments that enhance technological creativity is explained.

MIS 467 - Telecommunications and Internet Management (4 credits)

This course explores the range of available network and telecommunications technologies and how they can be used to facilitate information access and dissemination at all levels of an organization and through the Internet. Trends of telecommunications services are analyzed. Telecommunications trends in the United States and Europe are addressed in detail. A range of emerging telecommunications services is explored as well as how such services radically alter the ways that organizations gather information for decision making. The widespread use of mobile technologies, the cloud and the World

Wide Web has required many changes both in architecture and concept. The student learns how to manage these new environments.

MIS 480 - Predictive Analytics (4 credits)

This course builds upon prior coursework related to analytical thinking and competence in business intelligence and analytics approaches. The course serves to advance and refine expertise on theories, approaches, tools and techniques related to prediction and forecasting in business. Students will gain practical experience in analyzing a variety of business analytics cases and scenarios using industry-standard tools and platforms. The course prepares learners to help organizations make more effective business decisions based on the gathering and analysis of data. The design and delivery of the course enables an engaged learning environment.

MIS 498 - Telecommunications Economics and Policy (4 credits)

This course covers a range of telecommunication applications and explores how the regulatory and legal environments relating to those technologies are impacting the business enterprise. It addresses the legal impact of various telecommunication services on day-to-day business operations and analyzes the productivity and revenue-enhancement potential available to business. The course also addresses the issues of creating mass customization for end users. This course is targeted at students who are working business managers with a need to understand the impact of the new and emerging telecommunications services and how they can be harnessed to add value to business operations.

MIS 499 - MIS Capstone (4 credits)

This course is designed to help students integrate the concepts and themes from the courses in the MIS major into a comprehensive experience in which these concepts are applied. The MIS capstone course is the final course taken in the MIS major and therefore students must complete all other required coursework and elective coursework in the MIS major before registering since the course is planned to be the final one in the major. Prerequisite: All work in the MIS major must be completed prior to registration.

MIS 533 - Special Topics: Emerging Technologies (4 credits)

This elective course is designed to address emerging technologies such as Web development, Internet/intranet/extranet, decision support systems, expert systems, rapid technology development, technology assessment, newly emerging architectures and organizational structures to address technology changes, as well as emerging strategic technology issues. Students should note that this elective course is not listed in the course schedule on a regular cycle and should consult with the MIS faculty to find out when it may be offered.

MKTG

MKTG 300 - Marketing Principles (4 credits)

This course surveys factors that marketing managers take into account when creating a marketing plan, including consumer behavior principles, market segmentation, product life cycle, packaging, branding, pricing, advertising, sales promotion, public relations, personal selling, product distribution methods and key laws affecting marketing practices. The course takes a practical approach to explaining how to identify marketing objectives and determine strategies for reaching them. It is useful to general business students, students who plan marketing management or marketing communications careers and those who wish to be better informed consumers. This course is also offered online. Prerequisite: Goal 1 writing requirement plus 30 credits must be satisfied.

MKTG 310 - Consumer and Professional Buyer Behavior (4 credits)

This course is designed to give both marketing management and marketing communications students an opportunity to study principles of the behavioral sciences of psychology, sociology and anthropology, and how they are used in creating marketing and communications plans aimed at consumer or professional buyers. Specific topics include perception processes, lifestyle analysis, personality, psychographics, motivational analysis and the influence of groups on their members' buying behaviors.

MKTG 325 - Digital Marketing (4 credits)

This course is designed to provide insights into digital marketing strategy and various digital channels. Students will gain an understanding of the trends, concepts, and tools of digital marketing that companies use to engage with current customers and attract new. This course covers topics such as Search Engine Optimization (SEO), online advertising, social media marketing, email marketing, and similar topics.

MKTG 343 - Integrated Marketing Communications (4 credits)

This course teaches a strategic approach to understanding and executing the full array of marketing communications. Topics include the essential role of integrated marketing communications (IMC) within the marketing function, product and service positioning, and the advantages, disadvantages and uses of various promotional tools such as advertising, sales promotion, publicity, public relations, personal selling and direct marketing. Special attention will be given to the constant changing role of interactive media. The course will focus on the process of developing effective IMC strategies that satisfy both promotional objectives and marketing goals, and developing an IMC plan.

MKTG 348 - Advertising Copywriting, Design and Production (4 credits)

In advertising and marketing today, copywriting is more important than ever. Effective copy needs to cut through the clutter whether for digital or traditional media. This course focuses on learning how to write compelling

copy incorporating positioning, audience research, creative briefs, features and benefits, creation of an advertising premise (USP) and copy organization. It also covers content development, design basics, working relationships and digital and traditional advertising production terminology/best practices

MKTG 350I - Marketing Individual Internship (1-9 credits)

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 360I - Marketing Student-Designed Independent Study (SDIS) (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 for because it allows students: to study a subject in more depth, at a more advanced level; to pursue a unique project that requires specialized study; to draw together several knowledge areas or interests into a specialized study; to test independent learning capabilities and skills; or to use special learning resources in the community, taking advantage of community education opportunities which, in themselves, would not yield a full college competence. Students should contact their appointed advisor for more information.

MKTG 365I - Marketing Prior Learning (1-8 credits)

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

MKTG 420 - Marketing Research (4 credits)

This course explores the processes and techniques used to gather, analyze, and report information essential for managerial and marketing decision-making. Students will study both secondary and primary research methods, with an emphasis on survey methodologies. The course includes a strong focus on data analysis, covering key statistical techniques and modern analytical tools used in marketing research. Students will design and implement a marketing research study, applying industry-relevant practices such as data visualization, AI-driven insights, and automation in research analysis.

MKTG 425 - Advanced Digital Marketing Analytics (4 credits)

This course gives students a contemporary background in digital marketing analytics. The course integrates two areas: marketing analytics and digital marketing. Students will be able to develop marketing decisions in a richer, and more powerful, way using a quantitative, data-driven approach. They learn how to develop marketing goals, from the consumer journey, that measure the brands success. Then, students conduct different statistical analyses that interpret how well marketing goals are met. These different statistical analyses allow students to get a very practical understanding about how to make the types of complex and important decisions needed for 21st century marketing management.

MKTG 435 - Sales and Sales Management (4 credits)

This course examines the principles and practices of successful sales management, applied within the context of a company's overall marketing strategy and focuses on the sales manager's leadership and administrative roles in planning and executing a business' sales programs. Topics include sales force organization, territory decisions, quota development, ethical and social responsibilities, recruiting, selecting, sales training, motivating, compensating, supervising, evaluating, and controlling a sales force.

MKTG 470 - Business to Business Marketing (2 credits)

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

MKTG 480 - International Marketing (4 credits)

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

MKTG 490 - Issues in Marketing (4 credits)

This course is positioned as the capstone for marketing majors. Students critically examine contemporary issues in marketing including brand strategy, consumer behavior, marketing communications, pricing, positioning, the marketing of services, interactive marketing, and ethical issues in marketing. Students analyze case studies and read articles from a wide variety of business journals and texts. Special emphasis is placed on

developing analytical skills and business writing and presentation skills. Emphasis is placed on understanding complex marketing situations, drawing conclusions, and making sound marketing recommendations.

MUSC

MUSC 133 - Class Guitar I (3 credits)

This course is designed for students who wish to learn to play the steel string or classic acoustic guitar. It accommodates beginning and advanced beginning students. Students study hand positions, fingering techniques, music notations and other fundamentals. They are introduced to a variety of musical styles and have an opportunity to concentrate on one particular style. Students also basic music theory and guitar history, Students must have access to a guitar. Students may register twice for credit.

MUSC 220 - Music Appreciation (4 credits)

A general introductory course designed to enhance listening enjoyment and ability. Exploring both the western musical tradition and world music. Emphasis on the elements of music, and includes in-class demonstrations and attendance at outside musical events. No previous musical study required.

MUSC 322 - Topics in Music (4 credits)

This course provides a focused examination of the various popular and art music styles as developed and practiced in America and throughout the world. Topics regularly include the History of Rock and Roll, Jazz and Society, American Musical Theater and Sound Design as well as issues associated with emerging experimental forms of music and the intermedia arts. Note: This course may be taken up to four times with different topics.

MUSC 325 - Music in Society (4 credits)

Music 325 will explore the role of music historically and culturally, emphasizing a deeper understanding and appreciation of the context of music through listening. Discussion of western art music, jazz, popular, and world musics and their impact on society, including major composers, styles, and instruments in both western and non-western traditions. Students do not need to have a musical background in order to succeed in class, but they must have an interest in the topic and desire to learn.

MUSC 333 - Applied Guitar Study (4 credits)

This private study course is designed for students who wish to learn to play the steel string or classic acoustic guitar. It accommodates advanced beginners, intermediate and advanced players. Students study hand positions, fingering technique, music notation and other fundamentals. They are introduced to a variety of musical styles and have an opportunity to concentrate on one particular style. Students must have access to a guitar. Students may register six times for credit.

MUSC 350I - Music Individual Internship (1-9 credits)

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.

MUSC 360I - Music 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.

MUSC 365I - Music Prior Learning (1-8 credits)

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

NPM

NPM 160I - 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 360I - 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 365I - Nonprofit Management Prior Learning (1-8 credits)

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

NSCI

NSCI 201 - Minnesota Ecology and Conservation Biology (4 credits)

An introduction to the science of conservation biology applied to the ecology of Minnesota, focusing on Minnesota's natural ecosystems and the connections between humans and the environment. Lab activities vary with the season and the instructor's expertise. Field trips to forest, prairie and/or wetland ecosystems are a required part of class; check the class schedule for the dates and times of field trips. Includes lab. Intended for general education students.

NSCI 204 - Environmental Science (4 credits)

An introduction to environmental science and the range of environmental issues that affect people on a global, local and personal level. Topics include sustainability, ecology, biodiversity, solid waste, water pollution, energy sources, air pollution, and climate change. Includes lab. The online version of this course requires students to purchase lab materials. Intended for general education students. Because college-level science courses contain extensive new terminology, many students find it helpful to take LING 111-Vocabulary Study prior to taking this course.

NSCI 206 - Garden Science (4 credits)

The focus of this course is the science of growing plants with an ecological perspective, including basic botany, soil science and insect pest management. In this course students will grow flowers, herbs and vegetables

in the University's GROW-IT center greenhouse and learn about ecosystems and environmental issues related to food supply, agriculture, soil conservation and pest control. Intended for General Education students. Includes lab.

NSCI 360I - Natural Science 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.

NSCI 365I - Natural Science Prior Learning (1-8 credits)

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

NURS

NURS 220 - Introduction to the Profession of Nursing (2 credits)

This course focuses on the roles and responsibilities of the professional nurse as part of the healthcare team providing care to diverse populations. Students will be introduced to therapeutic, person-centered communication skills used by the nurse, team dynamics, roles, and functioning using the healthcare team as an exemplar. Students will examine principles of holism, evidence-based nursing practice, clinical judgement, quality and safety in nursing care. Strategies for successful academic progress in nursing will be explored.

NURS 230 - Foundations of Professional Nursing (3 credits)

This course explores the unique history and underpinnings of professional nursing through a holistic lens. Building on pre-requisite courses, students are introduced to the principles of quality and safety, communication, clinical judgment and ethical, compassionate, person-centered care for diverse populations within a holistic nursing theoretical framework. Students will have opportunities for reflection, self-awareness, and evidence-based decision-making to initiate an individual professional identity as a baccalaureate prepared nurse.

NURS 232 - Introduction to Pathophysiology and Pharmacology for Nursing (3 credits)

This course introduces the nursing student to frameworks for pathophysiology and pharmacology. Pathophysiology is defined as a disordered physiologic state; therefore, students will learn to differentiate between normal physiology and select pathophysiologic conditions. Students will learn about risk factors, principles of underlying pathology, and clinical manifestations of select pathophysiologic conditions. Pharmacology focuses on pharmacotherapeutics and principles of safe medication management. Students will learn about drug development and regulation, major drug classifications with prototype drug, therapeutic actions and indications, mechanism of action, contraindications and precautions, adverse effects, clinically important drug-drug and drug-food interactions and nursing implications for safe medication management.

NURS 233 - Skill Foundation I (4 credits)

This clinical and lab course introduces students to beginning holistic nursing assessment and intervention skills foundational to the delivery of safe, evidence-based, and person-centered nursing care for diverse clients in a variety of care settings. Students will begin to demonstrate nursing clinical judgment, psychomotor skills, and use of patient care technologies.

NURS 234 - Introduction to Psychiatric-Mental Health Nursing (2 credits)

This course introduces nursing students to the holistic nursing care of diverse clients and families facing psychiatric- mental health challenges. The history of psychiatric-mental health nursing care and the impact of stigma, inequity, structural racism, and social determinants of health on the mental health of individuals are explored. Students are introduced to the evidence-based delivery of care to address psychiatric disorders in a variety of healthcare settings, including the community. The impact of health policy, culture, and legalities is studied in relationship to the provision of ethical and holistic psychiatric nursing care. The role of the psychiatric nurse as a member of the interdisciplinary team is investigated as students learn to utilize sound clinical judgment to promote and maintain the mental health of clients, families, and communities. This course is part of a competency-based nursing curriculum leading to the baccalaureate of science degree in nursing.

NURS 285 - Applied Pathophysiology for Nursing I (2 credits)

This course introduces a holistic perspective of pathophysiological processes and the disruption in normal body function. Emphasis will be on objective and subjective manifestations of common chronic health problems resulting from environmental, genetic, and stress-related maladaptation to provide a foundation for nursing care. This course complements selected topics addressed in Chronicity and End of Life to provide a comprehensive understanding of disease processes.

NURS 301 - Theoretical Foundations for Nursing Practice (2 credits)
This course examines the foundations for the identity and practice of professional nursing with emphasis on the values and theoretical perspectives that support practice. Theoretical frameworks from nursing and other disciplines will be introduced with emphasis on holism, equity, anti-racism and social justice. Theories will be critiqued, analyzed, and applied.

NURS 304 - Fundamental Concepts of Professional Nursing (4 credits)
This course introduces students to the theory and concepts that serve as the cornerstone for professional nursing practice. Content builds on knowledge, skills and abilities from previous academic and work experiences to transition to the role of the professional nurse. Students will apply holistic, evidence-based clinical decision-making frameworks to provide individualized nursing care for clients with diverse cultural backgrounds and health care needs in a variety of settings. This course is part of a competency-based nursing curriculum leading to a Master of Science degree in nursing (MSN).

NURS 304L - Fundamental Concepts of Professional Nursing Lab (1 credit)
This course introduces students to skills that serve as a foundation for professional nursing practice, with a focus on client safety. 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 masters of science degree in nursing (MSN).

NURS 304P - Fundamental Concepts of Professional Nursing Practicum (1 credit)
This course introduces students to clinical experiences that serve as a foundation for professional nursing practice. A clinical decision-making framework is used to promote holistic, client-centered care for individuals from diverse cultural backgrounds in healthcare settings with an emphasis on communication and patient safety in the role of the nurse. The successful student will be able to demonstrate beginning competence in clinical application of content related to NURS 304 Fundamental Concepts of Professional Nursing.

NURS 306 - Essential Concepts of Pharmacology I (1 credit)
This course introduces the student to essential concepts of nursing management of drug therapy across the lifespan. Students will be introduced to pharmacologic concepts that are the foundation of providing safe and effective pharmacologic management the care of diverse clients.

NURS 307 - Integrative Nursing Care (2 credits)
This course focuses on foundational aspects of integrative nursing care to promote holistic health and wellness. A theoretical basis for integrative care is explored. The inter-relationships of important concepts are utilized to identify methods for creating optimal healing environments for clients. Students

evaluate evidence related to integrative therapies and explore strategies for implementing appropriate integrative approaches to clinical practice and self-care.

NURS 309 - Holistic Nursing Care of the Adult I (3 credits)
This course focuses on the foundational principles of holistic nursing care of adults throughout the health/illness continuum. Students will utilize principles of evidence based practice, theory, holism, clinical judgement, and the nursing process to identify nursing care for adult clients with select alterations in health and wellness. Emphasis will be placed on health promotion, illness prevention, and disease management for persons and populations from diverse backgrounds.

NURS 312 - Medical Surgical Nursing of the Adult (4 credits)
This course explores the principles of holistic, compassionate, person-centered nursing care of adults throughout the continuum of care. Management of alterations of health and wellness focused on medical and surgical issues for a wide range of individuals and populations will be emphasized utilizing principles of evidence-based practice, theory and holism. Students are introduced to the body of knowledge that guides nursing clinical judgement and decision making.

NURS 313 - Skill Foundations II (5 credits)
This clinical and lab course builds on the knowledge, skills and abilities from Skills Foundation I. The course focuses on the application of holistic theories and frameworks to guide nursing care of clients with alterations in mental and physical health. Students will utilize clinical judgment to provide holistic, evidence-based nursing care in the learning lab and select clinical settings across the healthcare continuum.

NURS 314 - Introduction to Nursing Theory (2 credits)
Introduction to Nursing Theory explores the historical knowledge and theoretical foundations of professional holistic nursing. Conceptual models, theoretical frameworks, and patterns of knowing (ethical, aesthetic, empirical, and personal) are examined to determine how they can be used to inform evidence-based nursing practice. Select theories and frameworks are analyzed and applied to the study of nursing care for a wider range of individuals and populations.

NURS 314 - Introduction to the Science and Art of Nursing (2 credits)
Introduction to Nursing Theory explores the historical knowledge and theoretical foundations of professional holistic nursing. Conceptual models, theoretical frameworks, and patterns of knowing (ethical, aesthetic, empirical, and personal) are examined to determine how they can be used to inform evidence-based nursing practice. Select theories and frameworks are analyzed and applied to the study of nursing care for a wider range of individuals and populations.

NURS 325L - Health Assessment (1 credit)

This course focuses on the development of introductory holistic assessment skills, therapeutic communication strategies, and the identification of normal health patterns and functions for adults. Knows the skills and techniques of history taking, data collection, and holistic assessment well enough to perform and record a comprehensive health history and client assessment for an adult.

NURS 333 - Skill Foundations III (2 credits)

This clinical and lab course is a continuation of Skill Foundations II focusing on holistic nursing assessment and intervention skills foundational to the delivery of safe, high-quality, equitable, and person- and family-centered nursing care for diverse clients in a variety of care settings. Students will demonstrate mastery of the nursing clinical judgment, psychomotor skills, and patient care technologies related to care of pediatric and perinatal clients.

NURS 334 - Perinatal Nursing Care (2 credits)

This course explores evidence based, holistic, person and family centered nursing care of mothers, newborns, and birthing families. Emphasis will be placed on health promotion, illness prevention and management of alterations of health and wellness in a variety of healthcare settings. The role of the professional nurse as a member of the interdisciplinary team is investigated as students learn to utilize clinical judgment to promote and maintain the health of perinatal population. This course is part of a competency based nursing curriculum leading to the baccalaureate of science degree in nursing.

NURS 335 - Introduction to Evidence-Based Practice (4 credits)

This course focuses on evidence-based practice (EBP) in nursing to improve the lives of people, including the components of patient/family preferences and values, clinician experience, and best available scientific evidence. Students will engage in critical analysis of the historical development of nursing research and theory in practice. Ethical issues surrounding the use of human subjects in research and the history of racism embedded in research and EBP are explored. Emphasis is placed on critically evaluating multiple methodologies, including qualitative, quantitative, mixed methods, indigenous knowledge systems, participative action research, and applying this evidence into nursing practice. Sources from social sciences, humanities, biomedicine, and social justice are used to explore holism, the human response to illness, and co-creating conditions of health. Competency Statement: Understands evidence-based nursing practice well enough to apply research to nursing care.

NURS 336 - Nursing Care of Children (2 credits)

This course explores evidence based, holistic, person and family centered nursing care of children and their families. Emphasis will be placed on health promotion, illness prevention, and management of alterations of health and wellness in a variety of healthcare settings. The role of the professional nurse as a member of the interdisciplinary team is investigated as students learn to utilize clinical judgment to promote and maintain the health of children and their families. This course is part of a competency based nursing curriculum leading to the baccalaureate of science degree in nursing.

NURS 365I - Nursing Prior Learning (1-8 credits)

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

NURS 398 - Professional Growth Nursing Internship (1 credit)

This course guides students to analyze current clinical practice situations in nursing through the lens of academic learning in the RN-BSN program. Students will conduct critical reflection and analysis of real-world work scenarios for professional growth, with special attention to program themes of holism, anti-racism, and health equity. A specific learning assessment between faculty and each student will be completed to determine the focus for the current semester.

NURS 399 - Special Topics in Nursing and Health Science (1-3 credits)

This faculty designed independent study course is designed for nursing and health science students and focuses on continued development of healthcare knowledge. The student and faculty member negotiate the number of credits to be completed and the specific course requirements to be satisfied. Credits do not substitute for required program course work. Register by permission only.

NURS 400L - Holistic Nursing Care of the Adult Lab (1 credit)

This course introduces complex nursing skills that support care of clients in adult medical/surgical acute care clinical settings, with a focus on client safety. 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 400P - Intensive Practicum I (2 credits)

This clinical course focuses on the application and integration of healthcare and nursing concepts, assessment skills and interventions necessary to

provide basic, safe and effective holistic nursing care to adult clients from diverse backgrounds with acute and chronic conditions. Competence Statement: Knows foundational concepts, theories, skills and the nursing process well enough to provide basic holistic nursing care to the adult client.

NURS 404 - Essential Concepts of Pharmacology II (1 credit)

This course builds on the pharmacologic concepts presented in NURS 306. Emphasis is on the principles of pharmacokinetics and pharmacodynamics in the pharmacologic management of select illnesses and/or disease processes in the adult population.

NURS 405 - Essential Concepts of Pharmacology III (1 credit)

This course builds on the content presented in NURS 306 and NURS 404. Students will apply core drug knowledge, safety principles and core patient variables to major drug classes prescribed for specialty populations with complex health needs (child-bearing women, infants, children and adult clients with psychiatric conditions).

NURS 406 - Nursing Care of the Family (4 credits)

This course focuses on holistic nursing care of diverse families across the lifespan. Emphasis is on application of multiple theories relevant to diverse families experiencing transitions. Relationships between genetics and genomics to family health are discussed. Students provide care to diverse families utilizing evidence-based nursing practice.

NURS 409 - Holistic Nursing Care of Women, Children, and Families (4 credits)

This course focuses on the holistic nursing care of pediatric, maternal-newborn, and family populations. Students will utilize principles of evidence-based practice, theory, and holism. Emphasis will be placed on assessment, health promotion, disease prevention, and management of alterations of health and wellness.

NURS 409L - Nursing Care of Women, Children and Families Lab (1 credit)

This course builds on previous knowledge and skills in holistic patient care applied to the pediatric and maternal-newborn populations. Students will apply knowledge of theories to client and family-focused clinical situations and demonstrate specific psychomotor skills.

NURS 410 - Applied Pathophysiology (3 credits)

This course introduces the nursing student to human pathophysiology and disruptions in homeostasis resulting in, or as a result of, alterations in tissue or organ function due to genetic, genomic, cellular, biochemical, structural or environmental causes. Topics focus on select conditions or diseases linked to physiological systems (respiratory, cardiovascular, neurological, gastrointestinal, renal, endocrine, immune/inflammatory, hematological, and skeletal/integumentary) that occur throughout the lifespan. Emphasis is

placed on integrating pathophysiology, clinical presentation, therapeutic modalities and nursing interventions for effective clinical nursing practice.

NURS 414 - Health Promotion, Disease Prevention, and Palliative Care of Older Adults (2 credits)

This course focuses on issues related to the provision of holistic nursing care to the aging population. Emphasis is placed on health promotion, chronicity and cultural aspects of aging. Additional focus is on end-of-life care and ethical dilemmas related to the aged population. Current theories of aging are examined. Competence Statement: Knows theories of aging and concepts of health promotion, illness prevention, chronicity, culture and end-of-life well enough to identify the specialized care needs for aging clients.

NURS 420 - Lifespan Transitions: Aging and Health (4 credits)

This course focuses on holistic nursing care of clients experiencing transitions related to aging and alterations in health across the lifespan. Cultural and social conceptualizations of health and illness, and their impact on the planning and delivery of nursing care, will be explored. Emphasis will be placed on the role that poverty, racism, and trauma play in health and chronic illness. Ethical issues related to advocacy and the utilization of culturally responsive ethical approaches are addressed.

NURS 422 - Pathophysiology, Pharmacology, and Medical Surgical Nursing Care Adult II (3 credits)

This course focuses on the synthesis of content of pathophysiology, pharmacology, and evidence-based nursing care of adults throughout the continuum of care. Management of complex alterations of health and wellness which may involve more than one body system will be emphasized. Students are introduced to urgent and emergent pathophysiologic conditions and the evidence based holistic nursing clinical judgement needed in rapidly changing health states. This course is part of a competency based nursing curriculum leading to the baccalaureate of science degree in nursing.

NURS 423 - Skill Foundations IV (3 credits)

This clinical and lab course builds on the knowledge, skills and abilities from Skill Foundations I, II, and III courses. This course is the second in a series of two in the prelicensure BSN program associated with Medical Surgical Nursing and focuses on the increasingly complex adult client including those that are critically ill. The course focuses on the application of holistic theories and frameworks to guide nursing care of clients with alterations in physical health. Students will integrate clinical judgment when providing holistic, evidence based nursing care in the learning lab, simulation, and complex clinical settings.

NURS 424 - Public Health Nursing (3 credits)

This course expounds on the history, theory, and practice of population based public health nursing. A holistic public health nursing framework that supports the three levels of public health nursing practice is introduced. A socio ecological health determinants model is utilized for the assessment of risk and protective factors across the lifespan to determine health status and health inequities. Epidemiological, environmental health and intersectionality theory are explored to analyze current and emerging population health concerns across the lifespan. Cultural humility, social justice, advocacy, and health disparities are threaded throughout the course. Health information technology used in public health nursing is explored. This course meets the theory requirements for BSN graduates to apply for licensure as a Public Health Nurse in the state of Minnesota. This course is part of a competency based nursing curriculum leading to the baccalaureate of science degree in nursing.

NURS 425 - Public Health Nursing Practicum (2 credits)

This course provides students with the opportunity to apply public health nursing theory in a variety of community settings. Students work in teams to complete a focused community assessment project. Students also engage with local public health agencies and with other community organizations to provide public health nursing services to targeted populations across the lifespan. The course prepares students with entry-level skills for creating, managing, and evaluating outreach efforts for diverse populations. This course meets the practicum requirements for BSN graduates to apply for registration as a Public Health Nurse in the state of Minnesota. This course is part of a competency based nursing curriculum leading to the baccalaureate of science degree in nursing.

NURS 440 - Nursing Internship (0-1 credit)

This course provides clinical based learning opportunities to encourage application of theory and research-based knowledge in clinical practice. Students will engage in experiences to enhance the development of their professional nursing role.

NURS 444 - Evidence-Based Nursing Practice (3 credits)

This course focuses on evidence-based practice and the research process in the development of nursing knowledge and in nursing practice. Ethical considerations and the protection of human subjects in research are explored. Emphasis is placed on the critical appraisal of research and application of findings to holistic nursing practice.

NURS 446 - Nursing Informatics (2 credits)

This course expands on foundational knowledge of nursing informatics with emphasis on how technology can be used as a tool to improve client care in a variety of settings. The role of the baccalaureate prepared nurse in evaluating

information systems in a variety of practice settings is examined. The issues of ethics, ergonomics, and nursing workflow as they relate to nursing informatics are explored.

NURS 456 - Community Health Nursing (4 credits)

This course focuses on the origins and trends in community and public health nursing, conceptual models for practice, and contemporary public health problems and issues. Students synthesize knowledge from nursing, public health and the social sciences to provide holistic care with community as client. Emphasis is on primary prevention, health promotion, and risk reduction, as well as prevalent population-based health issues; focusing on racism and inequities in delivery of health care within populations.

NURS 456P - Community Health Nursing Practicum (1 credit)

The clinical experience in this course focuses on application of concepts of community/public health nursing in diverse community settings, emphasizing disease prevention, health promotion, risk reduction, and cultural awareness within a holistic framework, at three levels of practice; system, community and individual/family. Students must register concurrently for NURS 456: Community Health Nursing.

NURS 456P - Community Health Nursing Practicum (2 credits)

The clinical experience in this course focuses on application of concepts of community/public health nursing in diverse community settings, emphasizing disease prevention, health promotion, risk reduction, and cultural awareness within a holistic framework, at three levels of practice; system, community and individual/family. Students must register concurrently for NURS 456: Community Health Nursing.

NURS 459 - Population Based Care (7 credits)

This course prepares students in the practice of community and public health nursing. Students synthesize knowledge from nursing, public health and the social sciences to provide holistic care with community as client. Emphasis is on prevalent population-based health issues.

NURS 460 - Mental Health Nursing (3 credits)

This course focuses on the holistic care of clients experiencing mental health challenges. Psychiatric disorders, populations at risk, and the continuum of care delivery are addressed. Emphasis will be placed on the application of assessment skills and nursing interventions relating to psychiatric clinical conditions through didactic and simulation experiences. The effects of ethical, legal, cultural, and political factors on care of the mentally ill are examined. The Healing through Caring theoretical model is used as the basis for planning, implementing, and evaluating nursing care.

NURS 462 - Holistic Nursing Care of the Adult II (2 credits)

This course is the second in a series of two and focuses on holistic nursing care of adults throughout the health/illness continuum with complex health concerns.Students will utilize principles of evidence-based practice, theory, holism, clinical judgement, and the nursing process to identify nursing care for persons and populations from diverse backgrounds with select complex alterations of health and wellness.

NURS 464 - Nursing Leadership II (4 credits)

This course reinforces and expands leadership concepts introduced in previous courses and focuses on how nursing leadership influences client care and practice in the larger health care delivery system. Emphasis is on use of outcome data to evaluate care delivery systems and to propose performance improvement initiatives, considering enduring practice issues, policy debates and historical solutions.

NURS 465 - Leadership and Management in Nursing (3 credits)

This course focuses on concepts related to individual development and contextual knowledge necessary to prepare nurses to act as leaders and advocates in a variety of health-related environments. Students will analyze the roles of the baccalaureate prepared nurse within systems, utilizing holistic, anti-racist, equity-oriented, theoretical, and evidence-based principles.

NURS 466 - Leadership for Professional Nursing Practice (4 credits)

This course engages the student with principles of system level nursing practice which supports quality care and promotes health equity for individuals and populations from diverse backgrounds. Students will engage in self reflection and analysis to promote leadership skill identification and development necessary for professional identity and professional nursing practice. This course is part of a competency-based nursing curriculum leading to the baccalaureate of science degree in nursing.

NURS 488 - Capstone: Nurses Take Action for Health Equity (3 credits)

This capstone course, guided by a nursing perspective, is designed to incorporate learning obtained throughout the RN to BSN curriculum, including theories, evidence based practices, care across the lifespan, and principles of anti-racism, holism and global-local-community, to synthesize for health equity activism within healthcare settings. Utilizing Emancipatory Nursing and Social Medicine theoretical frameworks, students will analyze the social, economic, political, and historical influences that underpin health inequities within clinical practice. Particular focus will be on actions within nurses scope of practice to address harm and inequity for patients and families and to promote health equity. Students will analyze select examples of activism and develop a plan for their own clinical health equity focused

activist scholarship work. This course is part of a competency-based nursing curriculum leading to the baccalaureate of science degree in nursing.

NURS 490 - Integrative Seminar and Practicum (7 credits)

This clinical practicum course provides a bridge for the role transition from student to baccalaureate nurse generalist. Emphasis is placed on synthesizing theories, principles, concepts, and skills from nursing and other disciplines as a basis for implementing and evaluating holistic nursing care within systems and to diverse populations across the lifespan. This course may include seminar, self-directed study, service learning, simulation and clinical learning experiences.

NURS 491 - Capstone Seminar (2 credits)

In this seminar course, students continue to develop the skills and understanding necessary to transition from student nurse to baccalaureate prepared professional nurse. Students will engage in lessons, complex case studies, group work, class presentations and other activities designed to synthesize theories, principles, and concepts from nursing and related disciplines to support clinical judgment and holistic nursing care directed toward equitable, holistic health and healing. Emphasis will be placed on reflection and critical thinking to promote scholarship, personal growth and professional identity.

NURS 492 - Preparation for Licensure (2 credits)

The foundation of transition to practice is the successful completion of the NCLEX exam. This course will orient the student to the structure, purpose, and process of the NCLEX exam; and the process of obtaining RN licensure. Students will complete a standardized NCLEX predictor exam and use the results as a foundation for a self care and learning plan. This course is part of a competency-based nursing curriculum leading to the baccalaureate of science degree in nursing.

NURS 493 - Skill Foundations V Preceptorship (4 credits)

This lab and precepted clinical course is designed to facilitate successful transition to the role of the professional nurse. Simulation will be completed prior to the beginning of the precepted practicum experience to prepare students for an intensive practice immersion provided at a designated clinical site. Students will be supported by the collaborative efforts of an experienced nurse as preceptor and assigned course faculty member in achieving course learning objectives and program outcomes. Students will work with their assigned faculty member to demonstrate evidenced-based practice and leadership skills.

NURS 499 - Special Topics in Nursing (1-6 credits)

This independent study is designed for transfer students whose course or courses from another college or university fulfills some but not all of the requirements of a Metro State undergraduate nursing course. The student

and faculty evaluator negotiate the number of credits to be completed and the specific course objectives and requirements to be satisfied. Through guided study, the student completes these requirements.

OJIB

OJIB 100 - Ojibwe Culture and Language (4 credits)

This course applies an immersion approach to learning ojibwemowin, the Ojibwe language. The language offers key insights into the formation and transmission of Ojibwe cultural identities and worldviews. The course is part of larger community efforts to retain and use ojibwemowin and contribute to world-wide efforts to preserve Indigenous languages. Students in the course will learn ojibwemowin grammatical structures and build a working vocabulary sufficient for beginning-level conversations.

OJIB 101 - Beginning Ojibwe I (4 credits)

Ojibwe is an indigenous language of Minnesota, and students who take this class will begin to learn to speak and use the Ojibwe language at a basic conversational level. The purpose of this class is not merely to gain an appreciation or knowledge of the Ojibwe language, but to gain a rudimentary ability to use and speak Ojibwe in everyday situations. Thus, some instructors may require students to have a tape or digital recorder for homework assignments. The overall goal is to help students gain a strong grammatical and speaking foundation on which to continue their path towards fluency in the Ojibwe language. Students in this class will also begin to read and write in the Ojibwe language

PADM

PADM 360I - Public Administration Student-Designed Independent Study (SDIS) (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 for because it allows students: to study a subject in more depth, at a more advanced level; to pursue a unique project that requires specialized study; to draw together several knowledge areas or interests into a specialized study; to test independent learning capabilities and skills; or to use special learning resources in the community, taking advantage of community education opportunities which, in themselves, would not yield a full college competence. Students should contact their appointed advisor for more information.

PADM 365I - Public Administration Prior Learning (1-8 credits)

Credit for Prior Learning is the conditions under which students can receive college credit for prior learning obtained through nontraditional channels such as the military, the workplace, or independent study. The course for which credit is being sought must correspond in its content to a course that is currently offered at Metro State University. Competence is demonstrated

by passing the final examination of the corresponding course. Students should contact their appointed advisor for more information.

PHIL

PHIL 100 - Multicultural Introduction to Philosophy (4 credits)
Have you ever wondered how people from different cultures think about important life questions differently from one country or culture to the next? How do different cultures understand life's meaning? How do different cultures understand the nature of death? How do people in different cultures make sense of their place in the world? How do they see their moral responsibilities to one another? Through philosophical readings from a wide variety of cultures, this course explores these and other questions of inter-cultural philosophical significance. You will leave the course with a greater understanding of how people from a variety of cultures attempt to answer these important life questions.

PHIL 102 - Philosophy, Film and the Meaning of Life (4 credits)
Does human life have a meaning? If so, where or how can it be found? How should one live? What kind of people should we want to be? How does the nature of one's community and one's position in it affect one's answers to these questions? Do only certain kinds of communities offer opportunities for a good life? This course uses movies and philosophical essays from classical and contemporary sources to discuss these and other matters concerning life's meaning.

PHIL 105 - Human Nature: Global Perspectives (4 credits)
This course introduces students to persistent questions concerning what it means to be human. Is there such a thing as human nature? If so, what is it? How have different cultures and different periods of history understood the nature of human nature? What are the moral and social consequences of accepting various answers to these questions? The course examines how these issues have been addressed within European, American, Asian, Indian and Middle Eastern philosophical traditions.

PHIL 106 - Philosophy, Spirituality, and Religious Diversity (4 credits)
What do people mean when they talk about God and spirituality? What is worship or prayer or meditation and how are these related to religion or faith or wisdom? What is the relationship between mystery and belief in God, and evidence and argument? How can one value and respect religious beliefs that differ in fundamental ways from one's own? What is the proper role of religion in government? What relationship does religion have to morality? How can God allow the innocent to suffer? This course examines these and other provocative questions with the aid and materials drawn from a variety of religions, practices, and perspectives.

PHIL 107 - Introduction to Practical Philosophy (4 credits)

This introductory course examines the two central concerns of practical philosophy: wisdom and justice. In contrast to theoretical philosophy which addresses the nature of reality and being, practical philosophy addresses the pursuit of wisdom and justice in personal, professional, and civic affairs. Students will have the opportunity to examine their own lives and goals from a variety of viewpoints in consideration of practical understanding and avenues for action in relation to local communities and regional or national concerns. Particular topics will include personal ethics, civic duties, relations between law and morality, racial and social justice, professional ethics, environmental ethics, practical reason, and philosophical counseling.

PHIL 160I - 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.

PHIL 165I - Philosophy Prior Learning (1-8 credits)

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

PHIL 204 - Introduction to Symbolic Logic (4 credits)

Symbolic logic uses formal methods in order to study the properties of arguments in a precise and rigorous manner. In this course, we learn about both the propositional calculus, which deals with the logical relations that hold among whole propositions, and the predicate calculus, a system which allows more precise analysis of linguistic structure. The course will focus on both translation of natural languages into symbolic form, and proofs using natural deduction.

PHIL 301 - Ethical Inquiry (4 credits)

What does it mean to be an ethical person? What thinking should guide a person’s decisions about doing (or not doing) what is right or wrong? Can we know when something is right or wrong or this only a matter of personal

feeling? Do the affluent have moral duties to help the poor of the world with their plight? This course explores these questions and others like them, using a variety of philosophical materials and approaches. It examines major moral theories and related moral dilemmas concerning, for example abortion, economic justice, war and morality, and the moral status of animals. This course also examines ideas about how race, class and gender may affect concepts of ethics.

PHIL 302 - Philosophy Now: (4 credits)

The specific topic of this course changes from semester to semester. Each time the course is offered, it considers a topic of current social importance and employs important work in social and moral philosophy to understand them. Topics have included reparations and responses to historical injustices; toleration of religious and other differences; immigration and the question of who should get in and why. Future topics may involve the legitimacy of torture; justice in the distribution of health care; markets and morals; same-sex marriage; the role, nature, and justifiability of patriotism; etc.

PHIL 303 - Principles of Inquiry: Ways of Knowing (4 credits)

This course will consider a number of questions about knowledge: What is the difference between knowing that something is true and just believing (or being of the opinion) that it is true? What sorts of methods or modes of inquiry can reliably produce knowledge? Are there various methods for acquiring knowledge or is there really only one method (perhaps something called “the scientific method.”) Is science the only reliable ‘way of knowing’, or are their others (faith or intuition or personal experience or…)? Should we accept claims that non-Western cultures have distinctive ‘ways of knowing’? What about the idea that there are (as a popular book title suggests) ‘women’s ways of knowing’? The course will treat these questions as practical questions: In the public sphere of politics and the marketplace, as well as in our personal lives, claims and counter-claims abound. Many people claim to know one thing or another, and many others claim to know that those very claims are false or ill founded. How can we sort through the spin and the propaganda and figure out what’s really going on? How, in particular, can we know what we need to know in order to be good citizens in a democratic society? Part of what we need is to understand better how our minds work and what errors they are prone to. We will also need to think about how the mass media inform and misinform us.

PHIL 306 - Philosophy and Sexuality (4 credits)

This introductory course explores the most basic ideas about human sexuality and sexual identity: What does it mean to be a woman or a man? What does it mean to have a sexual identity? Is there such a thing as “normal” sex? How has sexuality been socially regulated in the past and how is it currently regulated? How can people evaluate such “regulations”? How do ideas about sexuality influence gender, ethnic, racial and other stereotypes? What sorts of

ideas do people have about the nature of their bodies? Students develop basic philosophical skills in order to sort out these questions. Topics usually include: eroticism, desire, homophobia, sexual violence, pornography, prostitution, and sexual imagery in popular culture, love and romance.

PHIL 308 - Faith and Reason: The Philosophy of Religion (4 credits)

An examination of religious experience from a philosophical perspective. Questions such as: What must a belief or experience be like to count as religious? Should we expect religious beliefs to be supported by evidence or reasons or does faith operate in a different way? Are there good arguments for (or against) the existence of God? Of miracles? Of the immortality of the soul? Do religious accounts of events (of the creation of the world, for example) compete with scientific explanations? Or do they have a different function and a different kind of grounding? What relationship does religion have to morality? To politics?

PHIL 310 - Environmental Philosophy (4 credits)

In this course we use various philosophical approaches to explore the relations among persons, non-human animals and the worlds they inhabit separately and together. We will look closely at the grounds for claiming that we have obligations and duties in relation to non-human animals and the environment, as well as the ways in which these relations provide inspiration, companionship, solace and love. Topics may include: environmental justice and the disposal of electronic waste; animals and factory farming; the real cost of cheap consumer goods; the historical evolution of the concept of environment protection, of a land ethic, and of the development of natural parks; human stewardship; the possibility that natural creatures have a value that is independent of human benefit and whether it makes sense to grant them legal standing; global climate change; the connections between feminism and environmental ethics; the population time bomb and current responses; green politics; the role of scientific expertise in a democratic society; shallow vs deep environmental movements.

PHIL 320 - Business Ethics (4 credits)

Do business firms have obligations besides making as much money as possible for their stockholders? What are their responsibilities, if any, to their employees, their customers, and the wider community? Is it enough to obey the law, or does the law sometimes allow people to do things that are wrong? Do employees have any right to privacy on the job? To ‘living wages’? To ‘decent’ working conditions? Does a seller have any obligation to look out for the interests of the buyer? Isn’t it necessary to put the best possible ‘spin’ on your product and let the buyer look out for him or herself? This course will examine questions like these in light of various theories of ethics and current theories of justice. In addition to considering how we might ideally like people to act, it will also consider the challenges to personal integrity and

‘doing the right thing’ posed by the real world of business and by the kind of large bureaucratic organizations that dominate it.

PHIL 321 - Medical Ethics (4 credits)

Is it ever right to try to hasten a patient’s death? Should people ever be given medical treatment against their will? How should we decide who will get access to scarce medical resources (like organ transplants)? Do people have a right to get the care they need, even if they can’t pay for it? This course will use ethical theories and theories of justice to explore these questions and others like them. It is intended to be helpful not only to (present or future) health care practitioners, but also to anyone who wants to think about these issues, which confront us in our roles as patients and as citizens whose voices can contribute to the shaping of health care policies.

PHIL 325 - Criminal Justice Ethics (4 credits)

Do criminal justice professionals have to meet a higher moral standard in their behavior as professionals than that of ordinary persons? Is it ever right for a criminal justice professional to “give a break” to a fellow professional? Should criminal justice professionals report clear moral violations of their fellow professionals? This course examines a range of moral dilemmas that criminal justice professionals are likely to face as they attempt to perform the duties of their office. Using both moral theory and detailed case examples from the criminal justice system, students learn to apply moral principles and concepts in a given situation to resolve these situations in a satisfactory ethical manner.

PHIL 327 - Ethics in the Information Age (4 credits)

This course explores a range of moral issues raised by the introduction of new technologies for the production, distribution and use of information -- issues about privacy, surveillance and data-mining, freedom of speech, copyright, computer crime and abuse, justice in access to information, the political and social significance of the Internet, and so on. The course is intended to be helpful not only to information technology professionals, who will encounter some of these issues in connection with their work, but also to anyone who has an interest in the way information technology is changing our lives. Students will study moral theory, professional codes of ethics and a variety of case studies.

PHIL 334 - Philosophy for Children (4 credits)

Evidence suggests that engaging in philosophical discussion enhances children’s reasoning and critical skills. This course introduces strategies for encouraging elementary school children to think about their world in a serious and careful way, using stories, children’s literature and children’s everyday experiences, as well as materials developed at the Institute for the Advancement of Philosophy for Children. The course is designed for teachers wishing to integrate philosophical questions into their classes and parents

who wish to play a more active role in the cognitive development of their children. Education students are encouraged to consider this training.

PHIL 350I - Philosophy Individualized Internship (1-9 credits)
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.

PHIL 352 - Borders, Walls, Us and Them (4 credits)
This course offers an introduction to the philosophical issues raised by political and economic relations in the global system. Classes typically deal with challenges such as just distribution of goods and services; the morality of war; the complexity of humanitarian intervention; recognition across national boundaries; and environmental justice.

PHIL 354 - Economic Justice: Who Gets What and Why? (4 credits)
Does the fact that some in the world have more than they need in order to live and others have too little to survive show that the world is unjust? Do people in affluent countries have a moral obligation to help those in impoverished countries? Should material well-being be more equally distributed in a just world? Should people who contribute more get more? Do smart people, beautiful people, and hard-working people deserve to get more than those who are less so? Should the world's bounty be seen as belonging to all equally? These and other questions regarding the controversial issue of economic justice will be addressed through a variety of philosophical materials.

PHIL 360I - Philosophy Student Designed Independent Studies (1-8 credits)
Student-designed independent studies give 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.

PHIL 362 - Philosophy and Blackness (4 credits)
This course examines works produced by, and heavily influenced by, black philosophers, including historical and contemporary works by thinkers from Africa, the wider African Diaspora, the United States, and Europe. These works will draw our attention to the social construction of race and blackness, and

we will dig into how and why black voices have been excluded, and continue to be excluded, from the traditional “western” philosophical and academic canon. Themes may include: philosophies of race and racism, identity, power and knowledge, colonialism, freedom and liberation, intersectionality, the disposability of black bodies, testimonial injustice, afro-pessimism, afro-futurism, and non-violence/whether or not violence can be justified.

PHIL 364 - Feminism and Philosophy (4 credits)

How have feminist thinkers approached traditional questions about the nature of reality, personal identity and social institutions, and how do their answers influence their choices about how to act? By what standards can these choices be evaluated? Does it make sense to talk about feminism as a single school of thought? What is the relationship of feminist theory and philosophy to other women’s movements? In this course students have the opportunity to connect discussions of feminist thought to personal and community issues. Topics may include sexism in traditional theory and philosophy; concepts of oppression; how sexism, racism, homophobia and class affect women’s lives and thought; the evaluation of various feminist theories; and how intellectual and political connections between women are created and maintained.

PHIL 365 - The Cultural Politics of GLBT Sexuality (4 credits)

This course studies the socio-cultural, political, and conceptual bases of contemporary identity formation in gay. lesbian, transgender and bisexual communities. Variable topics of study, focused primarily on the United States, examine the development of communal and political LGBT identity rooted in the philosophical, social, and political debates and challenges among and between LGBT people since 1945: the Homophile movement of the 1950’s and 1960’s, the Stonewall Riot of 1969 and Gay Liberation movements of the 1970’s, lesbian feminism and the politicization of sexuality, the HIV crisis, LGBT civil rights and public policy, transgender politics, race and is relationship to sexuality, and cultural, literary, and filmic expressions of LGBT identity.
Overlap: GNDR 365

PHIL 365I - Philosophy 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.

PHIL 366 - Race and Racism: Philosophical Problems (4 credits)

What exactly is a race? How have conceptions of race changed over time? What does it mean to say that race is socially constructed? What is the

relation between the idea of race, racial prejudice and racial oppression? What exactly is racism? What is the precise nature of the harm of racism? What can and should we do about racism -- its historical legacy and its contemporary manifestations? This course uses the tools and methods of philosophy to examine a variety of conceptual and ethical questions about race and racism.

PHIL 375 - Ancient Greek Philosophy (4 credits)

This course examines the birth of European philosophy in ancient Greece. We will study the two Greek thinkers who are still regarded by many as the greatest of all philosophers - Plato and Aristotle - and may also examine the work of other thinkers who came before and after them. Topics include the nature of reality, the ways we might come to have knowledge, and the good life for human beings.

PHIL 376 - Early Modern European Philosophy (4 credits)

This course concentrates on the period of time in which what people call “the modern world view” was formed. With the dawn of modern science, the centuries old grip of Aristotle and the Church was broken and replaced by a fundamentally new philosophy that was responsive to the new science and assisted in its defense. We will study selected thinkers of the period from the 16th to the 19th centuries: Descartes, Locke, Hume, Kant, and others. The course also pays attention to the role of race, gender and colonialism in the thought of these philosophers.

PHIL 378 - Contemporary Epistemology and Metaphysics (4 credits)

Recent developments in the philosophical understanding of knowledge and reality. Texts will include both analytic and continental approaches, as well as the work of members of previously marginalized groups. Topics may include developments in social epistemology, feminist work on the concept of identity, or the rise of interest in cognitive science and experimental philosophy.

PHIL 379 - Contemporary Moral Theory (4 credits)

When we say something is morally right or wrong, are we simply expressing our personal feelings or are we saying something more? Who gets to decide (and how do they decide) what makes something morally right or wrong? Do moral issues have answers about which we can be certain? Does morality have well-regarded theories like the physical sciences do--theories which help ethicists and others to decide what is right or wrong? These and other questions will be addressed in this decidedly theory-focused course in moral philosophy.

PHIL 499 - Advanced Seminar in Philosophy (4 credits)

This course is intended to support students in doing advanced work in philosophy. Students will work together as a community of inquiry to study a particular author, genre, period or problem selected by the instructor. Texts

and topics will be chosen to illustrate the variety of styles and strategies employed by philosophers of varying cultural backgrounds and to include the critiques and contributions of authors from marginalized communities/communities of color. Each student will complete a course paper or project using concepts and methods derived from this and other philosophy courses to explore a philosophical topic of personal interest connected to the seminar topic. Prerequisite: Open to philosophy majors near graduation and to others with appropriate preparation (non- majors need instructor's permission to register). Course may be repeated with instructors permission when topics are significantly different.

PHYS

PHYS 101 - Introduction to Astronomy (4 credits)

This course examines the evolution of the universe and the movements within the solar system and life cycles of stars. It is designed for students with a natural interest and fascination for planets, stars, and the universe. The class has access to a large telescope, a planetarium and color slides of recent space probes. Also, it explores special topics of interest including supernovas, quasars, gas giant planets and other wonders of the unfolding universe. Lab included. Intended for general education students and students majoring in Life Sciences Teaching.

PHYS 105 - Air, Weather and Climate (4 credits)

This course is an introduction to the atmospheric sciences, including meteorology, climatology, and atmospheric chemistry. This course emphasizes scientific method, human impact on the environment, and the climate and weather in Minnesota. Includes lab. Intended for general education students and students majoring in Life Sciences Teaching.

PHYS 110 - Introduction to Physics (4 credits)

This is an introductory course in physics covering one-dimensional and two-dimensional motion, forces, solids, fluids, heat, temperature, electricity, magnetism, waves and light. This course is focused on topics that are important in the environmental and life sciences, the development of quantitative problem-solving skills, and practical applications. Includes lab. This course meets the Physics course requirement of the Biology BA, Environmental Science BS, and Life Sciences Teaching BS programs, and the General Education Goal 3 Science requirement.

PHYS 111 - General Physics I - Algebra Based (5 credits)

Physics investigates concepts of energy involved in everyday life. General Physics is designed for students interested in science and technology related careers and majors. It is taught at the algebra/trigonometry level and it incorporates conceptual understanding, laboratory work, and mathematical problem solving. General Physics I covers motion, heat, and wave motion.

PHYS 112 - General Physics II - Algebra Based (5 credits)

This course is a continuation of Phys 111 General Physics I. Phys 112 covers concepts of light, electricity/magnetism, nuclear energy and modern physics. It is taught at the algebra/trigonometry level and includes extensive laboratory work.

PHYS 160I - Physics 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.

PHYS 211 - Calculus Based Physics I (5 credits)

This is the first course of a two semester sequence covering the fundamental concepts of physics. This course covers Newton's laws of motion, work, energy, linear momentum, rotational motion, gravity, equilibrium and elasticity, periodic motion, fluid mechanics, temperature, heat, and the laws of thermodynamics. Laboratories emphasize application of physics concepts and quantitative problem solving skills. Intended for science majors and general education students with strong mathematical background.

PHYS 212 - Calculus Based Physics II (5 credits)

This is the second course of a two semester sequence covering the fundamental concepts of physics. This course covers oscillatory motion, waves, superposition and interference of waves, diffraction, electricity and magnetism, electric circuits, light, mirrors and lenses. Laboratories emphasize application of physics concepts and quantitative problem solving skills. Intended for science majors.

PHYS 350I - Physics Internship (1-5 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. Students interested in internships within the Natural Sciences Department should work with their advisor and/or faculty internship coordinator to discuss the process for your specific major.

PHYS 351 - Thermodynamics (5 credits)

This course introduces the concepts of thermodynamics. Topics include the first law of thermodynamics, the second law of thermodynamics, entropy, statistical mechanics, specific heat capacities of gases and solids, efficiency and the Carnot cycle, chemical potential, chemicals and phase equilibriums, etc. Applications explored will include the behavior of gases and the operation of heat engines. Laboratories emphasize real world applications of the concepts and problem solving skills taught in this course.

PHYS 355 - Modern Physics (3 credits)

This course covers special relativity, elementary quantum theory, atomic structure and spectra. It is intended for students pursuing chemistry and physics major/minor.

PHYS 357 - Modern Physics Lab (2 credits)

This course provides laboratory activities to test the major theories that lead to the understanding of atomic structure and their spectra. It is intended for students pursuing chemistry and physics major/minor.

PHYS 360I - Physics Student-Designed Independent Study (1-4 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.

PHYS 365I - Physics Prior Learning (1-8 credits)

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

PHYS 469 - Seminars in Physics (1 credit)

This course takes advantage of scientific presentations offered in the Twin Cities area by educational institutions such as Metro State University and the University of Minnesota. This course can, with instructor permission, be taken more than once for credit. Intended for students minoring in physics.

PHYS 479 - Special Topics in Physics (1-5 credits)

This course covers advanced topics in physics that vary from semester to semester. Because the content of each section of this course is different, students may take this course more than once for credit. Intended for students minoring in physics in their junior or senior year.

PHYS 489 - Directed Research in Physics (1-5 credits)

This is a faculty designed independent study (FDIS) which provides students the opportunity to do independent research in the field of theoretical and/or computational physics under the supervision of a resident physics faculty member. This course will improve problem solving, numerical/computational, and mathematical skills of the students. At the end of the course, students must complete a research report which must be approved by the instructor. The number of credits will be decided by the faculty and the student.

POL

POL 101 - Introduction to US Politics and Government (4 credits)

This course introduces students to the structure of American government, the core ideas and values that underlie it, and approaches to effective civic engagement. Through reading, class exercises, and case studies students gain an understanding of how American political institutions function and how to engage in meaningful political action.

POL 301 - Citizenship in a Global Context (4 credits)

This course investigates the theory and practice of citizenship in local communities, the United States and the world. Students draw on core concepts from political science to explore contrasting ideas about citizenship and the political, economic and cultural dimensions of critical issues facing the global community. Classroom inquiry is supplemented by field experiences and investigation.

POL 304 - Social Movements in Global Perspective (4 credits)

This course draws on key concepts from social theory to examine select social movements through a global perspective. Using case studies of movements that focus on such central themes as democracy, human rights, and economic justice, the course will explore how movements begin, the development of ideology and world view, and contrasting approaches to organization, tactics, strategy and leadership. On a broader level, students will examine the relationship between tradition and change, and movement and counter-movement, in order to evaluate how social movements have influenced-and continue to influence-the world we live in.

POL 305 - Elections and Political Parties (4 credits)

This course uses the current campaign as the basis for studying voter behavior, polling, the impact and role of the media, political parties, and general election strategy on behavior. Special emphasis is placed on the role

of race, class and gender in shaping political participation. Campaign involvement is encouraged.

POL 311 - Community Organizing and Social Action (4 credits)
This course examines the theories, current trends and practical dimensions of how people with common goals and grievances organize themselves to effect change. Topics include the nature of community organizing, organizing models from a variety of cultural and historic traditions, practical approaches to identifying issues, bringing constituencies together and nurturing grass roots leadership, and choosing and implementing effective strategies and tactics. Case studies include organizing projects in communities of race and ethnicity, social class and gender.

POL 312 - Advocacy for Policy Change (4 credits)
Democratic governments are assumed to be more legitimate than and preferable to other forms of government due to their openness and responsiveness to citizen influence. Yet many citizens and residents in the United States express feelings of powerlessness when it comes to influencing legislators and engaging in politics. In this course, students will learn about the state legislative process in Minnesota and develop a wide range of democratic skills necessary for becoming citizen advocates and influencing elected officials. Over the course of the semester, students will identify an issue area they want to work in; choose legislation related to that issue area to advocate for; identify and build relationships with community organizations working in the issue area; work in coalition with at least one community organization; develop a range of political communication materials for influencing legislators; and meet with state legislators to advocate for their preferred policies. The skills students will develop in this class will be applicable to participating in democracy at the local, state, and national level.

POL 313 - Democracy, Politics, and Punishment (4 credits)
This course explores the way in which our policing and punishment policies affect democratic decision-making and vice-versa. The central question considered is this: How do our policing and imprisonment practices affect democratic legitimacy in the United States? To answer this question, students will examine theories of participatory democracy that link widespread political participation to democratic legitimacy. Students will then consider the interconnections between several important public institutions such as the police, prisons, schools, voting, elections, and the interest group system. Significant focus is given to issues of race and racism.

POL 314 - Power, Inequality, and Violence (4 credits)
This course considers how violence is used systematically by organized political and social actors and how the use of violence by such actors responds strategically to competition over power and resources. It considers

violence both as an effect of or response to status quo structures of power and economic inequality. It also considers how various actors use violence as an attempt to maintain or change the status quo. It approaches these questions using political economy and game theoretic methods, with an emphasis on defining and testing hypotheses about the use of violence.

POL 319 - Capitalism, Democracy, and Inequality (4 credits)

This course explores the contrasts and inter-relationships between three approaches to organizing our public life: democratic politics, economic markets, and the multiple associations that make up civil society. Students will investigate the basic characteristics and underlying principles of each approach and apply what they learn to an analysis of contemporary public issues. Students will evaluate the basic strengths and limits of each approach to civic engagement and public problem solving, and reflect on the ethical dimensions of their roles as citizens, consumers and members of civil society.

POL 320 - Crises of Democracy (4 credits)

Crises of Democracy explores the modern paradox of a simultaneous global democratic resurgence and crisis. It examines fundamental concepts such as: direct and representative democracy; the roles of bureaucracy and citizen participation; power, equality, and freedom; the relationship between democracy and capitalism, liberal and illiberal democracy, and the role of revolt or revolution in a democracy. The course also explores contemporary issues including: the recent rise of authoritarianism, multiracial democracy, gender and racial discriminations, and global challenges such as climate change, migration, and poverty. Students will learn to evaluate news sources reporting on current events and the contemporary discourse of democracy.

POL 321 - Approaches to World Politics (4 credits)

This course examines critical global issues and the organizations and institutions that are attempting to address them. Drawing on concepts from political science and international relations, students explore such issues as human rights, the global environment, violence within and between nations, and the gap between “have” and “have not” nations. The course investigates the response of the United States to these issues as well as the effectiveness of formal international organizations like the United Nations and emerging transnational citizen organization. Classroom inquiry is supplemented by field experience and investigation.

POL 331 - Law and the Legal Process (4 credits)

This course begins to examine law, both what it is and how it is practiced. The course focuses on the limits of law, the practice of law, and the strengths and weaknesses of the U.S. legal system. Students analyze these issues in the context of current controversial legal disputes.

POL 333 - Constitutional Law: Civil Rights and Civil Liberties (4 credits)
This course focuses on the relationship between the individual and the government. By studying Supreme Court decisions and various pieces of legislation, freedom of speech, privacy, freedom of the press and discrimination are investigated. Responses to issues of equality and justice are analyzed.

POL 343 - Perspectives on Community Development (4 credits)
This class will examine theories and models of community development, and introduce students to the realities of community development work. The course explores the history of the community development field from its origins in the late 19th-century urbanization through present innovations fueled by grassroots, foundations and public policy initiatives. The lens of movement and industry approaches will be a key analytical tool. Three traditions in the field community building, community organizing, and community development will be critically examined and compared, including exploring the dynamic relationship between these three traditions. Special attention will be given to community development challenges facing traditionally disenfranchised communities, including factors of race, class and gender. The class will emphasize both a theoretical understanding of community dynamics, ad an introduction to practical skills used by people working in the community development field.

POL 360I - Political Science 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.

POL 365I - Political Science Prior Learning (1-8 credits)
Credit for Prior Learning is the method by which students may receive college credit for prior learning obtained through nontraditional means, such as military training/experience, the workplace, or independent study. The course for which credit is being sought must correspond in its content to a course that is currently offered at Metro State University. Competence is demonstrated by passing the final examination of the corresponding course. Students should contact their academic advisor for more information.

POL 381 - Community Leadership: Principles and Approaches (4 credits)
What is leadership? What skills and qualities make a good leader? What is the relationship between leadership, civic participation and the common good? Open to both experienced leaders and those who are just starting out, this course will explore a variety of leadership principles and approaches as well as the relationship between civic engagement and social justice. Students will investigate a variety of community participation strategies including: volunteer service, citizen organizing, electoral politics, public and non-profit boards and commissions, and community development. On-line and community resources and assignments will supplement class-room based learning. Students will be able to apply previous community experience to completion of course requirements.

POL 383 - Working in Politics (4 credits)
This hybrid course is for students who want to work in politics to make Minnesota better for the people and communities they love. Prior to the semester beginning, each student meets with the instructor to secure an internship with a campaign or an advocacy organization based on the students interests and values. Once the student has an internship lined up, they can register for the course. Over the summer, students will intern with the campaign or advocacy organization and earn experience working in politics. In addition, students will attend six class meetings. At the class meetings, students will learn about different types of political jobs, reflect on which types of jobs interest them most, and identify the skills they need to develop to advance on that career path. Each student will complete a weekly campaign journal throughout the semester. At the end of the semester, each student will also produce a political resume and draft cover letter for applying for future jobs in politics.

PRSP

PRSP 301 - Perspectives: Educational Philosophy and Planning (4 credits)
This course considers, from a multidisciplinary perspective, the questions: “What is the purpose and value of an education today? What does it mean to be educated? What does it mean for students to have responsibility and authority over their education, and what contexts empower or constrain students’ abilities to exercise responsibility and authority? How does an education shape (and how is it shaped by) one’s identities, interactions with communities, and/or global challenges?” While it is a required course for all students who plan to complete an Individualized B.A/BAS, it is also a helpful course for students in any of the other colleges who are not sure about their major focus. The course helps students develop their own individualized degree plans or program outlines by providing time to reflect on what they want to learn and the best way to learn it. While most students often focus first on their vocational goals in higher education, this course challenges

students to think also about their community involvement and lifelong learning needs.

PRSP 301T - Perspectives: Educational Philosophy and Planning Theory Seminar (4 credits)

This theory seminar is geared for students with experience in independent learning such as: teaching, training, human resources, management or supervision; learning situations such as education in another country, English as a second language or disabilities; or other learning situations that have helped them reflect on and understand values and expectations toward being an educated person.

PRSP 310 - Interdisciplinary Conversations (2 credits)

This course provides students an opportunity to actively develop skills in interdisciplinary scholarly thinking and communication with the help of a faculty director. A student-driven seminar format helps students deepen academic habits of inquiry, critical and creative problem solving; and allows continued reflection on the value of academic learning. Students bring to the table discussion topics from their individualized studies. Together, students and faculty explore subjects of mutual interest and learn from each other. Students connect isolated learning experiences to develop a holistic understanding that enriches the learning outcomes of their individualized educations.

PRSP 350I - Perspectives Educational Planning 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.

PRSP 360I - Perspectives Educational Planning 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.

PRSP 365I - Perspectives Educational Planning Prior Learning (1-9 credits)
Credit for Prior Learning is the method by which students may receive college credit for prior learning obtained through nontraditional means, such as military training/experience, the workplace, or independent study. The course for which credit is being sought must correspond in its content to a course that is currently offered at Metro State University. Competence is demonstrated by passing the final examination of the corresponding course. Students should contact their academic advisor for more information.

PRSP 499 - Capstone (4 credits)
This course is the culminating experience in a student's College of Individualized Studies program and is required of graduating seniors. Students demonstrate the relationship between what they have learned and the university's philosophical tenets and academic outcomes related to communication skills, critical thinking, multicultural understanding, global perspectives and citizenship. Students also consider their lifelong learning plans, possible career changes and future liberal learning opportunities. Students should register for this course in one of their final university semesters.

PSYC

PSYC 100 - General Psychology (4 credits)
This course introduces students to scientific and applied psychology, and suggests its application to everyday life. The course familiarizes students with concepts, principles, research methods and theories of psychology.

PSYC 102 - Dynamics of Parent/Child Relationships (3 credits)
This course is designed to increase knowledge of child growth and development and child-rearing principles and techniques. The focus is on parents' roles as facilitators for their children in areas such as achieving a purposeful life, becoming self-reliant and developing communication skills. It includes understanding and meeting the needs of single parents and their children.

PSYC 104 - Self-actualization and Interpersonal Effectiveness (3 credits)
This course emphasizes the application of social psychology to human development in the private and professional areas. It examines the theoretical characteristic of self-actualization and the typical practices people use for actualizing their potential and effectively managing interpersonal relationships in social and professional settings. It focuses on contemporary behavioral scientists' work to gain theoretical understanding and practical methods for achieving goals in these areas.

PSYC 105 - Assertive Behavior: Theory and Practice (3 credits)
This course deals with the origins of assertiveness training in behavior therapy and applies the theory of assertive behavior as a personal and professional growth tool for dealing with passive and aggressive behavior in

oneself and others. Students apply concepts of assertiveness to personal, social and vocational life situations.

PSYC 106 - Stress Management and Wellness (4 credits)
This class focuses on theories of stress management and practical tools for reducing stress. The objectives include helping each student identify personal stressors; becoming familiar with the theories of stress management; applying cognitive and behavioral stress reduction techniques, including progressive relaxation, visual imagery, assertiveness, time management and thought stoppage; and developing a personalized stress-reduction plan. Students are evaluated in part on the basis of their complete individualized stress-reduction plan.

PSYC 107 - Career Planning and Development (3 credits)
This course is designed to help students plan their careers and develop lifelong learning strategies. Participants assess their interests, skills and aspirations in relation to the world of work. Topics include needs assessment, methods of achievement and analysis, goal planning, occupational field research, skills identification and strategy development. Students develop career plans balancing their personal aspirations with reality.

PSYC 108 - Career and Life Planning for Women (3 credits)
This course seeks to help women maximize their potential career choices and take control of their lives. The objectives include helping each woman identify and understand her own values, interests and abilities; becoming familiar with and applying theories of career development and adult development as they pertain to women; using an effective decision-making process; and developing a personal career and life plan, and determining strategies to implement, review and revise the plan.

PSYC 160I - Psychology Student-Designed Independent Study (1-9 credits)
Student-designed independent studies give 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.

PSYC 165I - Psychology Prior Learning (1-8 credits)
Credit for Prior Learning is the conditions under which students can receive college credit for prior learning obtained through nontraditional channels such as the military, the workplace, or independent study. The course for which credit is being sought must correspond in its content to a course that

is currently offered at 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 200 - Fundamentals of Psychological Science (2 credits)
This course is designed to help students understand and be able to apply ethical principles and the fundamental components of the scientific method. Students will be introduced to statistical theories and operations, and the basics of reading and writing in APA style as they relate to the study of psychological science. Students will learn to think critically about scientific research and the process of using the scientific method to quantify, measure, and make predictions about human behavior.

PSYC 212 - Introduction to Diversity and Ethics in Psychology (3 credits)
In this course students explore questions related to psychology's response to diversity and ethical principles, including: How has psychology dealt with issues of culture, race, ethnicity, class, gender, sexual orientation and ableism? How has this influenced basic theories in psychology? How does this affect specific groups or individuals in areas of research, assessment and therapeutic practice? What are the ethical standards that guide, and the ethical dilemmas that currently face, the field of psychology? How do issues of diversity and ethical principles influence and intersect with each other? Further, this course is designed to develop and expand students' critical knowledge of the central role of race, racism, and anti-racism in multiple contexts of society and aspects of everyday life. Students are asked to think critically about the societal and individual effects inherent in the information covered in this course.

PSYC 250 - Academic and Career Pathways in Psychology (2 credits)
This course offers students an introduction to the study of psychology. It is designed to stimulate students to consider the role of psychology in their overall goal of becoming an "educated person." Career goals, graduate school options and the psychology major at Metro State are reviewed. Note: Students should take this course during their first semester as a psychology student.

PSYC 300 - Abnormal Psychology (4 credits)
This course explores the nature and causes of abnormal behavior and the terminology used in describing and discussing abnormal behavior. Students study the major categories used to classify abnormal behavior and the diagnostic criteria involved.

PSYC 301 - Adolescent Psychology (4 credits)
This course covers the theory and developmental processes of adolescence, including viewpoints of adolescence, self and adolescent identity, biological influences, thinking and intelligence, and development of moral values and

adolescent pathologies. Students learn to identify and describe these variables as interactive in the developmental process.

PSYC 302 - Psychology of Adult Development and Aging (4 credits)
This course focuses on developing an understanding of the theoretical and empirical research surrounding development in adulthood, integrating key concepts in midlife, aging, resilience, and human potential. The course examines the social, emotional, cognitive, and physical domains of adults, identifying general trends in adult development but also examining individual differences in these trends that can result in resilient or maladaptive outcomes. Students will explore aging through various theoretical frameworks. Topics may include Stress and Coping Theory theory/research, physical and cognitive changes, mental health, illness, as well as the interplay of social, physical, and mental health in contexts like work, leisure, and retirement.

PSYC 303 - Artificial Intelligence (4 credits)
This course investigates current and past work in the field of artificial intelligence (AI). Definitions of intelligence are considered and mechanisms and performance of AI application systems are studied has artificial intelligence matched or exceeded human intelligence? Comparisons are made to human intelligence as the class evaluates achievements in the AI application areas of problem solving, expert systems, neural networks, natural language processing, speech recognition, computer vision, machine learning and robotics. Course explores the philosophy of consciousness and the future social and economic changes that AI and particularly Large Language Models (e.g., ChatGPT) may cause.

PSYC 304 - Psychology of Intimate Partner Violence (4 credits)
This course explores the emergence of battered women as a social issue. It reviews the historical and social roots of violence, theories of wife-battering causes, and related research and statistics. The historical and current roles of the social service and legal systems are discussed, including the growth and role of grassroots services such as shelters, safe homes and hotlines. The class includes presentations from community resource people and identifies advocacy and helping approaches. Overlap: PSYC 304T Violence Against Women Theory Seminar.

PSYC 304T - Violence Against Women Theory Seminar (4 credits)
This seminar is designed for students who have practical experience in resources and programs for battered women and their families. It is also for women who have been battered or experienced other forms of violence, but may not have been exposed to underlying theoretical concepts. Students must have work or life experience to take this theory seminar. Prerequisite: Obtain and complete diagnostic test/or essay from the Teaching Center. Overlap: PSYC 304 Battered Women: An Historical and Social Perspective.

PSYC 305 - Behavior Disorders in Children (4 credits)
This course focuses on common behavior and emotional problems of children and youth, with less emphasis on adolescence. Topics include dependency, anxiety, control issues, motivation, aggression and social behavior. The course balances theory and practice related to behavioral disorders with the focus on practical solutions.

PSYC 306 - Child Abuse (4 credits)
This course covers major areas of child maltreatment. Topics include definitions of physical, sexual and emotional abuse and neglect; methods of prevention, intervention and treatment; and community resources.

PSYC 307 - Data/Statistical Analysis for the Behavioral Sciences (4 credits)
Students learn the basic procedures used in the collection and analysis of data in the behavioral sciences. Statistical software is used to conduct descriptive and inferential analyses of both small and large data sets. Students learn to write conceptual conclusions supported by statistical analyses. Prerequisite: Completion of math general education requirements.

PSYC 308 - Child Psychology (4 credits)
This course provides an overview of the science of child psychology. Major theories and research related to a child's perceptual, motor, emotional, social and cognitive development are reviewed, and their practical applications are explored. Overlap: PSYC 308T Child Psychology Theory Seminar.

PSYC 308T - Child Psychology Theory Seminar (4 credits)
This seminar, for parents, teachers, community volunteers and others who have worked extensively with children, explores theories that have contributed to the process of developing normal, healthy children. The information targets emotional rather than physical health. Lectures and discussion relate specific theories of Erik Erickson, Jean Piaget, Lawrence Kohlberg, B.F. Skinner and others to examples of children's behavior and parental responses. Prerequisite: Obtain and complete diagnostic test/or essay from the Teaching Center. Overlap: PSYC 308 Child Psychology and PSYC 102 Dynamics of Parent Child Relationships.

PSYC 309 - Cognitive Psychology (4 credits)
This course covers topics that span the full range of specializations within the field of cognitive psychology; such as attention, learning, memory, thinking and problem solving, decision making, language, intelligence and creativity. Applications of this information to education, business and mental health are provided. This course is well-suited to students interested in education, as well as psychology, and is often preparation for graduate study in psychology or education.

PSYC 311 - Life Span Developmental Psychology (4 credits)

Life Span Developmental psychology reviews concepts, theories and principles of human development from conception and prenatal development through late adulthood. This course will emphasize cognitive and social development topics that will explore maturation, human growth experiences and the various stages of physical development as key components influencing human behaviors.

PSYC 312 - Research Methods (5 credits)

This course introduces students to scientific research methods in psychology, emphasizing the experimental method. Topics include developing research questions, reviewing background information, deciding on appropriate methodology, and collecting and interpreting data. This course prepares students to think critically about psychological claims and is generally required preparation for graduate study. This course includes assignments in the Psychology Laboratory.

PSYC 313 - Family Systems (4 credits)

In this course, students learn how family life affects individuals by examining the current theories and research on family systems. Learning strategies include role-playing demonstrations. Evaluation is based in part on individually-designed projects on the family of origin. Recommended: An introductory sociology or psychology course.

PSYC 314 - Group Dynamics and Facilitation (4 credits)

Students learn the theory and practice of group membership skills, including group development, roles, norms and leadership responsibilities. Students also learn situational leadership styles and roles, interpersonal communication styles, conflict management, problem solving, feedback skills, and group activity planning, presentation and processing. Overlap: COMM 351 Communication in Work Groups and COMM 351T Communication in Work Groups Theory Seminar.

PSYC 315 - Adult Learning (4 credits)

This class examines adults in transition, practical applications of individual differences in learning styles and research on adult learners. Topics include assessing adult learning needs and motivation, adult development, models for adult learning, and program development and evaluation.

PSYC 316 - Holistic Health (2 credits)

In this course, students work on a definition of holistic health, learn about mental health and stress management, study nutrition standards, develop physical fitness plans, explore spirituality’s effect on health, and consider responsibility for environmental health. Students also learn criteria to judge the effectiveness of different health care approaches and evaluate a variety of health care practitioners. The course requires exploring information through written bibliographies, reading, writing major papers and interviewing.

PSYC 317 - Human Factors (4 credits)

Human factors psychology (ergonomics) is the study of human capacities and limitations affecting people's interaction with machines. Topics include perception, cognition, memory, psychomotor learning, display and control design, vehicular and roadway design, the human-computer interface, airplane crashes, and product liability. The course includes psychology laboratory experiments and research reports, exercises in human factors design, and a field trip in which students fly a flight simulator. Experimental methodology underlies the content of this course.

PSYC 318 - Humanistic Psychology (2 credits)

This course looks at the array of theories in the humanistic tradition and the historical and philosophical background of this tradition. Humanistic psychology is compared to the other major schools of therapeutic psychology in the United States.

PSYC 319 - The Impact of Technology on Human and Organizational Behavior (4 credits)

The impact of technology on human and organizational behavior is examined within the context of psychological theory. Topics include challenges that technologies have created for individuals, social relations, and businesses; the effects of emerging technologies on self and others; and technology's effect on mental health and well-being. Students will explore psychological theories that address how and why we engage with technology and its products as well as the social and practical impacts of technology on the world today.

PSYC 320 - Individual Differences (4 credits)

This course examines factors which determine or affect individual and group differences. More specifically, it examines theoretical and philosophical foundations, research methods, measurement of human traits, roles of heredity and environment as determinants of human variation, social implications, and practical applications of this knowledge.

PSYC 321 - Jungian Psychology: Basic Concepts (2 credits)

This course explores the basic concepts of the analytical psychology of C.G. Jung, including the collective unconscious, archetypes, complexes, psychological types and symbols. Local Jungian analysts and psychotherapists act as guest speakers and students are encouraged to apply these concepts to mental and emotional health issues and the individuation process.

PSYC 323 - The Nature of Creativity: A Psychological Perspective (4 credits)

This course examines creativity's role in the therapeutic process. Writings by psychologists and artists are explored to help students better understand psychological creativity. The class studies questions such as: how is art therapeutic? and, how does the therapeutic process help one see and live life more creatively?

PSYC 324 - Practical Behavior Analysis and Modification (4 credits)
Students in this course examine the potential problems and ethical decision making in the applied behavior analysis field. Topics include the field's learning principles, history, ethical considerations, the behavioral model (identification of target behaviors, behavior measurement, intervention techniques and evaluation) and implementation strategies in a variety of contexts including clinical settings. Students also review recently published literature describing behavior analysis research.

PSYC 325 - Psychoanalysis and Other Dynamic Theories (2 credits)
This course covers the history, theoretical structure and therapeutic intervention of psychoanalysis and other major dynamic theories. It includes works of Sigmund Freud, Carl Jung, Alfred Adler and the major neo-Freudian (dynamic) theorists.

PSYC 327 - Psychological Testing (4 credits)
This course provides an understanding of the basic concepts and techniques involved in selecting, administering, scoring and interpreting psychological tests. Validity, reliability, standardization, norms and ethical issues are covered in the measurement of intellect, aptitude, achievement, interest and personality. Learning strategies include test demonstrations. Students take, score (where possible) and interpret several different tests.

PSYC 328 - Psychology of African Americans (4 credits)
This course investigates the African-American experience from a social psychological perspective. The course gives students insights on one of the largest racial cultural groups in the United States, and the impact of African Americans on the American social system.

PSYC 329 - Psychology of Humor (4 credits)
This course begins with an exploration of theories about what makes people laugh and why. Students develop insight into their own sense of humor and how they use humor on a personal as well as an interpersonal level. It explores humor development across the life span, along with the importance of play in human life and examines the lives of several humorists from the perspective of the course content. The course also looks at how humor promotes physical, psychological and spiritual health, the relationship between humor and creativity, and the effective and appropriate use of humor in psychotherapy. Throughout the course, humor is viewed and understood as a source of personal power.

PSYC 330 - Psychology of Learning: Contemporary Theories and Applications (4 credits)
This course introduces students to the history of learning theories, and the development of current theories of learning such as classical conditioning, operant conditioning and observational learning. An emphasis is on the basic methods of inquiry, as well as on applications of learning theories to areas

such as education, business and behavioral change. This course is well-suited to students interested in education, as well as psychology, and is often preparation for graduate study in psychology and education.

PSYC 331 - Psychology of Men (4 credits)

This course, developed for men and women interested in understanding the male experience and their own personal journeys, explores the male experience amid the cross-currents of change in contemporary American society and related implications for counseling. It takes into account the feminist critique and moves toward a new understanding of today's masculinity. The course covers issues of power, dominance, nurturance, aggression, competition and emotional expression. Students gain a perspective of the historical, biological, anthropological, sociological and psychological theories of sex-role development and the politics surrounding it and how both men and women have been affected by the imposition of limiting roles and expectations.

PSYC 332 - Psychology of Personality (4 credits)

This course covers similarities and differences in major personality theories and the "real life" implications for holding different theoretical views. Students take an active part in class discussions and give a class presentation on an in-depth study of a major theory.

PSYC 333 - Psychology of Victims (4 credits)

This course defines the psychosocial dynamics of victimology, identifies the psychological stages of victimization, and defines relationship dynamics between the victim and the victimizer. It describes the concepts of secondary victimization, stress response syndrome, and anomie and victimization. Students examine the roles of women and human service professionals as victims in a class discussion format. Overlap: PSYC 333T Victimization Theory Seminar.

PSYC 333T - Victimization Theory Seminar (4 credits)

This seminar discusses students' experiences working with victims, connecting theory to those experiences. Students learn the theory surrounding post-traumatic stress disorder, applying it to different victim scenarios. Students also study secondary victimization--for example, a rape victim's husband--and they learn the different ways human service professionals become secondary victims. Prerequisite: Obtain and complete diagnostic test/or essay from the Teaching Center. Overlap: PSYC 333 Psychology of Victims.

PSYC 334 - Peace Studies and the Psychology of Peace (4 credits)

Can we manage the conflict in our personal life, our society and our world so it results in development and justice rather than oppression and destruction? We consider four paths towards peace: strength, negotiation, justice through nonviolent and political action, and personal transformation. Students are

asked to develop their own stance towards achieving peace, to act on the basis of that stance and to report what they discover.

PSYC 335 - Psychology of Women (4 credits)

This course covers the biological perspectives, cultural variations, psychological sex differences, history of oppression and ethnic diversity explaining the female experience. It is interdisciplinary and includes ideas from biology, sociology, economics, communications and selected traditional psychological theories. The course helps students understand how imposed and real differences between men and women have affected the mental behavioral characteristics of women. It is useful for those who counsel, advise, teach, supervise or work closely with women.

PSYC 336 - Social Psychology (4 credits)

In this course, students learn social psychological theories and concepts. They also learn how to understand the research methods on which these theories are based. This knowledge includes an awareness and respect for the diversity of human experience, the importance of social influence on individual behavior, the social significance of groups, and the nature of social change.

PSYC 337 - Sports Psychology (4 credits)

In this course students gain an understanding of the application of principles from sports psychology literature and how they are used to enhance perceptions and behaviors of athletes and coaches. It also presents an overview of sports psychology history and development as well as the field's future directions. The course looks at psychological variables applicable to understanding sport performance--personality and theories related to human behavior, motivation, anxiety, concentration, the use of imagery and mental rehearsal; aggression in sport performance; and psychological considerations of burnout, injury and termination from athletics.

PSYC 338 - The Unconscious and Dreamwork (4 credits)

This course covers the history and therapy of, and therapeutic intervention with, the unconscious. It may include such topics as creativity, dreams and dream interpretation.

PSYC 339 - Working with Children in the Middle Years (4 credits)

This course is designed to provide students with a basic understanding of the social-learning approach and corresponding set of techniques for teaching and modifying individual behavior in group settings where the opportunity for individual attention is limited. Particular emphasis is placed on the importance of individual differences among children, including ethnic and gender differences. It is designed for individuals who have an interest in and/or responsibility for working with children, ages two-12, in group settings such as school-age child care and schools.

PSYC 340 - Understanding Death and Dying (4 credits)

This course examines the many meanings death has for individuals. Its goals are to convey information, stimulate thought and promote a deeper awareness of this subject through readings from literature (fiction, poetry and essays) and humanistic psychology. Topics include death as an idea, death anxiety, children and death, the dying process, grief and loss, death metaphors, suicide, and longevity, survival and immortality.

PSYC 341 - Violence and the Media: Psychological Effects of Film and Popular Music (4 credits)

This course surveys social science research and theories of the impact of graphically violent or sexual materials on children and adults using two influential aspects of culture as examples. It stresses research design and systematic interpretation of results, along with intensive behavioral analysis of film and music, and presents clinical techniques for minimizing the negative effects of violent or sexually graphic materials on children.

PSYC 343 - Drugs and Behavior: An Introduction to Behavioral Pharmacology (4 credits)

This course reviews current information on the clinical use of psychoactive medication. The course focuses on standard clinical psychopharmacology, applications of psychoactive medication, and relative merits of medication vs. psychotherapy rather than on illicit drugs. This course examines several classes of therapeutic drugs, such as neuroleptics, antidepressants, tranquilizers and hypnotics, their mechanisms of action and side effects, and research/experimental issues.

PSYC 344 - Industrial-Organizational Psychology (4 credits)

This course focuses on principles and techniques of personnel and industrial psychology and applications of scientific psychology to business and industrial settings. Topics include: psychology as a science and professional practice issues; employee selection, psychological testing, performance appraisal, and training and development; leadership in organizations; motivation, job satisfaction and job involvement; organizational structure; work conditions, engineering psychology, employee safety and health, and work stress; and consumer psychology. This course is appropriate for general management, business administration and psychology students in addition to human resource management professionals. Overlap: HRM 330 Personnel and Industrial Psychology.

PSYC 345 - Biopsychology (5 credits)

This course examines the biological basis of behavior. Topics include structure and function of the nervous system, psychopharmacology, electrophysiology, and higher order function of the nervous system. Laboratories include brain dissection, nerve histology, electrophysiology and behavioral experiments.

PSYC 346 - Health Psychology (4 credits)

This course will provide an introduction to the field of health psychology, which is concerned with the roles of behavioral/lifestyle, psychological, and social/cultural factors on health/wellness, illness and chronic disease. The course will address four general subject areas: 1) attitudes, behavior, and lifestyle factors affecting disease prevention and development; 2) stress and the related psychological and social processes associated with disease development and progression; 3) social and psychological factors involved in the illness experience; and 4) long-term social and psychological implications of chronic illness (e.g., heart disease, cancer).

PSYC 347 - Positive Psychology (4 credits)

Historically, as a discipline, psychology focuses on decreasing maladaptive emotions and behaviors. As a complement to this focus, Positive Psychology seeks to identify and enhance the human strengths and virtues that make life worth living and allow individuals and communities to thrive. This research-based course will address the differences and assumptions inherent in this approach. In particular, the course will serve as an introduction to the study of positive emotions, positive character traits, and positive institutions. A distinction among the pleasant life, the good life, and the meaningful life is drawn. Topics may include happiness, hope, flow, gratitude, mindfulness, etc.

PSYC 348 - Comparative Psychology: Principles of Animal Behavior (4 credits)

The purpose of this course is to provide a balanced modern perspective on animal behavior. Comparative Psychology is the psychological investigation of the similarities and differences of animal species, including humans. Students will explore the key themes and classic studies, as well as the overarching theories, such as evolutionary theory, ethology, comparative cognition and behaviorism. A focus will be on the psychology and behavior within the topical areas of social behavior (e.g. altruism, mating and reproductive behavior, communication and aggression), ecological behavior (e.g. habitat selection, territoriality, adaptation and predatory behavior), and neurobiological behavior (e.g. nervous system, hormones, and neural command and control). Special attention will also be given to social organization and animal learning. There are three primary goals of this course: 1) Develop an understanding of the biological bases of animal behavior including humans, 2) Develop an understanding of the ways in which the environment and evolution shape human and animal behavior, 3) Gain an appreciation for the similarities and differences to humans in the ways in which animals communicate, learn, and solve the day to day problems of living.

PSYC 349 - Motivation, Emotion, Physiology and Behavior (4 credits)

This course covers fundamental theories of motivation, emotion, and physiology as they relate to behavior. The course will explore conditions within the person, environment, and culture that explain why we want what

we do, and why we feel as we do with special emphasis on behaviors such as (sleep, sex, drinking and eating, learning and memory, habits, stress, goal-setting, emotional communication in interpersonal relationships).

PSYC 350T - Early Childhood Programs: Management Principles and Applications (4 credits)

This seminar has been developed for individuals who have experience managing early childhood programs. The seminar identifies and evaluates critical success factors leading to effective managerial performance in the roles of planner, decision maker, organizer, leader and motivator. Lecture, discussion and readings examine current management theory and practices and apply them to early childhood programs.

PSYC 351T - Early Childhood Programs: Regulatory/Financial/Facility Management (4 credits)

This theory seminar is designed for administrators of early childhood programs. Students review major historical events and discuss current trends in the development of regulations and standards for early childhood programs including licensing regulations, accreditation standards, Americans with Disabilities Act (ADA), Child Abuse and Neglect Mandated reporter regulations, Occupational Safety and Health Administration (OSHA) regulations, and Child Custody regulations. Students examine the elements of a business plan and budget including accounting, fund-raising and computer application. Students also evaluate the design and maintenance of the physical facility of an early childhood program.

PSYC 352T - Early Childhood Programs: Advocacy and Communications (4 credits)

This theory seminar is designed for teachers, administrators and advocates of early childhood programs. Students explore personal, public policy and private-sector advocacy. The structure of the state and federal government and the role and regulatory processes of the legislative branch are reviewed. Students discuss political activities and non-legislative opportunities for making public policy at the state and local levels including organizing a grassroots network. Students identify organizational resources and explore various means of communication including tips for communicating with legislators and using the media effectively.

PSYC 353 - Selected Topics in Early Childhood (1-8 credits)

The topics covered in the different sections of this course vary from semester to semester. The focus of each section is on young children birth to age five. The purpose of the course is to familiarize students with specific subjects in the field of early childhood. Possible topics include: curriculum approaches such as Montessori or Reggio Emilia, infant-toddler mental health, assessment tools, parent education, or issues in early childhood special education. Students should consult the Class Schedule for the topics featured

each semester. Note: This course may be taken four times for credit as long as the topic is different.

PSYC 354 - Young Children in the Digital Age (2 credits)

In this course, students analyze the impact of technology in the digital age on the development of young children from birth to age eight. Brain development and cognitive processes are examined including attention, information processing, and learning. Students study the effects of technology on childrens overall health and well-being including language, physical movement, emotional regulation, social relationships, imagination, and play. The benefits and risks of using technology are evaluated and students create a media plan to safely guide and monitor young childrens use of technology. The course also includes examples of developmentally appropriate and adaptive tools and resources.

PSYC 355 - Foundations of Early Childhood Studies (2 credits)

This course provides a foundational base for the field of Early Childhood and an introduction to the Early Childhood Studies major. It includes exploration of current practices, various roles, professionalism, environments for learning and approaches to working with and teaching diverse young children. The course also provides an outline of the historical and theoretical foundation of the field, development of young children, resources for professional development, and the development of early childhood curriculum with equitable learning opportunities.

PSYC 356 - Early Childhood Development within a Social/Cultural and Historical Context (3 credits)

This course explores the social, cultural, and historical contexts which impact child development. Students learn how children have been perceived during historical periods as well as the roles that children play in a variety of cultures. Emphasis is on racism, classism, sexism, ethnocentrism, ableism and heterosexism. Strategies for reducing the negative impact on children’s lives and promoting healthy development of children within the social-political context are explored. The roles of parents, family and the community are considered as they relate to current policies affecting the needs of young children.

PSYC 357 - Observing and Assessing Young Children: Birth Through Age Five (3 credits)

This course is an introduction to formal and informal assessment strategies and their application to work with young children. The emphasis is on observing, recording and using authentic performance-based assessment, communicating assessment results to colleagues and parents, and applying assessment data to curriculum planning.

PSYC 359 - Positive Behavior Guidance (3 credits)

This course addresses the developmentally appropriate strategies to support learning of socially appropriate classroom behaviors for young children. Strategies examined for the course support social development, personal values and citizenship. The developmental and philosophical rationale for selection of behavior guidance strategies and practices are the foundational focus of the course. Students address the differences between discipline, classroom management and positive behavior guidance with particular focus on the cultural and contextual experiences of children in urban communities.

PSYC 360 - Friday Forum Topics (0-2 credit)

Forums are on topics of current importance in the field of psychology and are offered in collaboration with the Minnesota Psychological Association. Students are asked to write papers summarizing the content and discussing the relevance of principles and practices presented to their own activities or within a specified hypothetical context. Specific topics are listed in the Class Schedule or announced in the Catalyst. Note: At least 12 credits in psychology, human services, or social work prior to registration.

PSYC 363 - Community Psychology (4 credits)

This course surveys the principles and applications of community psychology, emphasizing person-environment interactions and societal/cultural impacts upon individual and community functioning. Attention is given to community-based interventions that facilitate individual and community competence and empowerment, prevent disorder, and promote health and social change. Students select and research an issue of their choice (such as, mental illness, violence, alcohol or substance abuse, HIV/AIDS, discrimination) utilizing a community psychology lens.

PSYC 367 - Human Sexuality (4 credits)

This course addresses the physiological, psychological and social aspects of human sexual development, functioning and experience, with an emphasis on the diversity of human sexuality. Major theoretical approaches to understanding sexuality over the life cycle, the dynamics of intimate relationships, and the etiology of sexual health and dysfunction are explored, along with contemporary sociosexual issues such as gender and power, sexual orientation and homophobia, AIDS and prevention education, sexual abuse and violence.

PSYC 368 - Psychology of the LGBTQ Community (4 credits)

This course will provide an overview of psychological theories and research relevant to the understanding of Lesbian, Gay, Bi-Sexual, Transgender and Queer lives and experiences. Issues explored in class include: coming out, parenting, youth, aging, substance abuse, relationships and sexuality. Additionally, sexuality and gender identity models will be presented, and issues related to class, race and culture will be examined. Sexuality and

gender inequalities will be examined both from an interpersonal and global context.

PSYC 370 - Political Psychology (4 credits)

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

PSYC 371 - Psychology and the Criminal Justice System (4 credits)

This course is an interdisciplinary study of psychology in the criminal justice system. Students will focus on the application of psychological theories (e.g., developmental, neuropsychological, and social learning approaches) to criminal behavior, as well as the influence of psychological principles on law enforcement, court processes and corrections. Some topics may include forensic psychology, race and policing, wrongful convictions, jury decision making and effective interventions in corrections.

PSYC 372 - Cross-Cultural Psychology (4 credits)

This course offers a broad overview of cross-cultural psychology, a field that uses methods and theoretical ideas from psychology as tools to help understand cultural effects on human psychology, with a focus on the individual. It will examine psychological diversity and the links between cultural norms and individual behavior. It will also examine how social and cultural forces influence cognition, intelligence, emotion, motivation, psychological disorders, behavior, and other human functioning.

PSYC 373 - Evolutionary Psychology (4 credits)

Evolutionary psychology is a branch of psychology that explores how a variety of physiological and psychological traits have evolved through the mechanisms of natural selection and adaptation. Psychological traits such as aggression, attraction, communication, and cooperation are explored as a means of facilitating survival among humans and how human behaviors have adapted as a means of improving survival and reproductive fitness. Evolutionary psychology combines the concepts of biology, anthropology, cognitive psychology and the neurosciences to provide students with a contemporary perspective in understanding human behavior.

PSYC 374 - Psychology of Racism: Stereotypes, Prejudice, and Discrimination (4 credits)

This course will provide an advanced understanding of psychological theories and findings related to racism and will encourage you to develop valid ways of addressing racial issues. A thorough understanding of the empirical findings and practical applications of psychological research will be investigated through psychological theories related to racism; including prejudice, discrimination, and intergroup relations. The topics covered will include, but are not limited to: the psychological development of racism and prejudice, cognitive approaches to racism and stigma, individual differences and motivational factors, the psychological consequences of racism, implicit and explicit biases, and the psychological theories pertaining to other stigmatized groups (i.e. LGBTQ+, etc.). A larger application will be used to help students use psychological theory to guide an anti-racist perspective.

PSYC 375 - Psychology of Thinking (4 credits)

How do we problem solve and make decisions? What drives creativity? How can the science behind these processes be applied to real world contexts like work and school? This course is designed to offer students the opportunity to discover, understand, and apply basic findings from psychological and brain science to better understand how humans think. Students will learn how scientific findings from areas like learning, motivation, and memory can be applied to everyday work and life situations to improve productivity and limit the influence of implicit assumptions and biases. Students will be given the opportunity to tailor their learning around a topic of importance in their own lives and special focus will be paid to how a better understanding of psychological and brain sciences could improve training and professional development opportunities in workplace or educational settings. This course is designed to give students the opportunity to explore the diversity of human thought by grounding the material in their lived experiences.

PSYC 380 - Adlerian Psychology (4 credits)

This independent study familiarizes students with the basic concepts and techniques of Adlerian counseling/psychotherapy. The teachings of Alfred Adler and Rudolph Dreikurs are examined in detail, including lifestyle analysis, early recollections and impact of ordinal position. Evaluation is based on an objective test, several papers and a lifestyle analysis.

PSYC 381 - The American Male (4 credits)

This independent study looks at traditional patterns of male socialization in the United States and their effect on men’s personal well-being, health, relationships and roles in business, family and society. Topics include the historical genesis of male socialization in American culture, stages of male development, men’s reactions to the feminist movement, work as a primary focus of male identity, men and competition, homophobia--(men’s fear of men), men and violence, and options for new male roles.

PSYC 382 - Community Services for People with Developmental Disabilities (4 credits)

This independent study encourages students to review the spectrum of community services available to developmental disabilities citizens and their families. Students learn how to locate, use and evaluate a specific recreational, diagnostic, residential, educational and/or family support service.

PSYC 384 - Education Futures (4 credits)

What is the role of the future in educational psychology and educational thought and teaching? In this independent study, students study topics related to education in the twenty-first century; alternative learning environments, modes and strategies; the current status of lifelong-learning philosophy, theories and methods in the United States and abroad; and futurist technology and research methods. Students learn techniques for futuristic/creative thinking about relationships and systems, and develop skills to assist them in resolving cultural, linguistic and other barriers to effective education and learning.

PSYC 385 - Educational Psychology (4 credits)

This course introduces psychological perspective to teaching and learning in classroom contexts through an overview of theories, principles, issues, and related research in educational psychology. Through readings, lectures, discussions, videos, activities and assignments, we will explore thinking, learning and memory in both classroom and daily life situations. Topics include, but not limited to: child and adolescent development, research in educational psychology, cognitive process and motivation, information processing, assessment of student learning, classroom management, and instructional strategies in education.

PSYC 387 - Environmental Psychology (4 credits)

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

PSYC 388 - Interpersonal Relations (4 credits)

This course explores the dynamics of interpersonal relationships across the lifespan. Students will learn about the science of social interactions, friendship, intimate relationships, and family (broadly defined), and how psychological, social, and historical factors impact relational well-being.

PSYC 389 - Developmental Disabilities: Adulthood and Old Age (4 credits)
This independent study examines community adaptation and behavioral, sociological and biological factors affecting adults and elderly individuals with developmental disabilities.

PSYC 390 - Developmental Disabilities: Issues, Assessment and Intervention (4 credits)
This independent study focuses on the study of developmental disabilities as a multidisciplinary study in both theory and practice. Students gain an understanding of intervention causes, issues and methods related to developmental disabilities to ensure successful mainstreaming within the community.

PSYC 391 - Sensation and Perception (4 credits)
This course introduces students to the major concepts and methods used in the study of perception. Topics include the eye and seeing, spatial vision and pattern perception, depth perception, auditory perception, touch, smell, taste, and knowledge and perception. Applications of research findings to everyday life are also explored.

PSYC 392 - Psychology and Education of the Gifted (4 credits)
This independent study provides an introduction to terminology, theories and research findings related to the development and education of gifted individuals. Topics include the origins, identification and characteristics of giftedness and the relationships of social beliefs, and child-rearing and educational practices leading to the development of talent.

PSYC 393 - Special Education Overview (4 credits)
This class focuses on the potential for change and growth for exceptional individuals rather than the limitation imposed by handicapping conditions. It also examines the development of special education for individuals categorized as learning disabled, emotionally, physically or intellectually handicapped, disadvantaged or gifted.

PSYC 393T - Special Education Overview Theory Seminar (4 credits)
This seminar is designed for students who have extensive practical experience in the areas of exceptional and special education. Content targets underlying theoretical concepts and ongoing potential for changes and growth in exceptional individuals. Overlap: PSYC 393 Special Education Overview.

PSYC 394 - Vocational Rehabilitation of Persons with Disabilities (4 credits)
This independent study covers current trends and practices used in vocational rehabilitation of persons with physical and/or mental disability. Students review various physical and mental disabilities, implications for treatment and rehabilitation, and the services and organizations serving persons with disabilities.

PSYC 395 - Coaching Psychology (4 credits)

This class introduces students to the theory and application of the art of motivating, nurturing and leading groups and individuals to achieving goals. Students gain an understanding that the theories and practical uses of sports psychological principles are relevant and can be applied in a variety of settings including the corporate arena, athletic field and educational environment. Students develop and experiment with leadership and team-building strategies assisting them in developing effective people-management skills.

PSYC 397 - Developmental Disabilities: Issues, Concepts and Problem Solving (4 credits)

This course gives an overview of issues and concepts of developmental disabilities. We will explore the cognitive and behavioral science evidence that helps us to better understand developmental disabilities, as well as the psychological, and cultural contexts that are experienced by individuals with developmental disabilities and their families. Through readings, lectures, discussions, activities and assignments, we will explore evidenced-based practices and psychological theory and research. Topics of developmental disability across the life span will include, but not limited to: etiology, diagnoses, risk factors, prevention, integration of individuals with specific types of developmental disabilities, family and community support.

PSYC 399 - Applied Psychology Research Internship (3-4 credits)

This internship is for students interested in doing research in community agencies or other settings which meet requirements for the psychology major; or in working as assistants in the Saint Paul Campus Psychology Lab. Special topics or internships settings are in the Class Schedule.

PSYC 400 - Advanced Abnormal Psychology (4 credits)

This course examines selected areas of psychopathology in greater depth. Topics stimulating controversy or special interests in the professional literature are discussed. Attention is given to differential diagnosis.

PSYC 402 - Preventive Psychology (4 credits)

Students in this course will learn about the theories and approaches to preventive psychology, a subfield of psychology that focuses on actions taken early to eliminate or minimize later problems. Through research and intervention, psychologists work with individuals, groups, communities and organizations to develop strategies and programs that work to prevent problems such as violence, HIV/AIDS, substance abuse, child abuse, obesity, and other behaviorally based social, mental health, and health issues. Emphasis is placed on students developing knowledge and skills relevant to creating and adapting prevention programs for use in culturally diverse communities. Topics may include: stress and coping theory/research;

prevention and health promotion theories, research, and strategies; and other relevant community/social change strategies. (Prereq. PSYC363 or PSYC336)

PSYC 405 - History and Systems of Psychology (4 credits)
This advanced psychology course is designed as a capstone course for students with a degree plan focus in psychology. In it, students review historical trends, individuals, and the political and social influences which have influenced psychology as a science and profession in twentieth-century America. Note: Students should plan to take this course near the end of their degree plan.

PSYC 406 - Introduction to Clinical Psychology (4 credits)
This course explores the empirical evaluation and application of psychotherapy and other mental health interventions. Ethics of clinical psychology are also considered. Students will learn to conceptualize and apply culturally responsive mental health practices. Current issues in the mental health field are discussed. This course is recommended for students considering graduate study in clinical or counseling psychology and related mental health fields.

PSYC 407 - Professional and Career Applications of Psychology (1 credit)
This course serves two main purposes: 1) Comparing one's career interests to career and internship/application of knowledge possibilities in psychology and related fields 2) Preparation for an internship/application of knowledge experience to fulfill the Application of Knowledge (AoK) requirement in psychology. In this course, students will learn about various subfields in psychology and associated work in these areas. Students will search for a psychology-relevant internship/AoK experience, completing a) a competence statement describing the skills to be acquired, b) a list of learning strategies specifically describing the work to be completed, as well as its relevance to psychology, and c) a description of the methods to be used in evaluating the student in the internship/AoK experience. This course is appropriate for any student who wishes to perform an AoK in psychology and is a prerequisite for the AoK class in psychology (Psyc 408).

PSYC 408 - Field Experience in Psychology (3-4 credits)
In this course, students apply their knowledge of theories, concepts, facts, ethics and ways of thinking in psychology to a real-life work or volunteer setting. Students reflect upon how their work experiences relate to the discipline of psychology. Students perform reflective self-evaluation and integrate careful consideration of ethical standards into their applied experience. PSYC 407 is a required prerequisite.

PSYC 411 - Psychotherapeutic Approaches in Counseling Women (4 credits)
This course offers a clinical focus on women's experiences, offering concepts and methods useful in helping women in a variety of settings. It defines feminist therapy and explores an empowerment model for working with

various clinical problems women (and helping persons) face. It explores areas such as eating disorders, incest, other family victimization, diagnoses most frequently assigned to women (for example depression, borderline personality disorder, multiple personality disorder and codependency), addiction and other issues. This course is designed for students engaged in, or preparing for, helping professions addressing the physical and/or mental health care of women.

PSYC 415 - Principles of Teaching and Learning in Early Childhood (4 credits)
This course examines principles of teaching that can be derived from psychological theories and research, including behavioral, cognitive and social cognitive theories. Students plan and implement appropriate instructional practices based on knowledge of individual children, home culture, the urban community, curriculum goals and content.

PSYC 416 - Comparative Study of Early Childhood Program Models (3 credits)
This course focuses on a comparative study of traditional, current and culturally-based program models designed for children from birth through five years of age. Students are introduced to early childhood program models including: The Creative Curriculum, Reggio Emilia, Head Start, Montessori, High Scope, Waldorf, behavioral approaches to learning (Portage, Distar), early childhood family education, and school readiness.

PSYC 417 - Language and Communication Development in Early Childhood Education (4 credits)
This course provides students with foundational knowledge of the development of the communication skills in young children from birth through age eight. Topics include: hearing and speaking, speech and language development, vision and visual motor skills, and emergent literacy and small motor skills development. The process of learning more than one language is addressed as well as strategies for working with children for whom English is not the first language. The application of knowledge in the areas of assessment, individualization and referral are addressed and practiced.

PSYC 418 - Early Childhood Studies Practicum (4 credits)
This practicum is for students interested in working with young children. Students apply their knowledge and skills within a community-based program, school, or agency serving young children from birth through age five. Students are required to complete observations, plan activities and facilitate children’s learning. The practicum includes required hours in the field as well as lectures and assignments. Note: This course is reserved for Early Childhood Studies students.

PSYC 420 - Early Childhood Studies Capstone: Professionalism and Ethical Issues (2 credits)

This capstone course explores professionalism and the ethical dilemmas facing early childhood professionals today through the analysis of case studies using the profession's code of ethics. Students develop a professional portfolio, create a plan for professional development, and attend a professional conference. Consideration is given to state rules and regulations, advocacy, accreditation and working with families using effective diversity, equity, and inclusion practices. Students should register for this course in their final university semester.

PSYC 421 - Children and Nature (4 credits)

In this course, students will review current research on children and nature, evaluate the benefits of nature experiences in early childhood, and identify ways that nature supports children's development. Students will explore, discuss, and evaluate the different approaches to nature experiences that are becoming common practices in early childhood settings. The class will investigate and examine issues around risk and reward. The class also covers developmental stages, learning styles, and health, behavioral, and social-emotional concerns in early childhood and explores how they can be supported through the creation of nature-based play settings. Finally, we view nature experiences as an issue of "white privilege" and equity, and create a plan to make nature opportunities accessible and available to all children.

PSYC 422 - Inquiry and the Environment in Early Childhood (4 credits)

This course introduces the concept of scientific inquiry at the early childhood level, and it uses the environment as a context in which to do so. In this course, students will review current research, guidelines and standards, compare different approaches and reflect on the role of environmental education and nature in early childhood. Students will explore, discuss and evaluate the many approaches to presenting environmental education in the early childhood setting, including a review of existing guidelines, standards, and recommendations. Students will evaluate the influence of culture, background, philosophy and ethnicity on children's understanding of environmental issues. Students will learn how natural settings may be used as a context for introducing science, technology, engineering, art and mathematics (STEAM) to young learners. This course is appropriate for educators, parents, social workers, and anyone who has an interest in STEAM, as well as children's learning and well-being.

PSYC 425 - Administration of Early Childhood Programs I (4 credits)

This course covers the nature of early childhood program administration, decision making and communication, leadership images, human relations, time management, employee motivation and evaluation, planning and organizing, and budgeting. Special attention is paid to the geographic

location, ethnic composition and ages of the population being served, legal requirements for centers in Minnesota and other states, philosophies of child care and their impact on curriculum, and staff qualifications.

PSYC 426 - Administration of Early Childhood Programs II (4 credits)
This course identifies and evaluates critical success factors leading to effective managerial performance of early childhood administrators in the roles of planner, decision maker, organizer, leader and motivator. Management theory, current trends in regulations and standards for early childhood programs including health/safety of children in the facility, federal history in early childhood, Americans with Disabilities Act (ADA), and child abuse and neglect mandated reporter regulations. Students examine the elements of a business plan and budgeting, strategic planning, parent engagement, advocacy, anti-bias leadership and program marketing.

PSYC 499 - Advanced Topics in Psychology (1-5 credits)
This course considers topics of current or relevant importance to the field of psychology and is offered for variable credit. Since the topics change from semester to semester consult the Class Schedule for specific topic listing. If more than one topics course is taken in fulfillment of the major, they must be different topics course titles.

PSYC 501 - Art Therapy Overview (2 credits)
This course provides an overview of art therapy theories and techniques with a variety of populations. Students personally experience art therapy through class exercises, assignments and journaling. This course is suitable for people who wish to explore the art therapy field or who wish to experience it on a more personal level. Recommended: PSYC 300 Abnormal Psychology or PSYC 397 Developmental Disabilities: Issues, Concepts and Problem Solving.

PSYC 502 - Dance Therapy Overview (2 credits)
This course introduces students to the history and concepts of dance therapy and the importance of nonverbal communication in people’s lives through active participation. Differing theoretical approaches are explained, then explored through movement. Students learn about themselves through their own body movement and experience how their “body talk” affects the dynamics of a group.

PSYC 504 - Gestalt Theory and Practice (2 credits)
In this course students learn the theory of the Gestalt orientation to therapy with an emphasis on gaining an ability to understand how Gestalt concepts are applied. A variety of learning strategies are employed, encouraging students to critically examine the theories and methods presented and to arrive at their own integration of the information.

PSYC 507 - Jungian: Myth, Soul and Culture (4 credits)
This course is for students interested in learning about Jungian psychology's study of mythology both on a general, introductory level and on a more focused level for those with some background or vocational interest. Concepts of the analytic psychology of C.G. Jung and the study of myth by such figures as Joseph Campbell are pursued to help students recognize and think in terms of mythic elements' influence on the world today.

PSYC 508 - Mental Health and the Law (4 credits)
This course addresses some of the major issues arising from the interaction of law and the mental health system. Following a legal system overview, topics include civil commitment, the right to treatment and to refuse treatment, legal and policy issues affecting the community mental health system, mental health considerations in the criminal justice process, and malpractice and other legal concerns affecting mental health professional practice.

PSYC 560I - Psychology 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 for because it allows students: to study a subject in more depth, at a more advanced level; to pursue a unique project that requires specialized study; to draw together several knowledge areas or interests into a specialized study; to test independent learning capabilities and skills; or to use special learning resources in the community, taking advantage of community education opportunities which, in themselves, would not yield a full college competence. Students should contact their appointed advisor for more information.

PSYC 562 - Working with Diverse Communities: (1 credit)
These seminars are open to current students as well as professionals who work or plan to work with diverse communities. Each seminar is focused on one specific issue in a community. The seminars provide opportunities for concentrated learning of issues and culturally specific knowledge relevant to working in diverse communities. Instructors will modify this description to accurately reflect course content and learning strategies for their specific topic.

PSYC 580 - Community Change Practicum (1-4 credits)
Community engagement strategies are forefront in efforts to prevent problems in living and promote healthy communities. Students in this course will improve their analytical and practical capacity to promote comprehensive approaches to community wellness that bridge excluded cultural communities into civic processes, organizations and systems. Students will engage in community-based projects at various levels of development.

PSYC 594 - Studies in Art Therapy (2 credits)

This independent study is designed to meet a student's individual needs in the art therapy field. A student may begin or continue a study of art therapy through reading and/or practical experience such as fieldwork, focusing on a particular population, age level or setting of the student's choice in consultation with instructor.

RELS

RELS 106 - Philosophy, Spirituality, and Religious Diversity (4 credits)

What do people mean when they talk about God and spirituality? What is worship or prayer or meditation and how are these related to religion or faith or wisdom? What is the relationship between mystery and belief in God, and evidence and argument? How can one value and respect religious beliefs that differ in fundamental ways from one's own? What is the proper role of religion in government? What relationship does religion have to morality? How can God allow the innocent to suffer? This course examines these and other provocative questions with the aid and materials drawn from a variety of religions, practices, and perspectives.

RELS 160I - Religious Studies 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 for because it allows students: to study a subject in more depth, at a more advanced level; to pursue a unique project that requires specialized study; to draw together several knowledge areas or interests into a specialized study; to test independent learning capabilities and skills; or to use special learning resources in the community, taking advantage of community education opportunities which, in themselves, would not yield a full college competence. Students should contact their appointed advisor for more information.

RELS 301 - Introduction to Religious Studies (4 credits)

This course examines various interpretations and comparative understanding of the definition of religion from perspectives of sociologist, anthropologist, psychologist and theologians. The course also explores theoretical concepts and approaches to major categories and themes in the study of religion. The main purpose of the course is to introduce students to key concepts and categories in the field of religious studies and how they influence their understanding of religious belief and experience.

RELS 301T - Introduction to Religious Studies (4 credits)

This course examines various interpretations and comparative understanding of the definition of religion from perspectives of sociologist, anthropologist, psychologist and theologians. The course also explores theoretical concepts and approaches to major categories and themes in the study of religion. The

main purpose of the course is to introduce students to key concepts and categories in the field of religious studies and how they influence their understanding of religious belief and experience. Overlap: RELS 301 Introduction to Religious Studies.

RELS 302 - Introduction to the Hebrew Bible (the Old Testament) (4 credits)
This course is an introduction to the contents of the Hebrew Bible (often called the Old Testament by Christians, Tanak by Jews), and to the historical conditions that gave rise to and shaped them. Our goals include your familiarity with selected aspects of the ancient Near Eastern context; the contents (including organization, distinct genres, story lines, and select passages) of the Hebrew Bible; scholarly perspectives on Israel's formation and history, and the way that history shaped these writings; awareness of different interpretive stances among different communities today.

RELS 303 - Exploring Christian Origins (4 credits)
How, and why, did Christianity begin; who wrote the New Testament, and whyand how should we responsibly read these writings today? This course explores the rise of belief in Jesus of Nazareth as messiah in its historical context, and examines current academic methods of scriptural interpretation in contemporary society. Overlap: RELS 303T Introduction to the Christian Scriptures (the New Testament) Theory Seminar.

RELS 303T - Introduction to the Christian Scriptures (the New Testament) Theory Seminar (4 credits)
This course explores the various historical and religious factors that gave rise to the writing and editing of the Christian Scriptures (New Testament) in their Jewish and Greco-Roman context. Topics include the relationships of the Christian Scriptures to the Hebrew Bible (the Old Testament), Paul's theology, the emerging church community and current academic methods of scriptural interpretation. Overlap: RELS 303 Introduction to Christian Scriptures (the New Testament).

RELS 304 - Introduction to World Religions (4 credits)
Understanding today's world and how nations interact requires some degree of awareness of different religious traditions. This course is an introduction to selected religious traditions and cultures through exploring the history of different religions, reading of classic texts and examination of ways of being religious in a variety of traditions. Religions studied may include Buddhism, Judaism, Islam, Christianity, Confucianism, Hinduism and Shamanistic/Indigenous traditions.

RELS 305 - Jewish-Christian Encounter (4 credits)
This course investigates themes and ways of knowing the history of Jewish and Christian interaction. Students learn historical and social science methods critical to focus on the problems of religious antagonism and racialization as well as efforts at dialogue and mutual understanding over the

centuries. Boundary definition, the limits of social tolerance, and the nature of persecution and institutional prejudice are issues. Themes include the rise of separate religions; ghetto processes and ghetto thinking; modernity, secularism and racial Antisemitism; the Shoah (Holocaust); dialogue in the context of disrupting “common sense” about prejudice and racialization in the United States.

RELS 306 - The Spiritual Journey (4 credits)

What is the difference between religion and spirituality? This class explores some of the literature on spirituality by identifying common themes in a diversity of readings. Students work with those themes analytically and have opportunities to share personal responses to the readings. Key issues include how people come to know the divine, names people give the divine, dimensions of the inward experience, mystery and complexity, disciplines of ritual and practice, and ethical and social concerns.

RELS 307 - Civil Religion: Theory, Practice, Analysis (4 credits)

Discussions of ‘religion and politics’ or ‘the separation of church and state’ often fail to recognize the religious aspects of civic life itself that involve or suggest a sacred aspect of the state. This course explores the theory of ‘civil religion’ as an expression of the contemporary academic understanding of religion, involving symbol, myth, ritual, and sacred space and time; examines historical examples of civic religion (for example, in the early Roman Empire) and the history of civil religion in the United States; and inquires about evolving aspects of civil religion today as these relate, for example, to immigration and/or Muslims in America.

RELS 308 - World of Islam (4 credits)

Islam is the second largest world religion today, yet the least understood of any. This course will begin with Muhammad and the historical origins, pre-modern history, and key teachings of Islam as found primarily in the Quran. We will also consider major historical developments such as the division between the Sunni and Shia branches of the religion, in addition to the vital contributions of Islamic theology, law and mysticism (Sufism). In the second half of the semester we will address issues involving Islam in the modern period--for example, “fundamentalism” or revivalism, neo-revivalism, “religion and politics” in various countries, Islam in the West, and Islam as perceived in the West. Attention will also be given to Muslim ideas and practices regarding sexuality and gender as well as racial, ethnic and class issues.

RELS 309 - Justice, War and Peace in Judaism, Christianity and Islam (4 credits)

This course examines selected scriptural, traditional, and modern texts dealing with war and peace from the three major monotheisms in an attempt to assess the cumulative importance of a pro-peace, or even pacifist, perspective in the three religions. A comparative approach will be used to

study the three traditions. In contrast to the tendency to focus on violent militant groups found within Judaism, Christianity, and especially Islam, this course will highlight individuals and groups within the three traditions that have opposed war while promoting just and peaceful relations both internally and externally. Attention will be given to the scriptural sources and historical development of their positions, along with their impact on their political and social contexts both in the past and in the modern world. Examples of the involvement of such individuals and groups through various activist movements, for example, active nonviolence will also be examined.

RELS 312 - Religious Traditions of China (4 credits)

This course invites students to discover the range of Chinese religious traditions, in both their ancient origins and their modern expressions. It explores indigenous forms of Chinese religious practice; the development of high/deep traditions of Confucianism and Daoism/Taoism; the impact of foreign religions, such as Buddhism, Islam and Christianity; and seeks to understand the ways in which all of these traditions are changing in the context of contemporary China's economic growth and social progress. Wherever possible, the course will provide students with opportunities to explore the experience of Chinese people and their distinctive spiritual and religious concerns.

RELS 314 - Hmong Spirituality (4 credits)

This course examines Hmong religion and spirituality practices, traditions, and concepts. Course focuses include animist traditions in Hmong spirituality, the role of the shaman (Txiv Neeb), Hmong cosmology, and Hmong teachings, music, ceremonies, and oral traditions to allow for a deeper understanding of Hmong spiritualities. The study of these various spiritual traditions will be grounded in a transnational social and cultural perspective. Students of all religious, racial, and ethnic backgrounds will be welcome in this course and will benefit by gaining a greater appreciation and understanding of Hmong culture and society, which form an important part of the multicultural mosaic of contemporary Minnesota.

RELS 322 - American Indian Spirituality (4 credits)

American Indians have a wonderfully rich tradition of wisdom and spirituality. This course looks at the spirituality of at least two nations of American Indians from a variety of perspectives including historical, sociological, anthropological and political. Students have the option to explore other American Indian nations if desired. Some community research is expected. Significant focus is given to issues of race and racism.

RELS 323 - Religion and Social Justice (4 credits)

Struggles for social justice in many lands have drawn ideals, energies, and institutional support from faith traditions. Students in this course will learn to see the connections between religious traditions and struggles for social

justice through the examination of texts, narratives, cultural practices, and human action. Multiple traditions in the contemporary world will be compared, including materials relating to traditions that may include those from the Abrahamic faiths, Asian religions, African religions, and Indigenous religions. Students will make use of community resources to explore contemporary connections between religion and the quest for a just world.

RELS 333 - Race and Religion (4 credits)

Does religious belief matter in our daily lives? Can religious teachings and values be applied universally or must the history of the people be taken into consideration? This course explores these questions in the lives of American racial and ethnic groups. It examines the role and function of religious belief in their struggle for survival and liberation. Topics of discussion include the concepts of identity, selfhood, community, spirituality, social responsibility, salvation and freedom. Certain religious traditions, for example, African American, American Indian and Asian American, are discussed in the light of histories of these groups. Significant focus is given to issues of race and racism. (Also listed as ETHS 316 Race and Religion)

RELS 344 - Religion and Psychology (4 credits)

What common and contrasting views of human nature do religious thinkers and psychologists hold? How are religious and psychological concepts blending together in “self-help,” recovery and humanistic psychology movements? How do emerging new religions reflect changing understandings of human nature and religious authority? This course explores these questions and more by considering the works of such thinkers as William James and Carl Jung, as well as readings from feminist psychology and the Buddhist theory of mind.

RELS 350I - Religious Studies 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.

RELS 355 - Religion and Politics in America (4 credits)

Historically, religion has been a basic dimension of American political life, despite the American tradition of separation of church and state. Today, some fear an erosion of that separation, while others complain that we live in a “culture of disbelief” where religion is not respected. This course takes an historical approach to several controversies surrounding religious belief, religious practice and religious diversity in industrial America, placing these controversies in the context of their time and place. Students learn how the relationship between religion and politics has changed, and how it has not,

through the last century of American history. Students of diverse religious backgrounds are most welcome, but a respect for the beliefs of others is a condition of participation. Overlap: HIST 331/531 Religion and Politics in America and RELS 555 Religion and Politics in America.

RELS 360I - Religious Studies Student-Designed Independent Study (1-8 credits)

Student-designed independent studies give 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.

RELS 365I - Religious Studies Prior Learning (1-9 credits)

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

RELS 366 - Religion, Morality and Contemporary U.S. Society (4 credits)

The general public seems to agree that despite technological and global change religion remains a pervasive influence on culture. The American society is no exception. Americans from all walks of life continue to reflect on their moral struggle over matters concerning themselves, their family, their community and their environment. Often this includes a call to apply religious values on public policies. This course investigates structures of religious beliefs, values and traditions from both religious left and right and their attempts to become a moral voice of society. The course includes an inquiry why spirituality is the new religion of the new millennium.

RELS 377 - Women and Religion (4 credits)

Does religion view women positively? Do certain religious teachings impact the quality of women's lives and their role and status at home and in society? From a religious viewpoint, how can women and men work together toward change for the betterment of society. This course examines religious teachings and treatment of women as well as the role of religion in women's struggle for social change. Topics include analyses of women's structural and personal oppression; critique of the role of gender, race, class and other diversity issues as they impact religious doctrines; and religious teachings

about women and women's spirituality. This course may at times approach its subject matter in terms of a particular religious tradition, such as, Christianity or Buddhism, or it may be taught from a comparative religious perspective.

RELS 380 - Muslim Identities in the United States (4 credits)
This course examines Islam as a cultural, political, social and faith identity in the United States. Topics may include: gender, family, and sexuality; immigration, acculturation, and assimilation; stereotypes, xenophobia, and Islamophobia; race, racism, and ethnicity; media and popular culture representations; American Muslim organizations and leadership; and the relationship of US Muslims to Muslim global communities.

RELS 390 - Zen Buddhism in American Culture (4 credits)
This course explores the historical background and cultural impact of Zen Buddhism as it has been inherited and assimilated into American life. It includes a survey of historical Buddhism and its transmission lines from China, Japan and Vietnam, and an overview of Zen philosophy and psychology; approaches to diet and health; Zen arts and social ethics; and Zen impact on American religious seekers. The class also considers political activism among the students of Zen and American women's role in transforming traditional patriarchal Zen. Field trips to a Zen temple and a Zen center are required.

RELS 555 - Religion and Politics in America (4 credits)
Historically, religion has been a basic dimension of American political life, despite the American tradition of separation of church and state. Today, some fear an erosion of that separation, while others complain that we live in a "culture of disbelief" where religion is not respected. This course takes an historical approach to several controversies surrounding religious belief, religious practice and religious diversity in industrial America, placing these controversies in the context of their time and place. Students learn how the relationship between religion and politics has changed, and how it has not, through the last century of American history. Students of diverse religious backgrounds are most welcome, but a respect for the beliefs of others is a condition of participation. Overlap: HIST 331/531 Religion and Politics in America and RELS 355 Religion and Politics in America.

REST

REST 394 - Introduction to Real Estate and Community Development (RECD) (2 credits)
This course will introduce students to career paths in real estate and community development and multiple perspectives on how land use and real estate ownership, development and management impact diverse communities. This course will meet weekly and feature guest speakers who are leaders in real estate and community development.

REST 395 - Principles of Real Estate (4 credits)

This course introduces the fundamental concepts, principles, and analytic techniques applied in the field of real estate. Given the interdisciplinary nature of the real estate and real estate market, the course will cover topics including real estate law, urban economics, market valuation, real estate finance and investment. The goal of the course is to expose students to the world of real estate and prepare them for more advanced real estate courses.

REST 495 - Real Estate Finance and Investment (4 credits)

This course examines topics including the instruments, techniques, and institutions of real estate finance; sources of funds; mortgage risk analysis; emphasis on typical policies and procedures used in financing of residential, industrial, and commercial properties. The goal of this course is to prepare students for future careers in real estate and finance.

RMI

RMI 300 - Risk Management and Insurance (4 credits)

The course explores the risk management issues facing firms and individuals and examines how to protect firm value and personal wealth. It covers the areas of the general risk management process, property and liability insurance, life and health insurance, annuities and employee benefits. The insurance industry and regulatory concerns are also addressed. In addition, the course touches on some of the new products emerging in the risk management arena and how the insurance industry responds to them.

RMI 304 - Life and Health Insurance (2 credits)

This course will provide students with a thorough understanding of life and health insurance and related coverages. Topics include: life insurance needs analysis, economics of life and health insurance, nature of life, health, and pension insurance, types of life insurance policies, policy and ownership analysis, life and health insurance contract analysis, organization of commercial and social insurance, laws and regulations of life, health, and pension insurance. The course provides valuable information for anyone interested in learning about personal and business insurance needs or considering possible careers in the financial services industry.

RMI 306 - Property and Casualty Insurance (2 credits)

This course is designed to provide instruction that will provide student with a thorough understanding of property and casualty insurance. Topics covered include fire, homeowners, dwelling, auto, business and professional liability, crime and fidelity, worker's compensation, and applications from a personal and commercial perspective. The insurance industry and regulatory concerns are also addressed in this course.

RMI 365I - Risk Management and Insurance Prior Learning (1-5 credits)

Credit for Prior Learning is the method by which students may receive college credit for prior learning obtained through nontraditional means, such

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

SCED

SCED 350I - Science Education 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.

SCED 360I - Science Education Student-Designed Independent Study (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.

SCED 365I - Science Education Prior Learning (1-8 credits)

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

SCED 440 - Science Curriculum and Differentiated Instruction in Urban Grades K-6 (4 credits)

This course prepares prospective teachers in the Metro State University Urban Teacher Program to teach science in urban kindergarten to grade 6. The course will examine methods and content standards for teaching science to students in grades k-6. Included in this course is the examination of factors affecting achievement among urban learners historically underserved in science education including young girls and children from diverse cultural and linguistic backgrounds. Teacher candidates will learn approaches for

enhancing instruction to improve standards-based academic achievement among urban learners. Participants will develop skills in lesson planning, instructional strategies, leading inquiry activities and assessing learning in all areas of the K-6 science scope and sequence. Urban elementary field experiences are part of the course requirements.

SCED 440 - Science Curriculum and Differentiated Instruction in Urban Grades K-6 (3 credits)

This course prepares prospective teachers in the Metro State University Urban Teacher Program to teach science in urban kindergarten to grade 6. The course will examine methods and content standards for teaching science to students in grades k-6. Included in this course is the examination of factors affecting achievement among urban learners historically underserved in science education including young girls and children from diverse cultural and linguistic backgrounds. Teacher candidates will learn approaches for enhancing instruction to improve standards-based academic achievement among urban learners. Participants will develop skills in lesson planning, instructional strategies, leading inquiry activities and assessing learning in all areas of the K-6 science scope and sequence. Urban elementary field experiences are part of the course requirements.

SCED 445 - The Practice of Science (4 credits)

This course focuses on the nature and history of science and the implications for the teaching of science in urban middle and high schools. It examines scientific methods, the research processes in science and scientific literature. Students study the historical development of the major themes in science and the learning of those concepts by K-12 students. They also complete a science research project. It is intended for students pursuing science teaching licensure.

SCED 450 - Science Methods for Urban Grades 5-12 Classrooms and Lab (4 credits)

This course prepares students to become effective science teachers in urban middle and high schools. It examines learning methods, content standards, and concept development. Participants develop skills at lesson and unit planning, delivering instruction, leading inquiry activities, and assessing learning in all areas of secondary science. It is intended for students pursuing middle school or high school science licensure. It should be taken shortly before student teaching.

SCED 460I - Science Education Student-Designed Independent Study (1-7 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.

SCRW

SCRW 110 - Introduction to Film (4 credits)

This course offers a broad overview of film studies and nurtures students' development of cinematic expression. Students will critique films from a wide range of cultures and historical periods. Through film analysis, they will: examine the formal elements, aesthetic tools, and techniques filmmakers use to convey meaning, evoke emotion, and articulate ideas and themes; explore diverse representations of the human experience and connect cinema to broader cultural movements. In addition to critical interpretation, students will experiment with their own expressive, creative voices and explore their own cultural perspectives through ideation prompts and screenwriting exercises.

SCRW 213 - Beginning Screenwriting (4 credits)

The process of writing narrative screenplays will be introduced through writing exercises, screenplay readings, film viewings and discussion. Writing exercises will explore creativity, individual voice and practical skills. Writing in screenplay format will also be covered. Students will finish with at least one complete short screenplay ready for production. This course provides a foundation for further study in screenwriting.

SCRW 300 - Special Topics: Variable Subtitles (1-4 credits)

Special Topics is a course designation that is used to accommodate the exploration of various elements, themes, and creative techniques that supplement and enrich a student's artistic education within the screenwriting and film production craft framework. Topics will change from semester to semester. Topics may include, but are not limited to: Documentary Filmmaking, The Writers' Room Experience, Creative Financing and Distribution, Producing the Independent Film, and TV Studio Production. If more than one Special Topics course is taken in fulfillment of the major, they must be different course titles.

SCRW 314 - New Screenplay Forms (4 credits)

Through writing exercises and screenwriting assignments students will explore and practice writing in a variety of forms including adaptations, webisodes, scripted series, or other emerging episodic forms. Films and screenplays will be analyzed and discussed for critical and historical perspectives. Professional development opportunities will be introduced.

SCRW 315 - Film Production and Editing I (4 credits)

The course introduces the principles and practices of electronic filmmaking as a personal and creative art form. Students will engage in exercises and projects to explore and understand editing, camera work, light, composition, and sound. A variety of cinematic forms will be examined. Student screenplays may be produced. Students will film and edit individual creative projects.

SCRW 320 - Excluded Voices of American Cinema (4 credits)

This course centers the cinematic art from communities historically excluded from mainstream American cinema: Indigenous Cinema, Black and African-American Cinema, Women-led Cinema, Asian-American Cinema, Latinx-American Cinema, Queer (LGBTQ+) Cinema, Disability Cinema, among many others. The major goal of this course is to consciously and radically shift perspective in contemporary cinema studies away from the traditional film school canon to the above. We will discuss the causes of this suppression, study reports and statistics, discuss intersectionality, explore the effects this exclusion has had on American society, and analyze the barriers to inclusion. Past the history into the present, we will study films from the New Wave of Diversity in 21st Century American Cinema, explore their equitable aesthetics, and highlight equitable producing, financing and distribution options for filmmakers who are disabled as well as for Women, BIPOC, and LGBTQ+ filmmakers. Significant focus is given to issues of race and racism.

SCRW 350I - Screenwriting Individual Internship (3-4 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.

SCRW 360I - Screenwriting 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.

SCRW 365I - Screenwriting PRIOR (1-5 credits)

SCRW PRIOR

SCRW 402 - Catalyst Storieroad and Festival Experience (2 credits)

This is a 6 week course centered around the Catalyst Story Institute requiring 2-3 nights of travel to the Catalyst Content Festival in Duluth, MN, Minnesota's premier industry marketplace for independently produced episodic and narrative programming. Activities include panel discussions, film and TV screenings, table reads, pitch sessions, workshops, and networking with film and TV professionals. Transportation and lodging will be the responsibility of the student. Festival dates vary yet are always in early October.

SCRW 410 - Film Production and Editing II (4 credits)

Through a hands on, learn by doing experience, students will select a project, plan the production, audition actors, work as crew filming on location, and direct a short digital film. Each student will edit their own individual project. This course offers a complete package overview of writing and directing low budget, short narrative digital films. This course may be taken twice for credit.

SCRW 415 - Advanced Screenwriting (4 credits)

This course investigates the dramatic essence, creative demands, and craft of feature length screenwriting. Originality and distinctive voice will be analyzed and explored through readings and writing exercises. Students will write a rough draft feature length screenplay. Films and screenplays will be analyzed and discussed for critical and historical perspectives. Professional development opportunities will be presented.

SCRW 416 - Senior Capstone: Portfolio Prep (4 credits)

In a supportive workshop environment, students will complete a market ready screenplay and prepare a portfolio of previous work. Students will also participate in community engagement opportunities such as attending film festivals and related professional networking events. Career development strategies will be presented. This is an opportunity to enhance screenwriting skills at an advanced level, reflect, and participate.

SOWK

SOWK 109 - Introduction to Social Work (4 credits)

Students are introduced to the social work profession and the social welfare issues that it addresses. They learn about the history, values, theories and practices of social work which enables them to interact with social work professionals and to make an informed decision regarding their entry into social work. This course (or its equivalent) is a prerequisite to enter into the social work major and is open to all interested students.

SOWK 160I - Social Work Student Designed Independent Studies (1-8 credits)

Student-designed independent studies give 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.

SOWK 165I - Social Work Prior Learning (1-6 credits)

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

SOWK 321 - Social Work Practice I (4 credits)

This course examines frameworks for social work practice, social work values and ethics, ethnic competence in multicultural contexts and the professional relationship skills required for effective beginning social work practice. The stages of the problem solving process are examined in detail with emphasis on working at all levels of client systems: individuals and families; groups; and communities and organizations. An understanding of theories of culture and of multicultural interventions is emphasized. Prerequisite: Admission to social work major.

SOWK 333 - Human Behavior in the Social Environment (4 credits)

The course emphasizes ecological and theoretical perspectives for social work practice with culturally diverse populations and includes the study of human behavior and development throughout the lifespan. Students deepen their understanding of human diversity by examining ethnocentrism and racism, gender roles and sexism, and sexual identity and sexual orientation. Students apply the ecological model to better understand how social structures influence persons from diverse populations. The impact of systems of oppression, the intersectionality of oppressions and their impact on individuals, families, and communities is explored. Social work practice and policy implications are considered and applied from the biopsychosocial perspective.

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

This is the first of two classes on racial/ethnic analysis that is critical to practice as a culturally competent social worker. This class provides a framework to understand concepts of race, ethnicity, stigma, privilege and discrimination, an appreciation of the influence of social structures on the

experience of communities of color in the United States, and an understanding of racial/ethnic communities in the urban Twin Cities. In addition, students will learn theory and practice effective group work using Intergroup Contact Theory.

SOWK 350I - Community Learning Center Practicum (2.5 credits)
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.

SOWK 351 - Social Research (2-4 credits)
The social work program research curriculum emphasizes applying research findings to social work interventions, assessing the effectiveness of programs and policies, and assessing one's own practice at all levels. Special attention is paid to students' developing competence in comparative racial/ethnic analysis and in gender and class awareness. Social Research is the first of a two-course research sequence in the Social Work program curriculum and is taken at the end of the first year of the program. Students learn a range of social research theories and methods and then have the opportunity to apply them to social work practice. They apply research findings to a real-world situation either by implementing a single system research design or by conducting a program or policy evaluation. Prerequisite: Admission to social work major.

SOWK 360 - Social Welfare History and Policy (4 credits)
Students acquire a critical understanding of the historic development of social welfare policy and its implications for contemporary macro practice within the social work profession. Students will analyze, formulate, and evaluate social welfare policy, paying special attention to implications for racial, ethnic, and cultural communities and the role of social work professionals to intentionally influence equitable policy solutions. Students also explore structural colonial frameworks of policy development in contrast with current evolving intersecting social work frameworks of the profession. Students learn a variety of approaches for analyzing social welfare policies and how to apply them to a topic of interest or relevance that impacts Communities of Color and Indigenous communities. Prerequisite: Admission to social work major.

SOWK 360I - Social Work 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.

SOWK 365I - Social Work Prior Learning (1-8 credits)

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

SOWK 381 - Community Learning Center Seminar (1-3 credits)

Faculty facilitate the learning of small groups of students assigned to the community learning center field practicum. The field seminar offers students opportunities to integrate social work knowledge, skills and values within a culturally specific context. The seminar is largely experiential and focuses on helping students apply social work theories to real-world settings. Within this group process, students develop a learning contract for the field practicum; share knowledge and experiences in the field practicum; and discuss issues and topics in social work identified within the field setting. Students are expected to share thoughts and feelings on adjusting to a professional role; and they are expected to share their awareness of human diversity as it relates to the social work profession.

SOWK 391 - Community Learning Center Practicum (2-5 credits)

Social work majors are immersed in one of the Twin Cities communities of color in the second semester of their program. They spend 20 hours weekly in a community learning center. In this experience, students engage in supervised direct-practice activities with organizations, communities, groups, families and individuals. They apply comparative racial/ethnic analysis theories and critique the usefulness of academic theory to practice in a community of color.

SOWK 522 - Social Work Practice II (4 credits)

This course emphasizes the theories and skills necessary for social workers to practice effectively at the community and governmental levels and professional ethics and legal responsibilities in individual and family work. Using a case study approach, students apply change and comparative analysis theories in multicultural community projects and in the state legislature. Students also critique psychosocial assessments and

interventions of simulated case studies using social work ethics and legal responsibilities as a guide.

SOWK 542 - Comparative Racial/Ethnic Analysis II (4 credits)
This is the second of two classes on racial/ethnic analysis that is critical to practice as a culturally competent social worker. The class continues the work of SOWK 341 and emphasizes an understanding of self in relationship to the concepts of race, ethnicity, stigma, privilege and discrimination. The Eight Cross Cultural Curative Factors Model is learned and applied to individual social work practice.

SOWK 552 - Community Research and Advocacy (2-4 credits)
This course is the second course in the research sequence and is offered at the end of the senior year. Students conduct a major advocacy research project focusing on an issue of concern to a community of color within the Twin Cities. Students learn to apply research theories, practice racial/ethnic analysis and social change to a real-life situation.

SOWK 560I - Social Work 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.

SOWK 564 - Urban School Social Work Practice (4 credits)
The goal of this course is to develop culturally responsive school social workers who are prepared to respond to the unique gifts and needs of students in urban schools. The course involves an introduction to the role of the school social worker and the application of the skills and practices necessary for social work practice with students in urban schools. Students in the course will develop the ethics, knowledge, competencies, practice behaviors, and skills necessary for successful and competent practice with students, teachers, families, schools, and communities. Participants in this course can expect to develop an understanding of current practice trends and evidence-based multi-tiered systems of support in urban schools. There will be particular emphasis on how to integrate social work models and theories, including, ecological frameworks, the strengths perspective, social-emotional learning, and trauma-informed practices. Special attention is given to practice with diverse children, including children affected by poverty, gender issues, sexual orientation and/or racial or ethnic minority status.

SOWK 582 - Social Work Capstone Seminar (1-3 credits)

Students examine the field practicum experience in a mainstream agency, applying theories they have acquired throughout the program. Students write a major integrating paper on generalist multicultural social work practice. Note: Should be taken along with SOWK 552 Community Research and Advocacy.

SOWK 583 - Analysis Application of Social Work Knowledge and Skills (1 credit)

Social workers review in a structured supportive environment the knowledge and skills necessary to provide a safe level of practice in accord with the Minnesota State Board of Social Work requirements for B.S.W. level licensure. Prerequisite: B.S.W. degree or senior status in social work major.

SOWK 584 - Multicultural Child Welfare Field Seminar (1-3 credits)

This course is designed to facilitate student learning through small student groups assigned to a special multicultural child welfare learning center. The Multicultural Field Seminar offers students the opportunities to explore and discuss the various facets of public child welfare, while integrating social work knowledge, theories and skills through a multicultural framework. This seminar discusses real clients, with real life changing needs. Students will be required to apply their cultural competency and critical thinking skills in processing client experiences at the micro, meso and macro levels. Students are further expected to develop learning contracts that guide their own development in the field practicum; work together on a group project; share knowledge and process experiences, and continually discuss their adjustment in the field practicum. Prerequisites: Senior status in the Social Work program

SOWK 585 - Urban School Social Work Practicum Recitation (1 credit)

This course accompanies the Senior Capstone Seminar (SOWK 582) and Social Work Senior Practicum (SOWK 591). The goal of this course is to develop culturally responsive school social workers who are prepared to respond to the unique gifts and needs of students in urban schools. Students in the course will develop the ethics, knowledge, competencies, practice behaviors, and skills necessary for successful and competent practice with students, teachers, families, schools, and communities. The course will be largely experiential and focused on the application of the skills and practices necessary for social work practice with students in urban schools. The course will also help students connect with the realities of social work practice in a public school context by applying the theories learned in SOWK 564 (Urban School Social Work Practice) and the Metro State Social Work Program's generalist social work curriculum.

SOWK 591 - Social Work Senior Practicum (2-5 credits)
Social work majors are involved in supervised social work practice in the Twin Cities for 20 hours weekly during the last semester of their senior year. Faculty assign students to an agency or setting based on students needs and interests, and the capacity of the agency or setting to meet those needs. Students practice social work in at least two of the following categories: individuals, families, groups, organizations or communities. Master's-prepared community social workers supervise the students' practica. Students are expected to contribute their knowledge of social work practice with people of color, acquired through their junior year social work curriculum to enrich the agency or setting and its services. Prerequisites: Completion of all major requirements.

SOWK 592 - Multicultural Child Welfare Senior Practicum (1-5 credits)
Senior social work majors who are admitted to the Multicultural Child Welfare Project are placed for their senior practicum at Ramsey County Community Human Services for an extensive child welfare experience. Students are involved in supervised social work practice in this setting for 20 hours weekly during the last semester of their senior year. Students will have the opportunity to practice social work in at least two of the following categories: individuals, families, groups, organizations or communities. The scope of the environmental experience is from family preservation and child protection to foster care and adoption. A master's-prepared social worker will supervise the students' practica. Students are expected to contribute their knowledge of social work practice with people of color, acquired through their junior year social work curriculum to enrich the agency or setting and its services. Prerequisites: Completion of all major requirements.

SPAN

SPAN 101 - Beginning Spanish I (4 credits)
This course sequence builds and develops the communication skills, grammar and cultural knowledge needed to read, speak and understand Spanish at a beginning level.

SPAN 102 - Beginning Spanish II (4 credits)
This course sequence builds and develops the communication skills, grammar and cultural knowledge needed to read, speak and understand Spanish at a low-intermediate level.

SPAN 160I - Spanish 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.

SPAN 201 - Intermediate Spanish I (4 credits)
This course sequence builds on the principles and skills mastered in SPAN 101 and 102, Beginning Spanish I and II, with more focus on written and oral expression, from a high-intermediate level to an advanced level.

SPAN 202 - Intermediate Spanish II (4 credits)
This course sequence builds on the principles and skills mastered in SPAN 101 and 102, Beginning Spanish I and II, with more focus on written and oral expression, from a high-intermediate level to an advanced level.

SPAN 203 - Spanish Language Through the Art of Cooking (4 credits)
Spanish Language Through the Art of Cooking is an beginner/intermediate-level Spanish course that immerses students in the language and cultures of Spanish-speaking countries through the culinary arts. Students will enhance their Spanish language skills by engaging in hands-on cooking experiences, learning essential grammar and vocabulary related to food, kitchen tools, ingredients, and cultural traditions. The course will also explore historical and contemporary culinary influences across various Spanish-speaking regions. Through readings, discussions, cooking demonstrations, and reflective assignments, students will Spanish Language Through the Art of Cooking is an beginner/intermediate-level Spanish course that immerses students in the language and cultures of Spanish-speaking countries through the culinary arts. Students will enhance their Spanish language skills by engaging in hands-on cooking experiences, learning essential grammar and vocabulary related to food, kitchen tools, ingredients, and cultural traditions. The course will also explore historical and contemporary culinary influences across various Spanish-speaking regions. Through readings, discussions, cooking demonstrations, and reflective assignments, students will develop linguistic proficiency while deepening their understanding of Hispanic cultures. This course is designed to be accessible to students at different levels, including both beginners and intermediate learners. Instructional scaffolding ensures that each student can engage at their own proficiency level.

SPAN 360I - Spanish 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.

SPED

SPED 300 - Foundations of Special Education in Urban Settings (3 credits)
This is the introductory course in the urban special education degree/licensure program . This course provides an overview of urban student exceptionalities, urban students with disabilities and urban students with gifts and talents. Special emphasis will be placed on the legal aspects of educating urban students with disabilities, characteristics of urban exceptional children, and the assessment, instructional, and collaborative strategies associated with educating urban students with exceptionalities.

SPED 301 - Behavioral and Learning Principles in Urban Special Education Settings (3 credits)
The conceptual foundations developed in this course support understanding of academic and behavioral problems in applied urban special education settings, as well as the development of functional behavioral assessment and positive behavior intervention plans.

SPED 302 - Legal, Political, Ethical Issues in Special Education (3 credits)
Students in this course will examine and discuss the legal aspects of special education law, litigation, and ethics of professional practice in special education. In addition, the course will use an antiracist lens when discussing how provisions in the legislation and litigation affect the identification, eligibility determination, planning, programming, and instruction of urban students with disabilities.

SPED 405 - Assessment Practicum in Urban Special Education (2 credits)
This methods course is a practicum that is designed to integrate an urban field experience focusing on the basic psychometric foundations of standardized and classroom-based assessment to inform data-based decision-making about exceptionality, eligibility, and educational programming for urban students with disabilities. The practicum is a co-requisite with SPED 400 where candidates can expect to be placed in an urban education/special education setting to complete various applied learning activities.

SPED 410 - Supporting Inclusive Education through Differentiation and Technology (3 credits)
Students will examine and explore effective instructional practices including technology and assistive technology, differentiation of instruction, cooperative learning, accommodations and adaptations leading to inclusive models of education that promote urban student with disabilities growth, development, and independence.

SPED 420 - Collaboration and Transition Practices in Special Education (3 credits)

This course will prepare urban special education teacher candidates in developing the communication strategies to collaborate with other professionals and establish productive relationships with parents and families to support student learning including planning for students in transition from school to postschool environments. Candidates will learn to understand dynamic roles within families and communities and access services, networks, agencies, and support.

SPED 430 - Characteristics of Urban Learners with Mild to Moderate Disabilities (3 credits)

This course will prepare urban special education teacher candidates on the definitions, identification, assessment, characteristics, educational strategies, and models of programming for diverse urban students with disabilities that are within the mild to moderate disability range.

SPED 433 - Assessment in Urban Special Education (4 credits)

This methods 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 urban 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. Field experience requirements included.

SPED 433 - Assessment in Urban Special Education (3 credits)

This methods 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 urban 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. Field experience requirements included.

SPED 440 - Interventions: Mild Disabilities (4 credits)

This course will prepare urban special education teacher candidates in academic and behavioral interventions and practices for differentiating, adapting, and accommodating the needs of urban learners with mild disabilities in diverse urban educational settings. Candidates will design, implement, modify, and adjust instructional programs and processes and adapt content materials and environments to enhance urban student learning, participation, and performance. Concurrent enrollment in SPED 445

places candidates in an urban special education setting to complete applied learning activities.

SPED 445 - Advanced Special Education Urban Teaching Practicum (3 credits)

Advanced special education practicum taken with licensure methods course to provide opportunities to design, implement, evaluate, and adjust instruction and work collaboratively with urban school teams. This course will prepare urban special education teacher candidates in academic and behavioral interventions and practices for differentiating, adapting, and accommodating the needs of urban learners with mild disabilities in diverse urban educational settings. Candidates will design, implement, modify, and adjust instructional programs and processes and adapt content materials and environments to enhance urban student learning, participation, and performance. Concurrent enrollment in SPED 440 places candidates in an urban special education setting to complete applied learning activities.

SPED 490 - Student Teaching in Urban Special Education (7 credits)

This course is the clinical field experience where special education teacher candidates will demonstrate their learning in an urban environment, working with urban students with disabilities. Special education teacher candidates will be supervised by a university professional and a cooperating classroom teacher in an urban special education setting. Placement is for a minimum of twelve full-time weeks based on teacher candidate's Individualized Student Teaching Plan that is developed with and approved by the teacher candidate's advisor and the Field Experience Coordinator, the semester prior to clinical field experience. Weekly reflections, periodic seminars with other student teachers, and the development of a standards-based e-folio are also required.

SSCI

SSCI 160I - Social Science 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.

SSCI 300 - Seeing Like a Social Scientist (4 credits)

Most of us are only dimly aware of how politics, culture, and society influence, and often coerce, our daily lives. The calling of a social scientist is to help us

make these invisible social structures visible. In this course, students develop the skills and tools to discover, analyze, and interpret these obscure social processes. Ideally, this knowledge will have a liberating effect on their individual lives. Students will also perceive how their civic and ethical participation can change politics, culture, and society, as well as themselves.

SSCI 311 - Research Methods in Social Science (4 credits)
This course provides an introduction to the basic concepts of social science research. Students learn and implement a variety of research methods, and critically reflect on the relationship of these methods to philosophical traditions within social science. The courses examines two approaches to social science research, quantitative and qualitative, and the unique contribution of each approach for understanding social life. Experiential activities enhance classroom learning.

SSCI 350I - Social Science 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.

SSCI 360I - Social Science 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.

SSCI 365 - Leadership in Organizations and Public Life (3 credits)
Students gain experience in applied social science while working as an intern in a non-profit or community-based organization, the public sector, or a social action group. Prior to registering, students meet with the instructor to select their specific internship project. Students supplement their specific field experience with participation in the group internship seminar which meets five times during the semester. Through this combination of extensive community-based experience and guided reading, writing and analysis, students develop their ability to integrate social science theory with community-based experience.

SSCI 365I - Social Science Prior Learning (1-8 credits)

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

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

This course provides students with the opportunity to understand, integrate, and apply the core themes and contending perspectives that underline the social studies disciplines. Through guided readings, research and discussion, seminar participants further develop the capacity to analyze selected issues through multiple lenses. Students apply these multiple perspectives to teaching middle and secondary social studies.

SSCI 411 - Theory and Social Problems (4 credits)

Social scientists study the world so that we may take informed action to solve social problems. In this class, students explore how theory contributes to solving social problems. Students will learn how theorists identify and analyze social problems, as well as offer potential solutions. Special emphasis will be placed on some of the most contested and controversial social problems of our time, such as neoliberalism and its role in deepening economic inequality, climate collapse, and the erosion of democracy globally. Students will also explore issues such as identity politics and oppression based on identity categories, which may include race, gender, sexuality, ability, and nationality. Students will consider how theory helps us to envision and pursue a more just, humane, and sustainable world.

SSCI 451 - Empirical Research Capstone (5 credits)

Social scientists investigate the patterns of human interactions and then seek to interpret, explain and communicate human behavior. This seminar is designed to provide a final, integrating experience for students with a social science major. Seminar participants complete a senior project that demonstrates an ability to design a study, collect new or existing data, analyze those findings and communicate the results.

SSCI 452 - Conceptual Research Capstone (5 credits)

The social sciences have been shaping our understanding of the human condition for 175 years. Students will be comparing and evaluating ideas that continue to engage and perplex thoughtful public intellectuals. The capstone project involves researching an idea that remains disputable. The goal of a student’s thesis is an independent interpretation of a specific concept.

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

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

SSCI 512 - Qualitative Research Methods (4 credits)

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

SSED

SSED 440 - Social Studies Curriculum and Differentiated Methods in Urban Grades K-6 (3 credits)

This course encourages the pedagogies of reflective teaching, constructivism, and teaching for social justice and social change. Students will be introduced to current theories and research that examine effective teaching and meaningful learning in the elementary social studies. Urban teacher candidates will review content in various social studies disciplines while preparing to teach national, state, and local district social studies standards. Students will practice and model instructional strategies that encourage the development of critical thinking, problem solving, and performance skills. Students will use formal and informal assessment strategies to evaluate and help foster the continuous intellectual, social and physical development of the learner. Urban elementary field experiences are part of the course requirements.

SSED 450 - Teaching Social Studies in Urban Grades 5-12 (4 credits)

This course provides teacher candidates with a variety of approaches to organizing a social studies curriculum in grades 5-12, and multiple instructional methods for effective teaching in the urban, multicultural classroom. Knowledge of the core social studies disciplines (i.e., history, geography, government, and economics) will be applied by planning and discussing units and lessons that include a variety of instructional methods and authentic assessment to enhance student learning. Knowledge of American Indian history, culture, language and government will be applied in order to meet state teaching standards. Opportunities for practice teaching mini lessons will be afforded to enhance skill development as an urban

teacher. Differing perspectives will be explored regarding the purpose of social studies education for democratic citizenship in a rapidly changing, increasingly diverse and interdependent, society and world. Clinical field experience hours are part of the course requirements.

STAT

STAT 099 - Statistics Preparation (2 credits)

This course focuses on the fundamental math skills needed to process and analyze data in a variety of contexts. It provides students with the opportunity to improve mathematical skills while acclimating to the challenges of a college-level statistics course. This course is for students concurrently enrolled in Statistics 1 (STAT 201), check schedule for specific section details.

STAT 160I - Statistics 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.

STAT 201 - Statistics I (4 credits)

This course covers the basic principles and methods of statistics. It emphasizes techniques and applications in real-world problem solving and decision making. Topics include frequency distributions, measures of location and variation, probability, sampling, design of experiments, sampling distributions, interval estimation, hypothesis testing, correlation and regression.

STAT 252 - Statistics Programming (2 credits)

This course covers advanced statistical programming techniques including data wrangling, data visualization and hypothesis testing using R. Topics of this course include R syntax, input and output in R, data visualization, interactive data graphics, data wrangling, tidy data, and hypothesis testing in R. This course builds on the knowledge learned in STAT201.

STAT 260I - Statistics 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.

STAT 301 - Analysis of Variance and Multivariate Analysis (4 credits)
This course covers introductory and intermediate ideas of the analysis of variance (ANOVA) method of statistical analysis. The course builds on the ideas of hypothesis testing learned in STAT201 (Statistics I). The focus is on learning new statistical skills and concepts for real-world applications. Students will use statistical software to do the analyses. Topics include one-factor ANOVA models, two-factor ANOVA models, repeated-measures designs, random and mixed effects, principle component analysis, linear discriminant analysis and cluster analysis.

STAT 311 - Regression Analysis (4 credits)
This course covers fundamental to intermediate regression analysis. The course builds on the ideas of hypothesis testing learned in STAT201 (Statistics I). The focus is on learning new statistical skills and concepts for real-world applications. Students will use statistical software to do the analyses. Topics include simple and bivariate linear regression, residual analysis, multiple linear model building, logistic regression, the general linear model, analysis of covariance, and analysis of time series data.

STAT 321 - Biostatistics (4 credits)
This course covers fundamental and intermediate topics in biostatistics, and builds on the ideas of hypothesis testing learned in STAT 201 (Statistics I). The focus is on learning new statistical skills and concepts for real-world applications. Students will use SPSS to do the analyses. Topics include designing studies in biostatistics, ANOVA, correlation, linear regression, survival analysis, categorical data analysis, logistic regression, nonparametric statistical methods, and issues in the analysis of clinical trials.

STAT 331 - Nonparametric Statistical Methods (4 credits)
This course covers the fundamental to intermediate ideas of nonparametric statistical analysis. The course builds on the ideas of hypothesis testing learned in STAT201 (Statistics I). The focus is on learning new statistical skills and concepts for real-world applications. Students will use statistical software to do the analyses. Topics include nonparametric methods for paired data, Wilcoxon Rank-Sum Tests, Kruskal-Wallis Tests, goodness-of-fit tests, nonparametric linear correlation and regression. Completion of STAT201 (Statistics I) is a prerequisite for this course.

STAT 341 - Analysis of Categorical Data (4 credits)
This course covers the fundamental to intermediate ideas of the statistical analysis of categorical data. The course builds on the ideas of hypothesis testing learned in STAT201 (Statistics I). The focus is on learning new statistical

skills and concepts for real-world applications. Students will use statistical software to do the analyses. Topics include analysis of 2x2 tables, stratified categorical analyses, estimation of odds ratios, analysis of general two-way and three-way tables, probit analysis, and analysis of loglinear models. Completion of STAT201 (Statistics I) is a prerequisite.

STAT 350I - Statistics Internship (1-4 credits)

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

STAT 353 - Environmental Statistics (4 credits)

This course covers the intermediate statistical methods in analyzing environmental and biological datasets. This course is built on the knowledge of an introductory statistics and hypothesis testing. The contents of the course include paired T-test, unpaired T-test, F-tests, one-way and two-way ANOVA, multivariate ANOVA, repeated measures, regression, principle component analysis and cluster analysis. Students will learn how to use statistical software to perform all the analyses.

STAT 360I - Statistics 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.

STAT 411 - Time Series Analysis and Forecasting (4 credits)

A time series is a sequence of observations on a variable measured at successive points in time or over successive periods of time. This course provides an introduction to both standard and advanced time series analysis and forecasting methods. Graphical techniques and numerical summaries are used to identify data patterns such as seasonal and cyclical trends. Forecasting methods covered include: Moving averages, weighted moving averages, exponential smoothing, state-space models, simple linear regression, multiple regression, classification and regression trees, and neural

networks. Measures of forecast accuracy are used to determine which method to use for obtaining forecasts for future time periods.

STAT 480 - Statistical Consulting (4 credits)

This advanced workshop will give students exposure to the statistical and non-statistical issues that arise in statistical problem solving, and provide an experiential background in statistical consulting. Students will develop the knowledge, skills, and professional rapport necessary to interact with clients, including the skills necessary for communicating technical statistical content with non-statisticians.

TCID

TCID 190 - Playing Games: An Introduction to Game Studies (4 credits)

This course is an introduction to the field of Game Studies. Students will learn about the history of Game Studies, explore key theories in the field, and apply these theories to their own gaming experiences. This class is designed to be hands-on. Students will play games, engage in discussion, apply common game theories, write about and analyze games, and apply their knowledge through creating and pitching a game concept.

TCID 261 - Business Writing (3 credits)

This course focuses on effective, persuasive communication within and between business organizations, from the perspective of employees and of managers. Students learn to critically analyze communication strategies, organizational cultures and common business texts, such as memos, reports and case studies; they learn to select quality data from primary and secondary sources; and they write and edit letters, memos, reports and studies in situations that simulate the complexities of small companies and global corporations.

TCID 271 - Technical Writing (3 credits)

In this course, students create a variety of documents, including technical memos, manuals, proposals and reports. Emphasis is placed on document design, effective organization and readability. This course especially benefits managers or technical employees who need to communicate technical information to business or general audiences.

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

This class begins with students self-assessing their digital skills in several areas, including design for print and digital documents; web tools; visual tools; and project management tools. Students work with the instructor to create a learning contract with the goal of acquiring tools in a certain number of these areas. In order to acquire knowledge of these tools, students complete online tutorials. Only offered S/N.

TCID 301 - Professional and Technical Writing Careers (2 credits)
Students learn about the skill set required to succeed professionally and how they might acquire these skills through coursework. They also learn about career opportunities for professional writers and technical communicators through presentations by guest speakers and readings. Students also begin to develop an online portfolio.

TCID 302 - Content Strategy (2 credits)
Content strategy encompasses the creation, management, testing, and governance of content, whether that be a website, printed document, social media, or other forms of information. In this class students will gain a comprehensive understanding of content for contemporary information-intensive organizations as well as hands-on skills to create effective, user-friendly, and culturally sensitive content.

TCID 303 - Workplace Writing with Generative Artificial Intelligence (2 credits)
Artificial intelligence (AI) is used in workplace writing and communication practices. This course offers a basic understanding of core concepts relevant to AI writing tools. Students will be prepared to use AI writing tools in responsible, ethical, and productive ways for technical and non-technical audiences. Students are introduced to generative AI tools and learn to design effective prompts to help with the writing process.

TCID 330 - Science Communication (4 credits)
In this course, students create STEM-focused science communication documents, including articles, science blogs, posters, infographics, and presentations, in ways that convey a clear purpose to a specific audience. This course especially benefits students who need to communicate on science-related topics with a variety of audiences.

TCID 341 - Writing the News in a Digital World (4 credits)
In this course, students analyze principles and methods of news gathering and reporting for web, broadcast and print news media. They then prepare a weekly schedule of reporting assignments, similar to those that might be completed by a newsroom intern. Students also complete several major assignments employing various news writing styles for digital, broadcast and print media.

TCID 344 - Writing for Publication and Profit (4 credits)
This course examines writing as a full-or part-time business. Students learn to market their writing to appropriate publications, create effective book proposals, understand the conventions of the publishing industry and edit their own work.

TCID 345 - Rhetorics of Health, Medicine, and Social Justice (4 credits)
This course is informed by the rhetorics of health and medicine, an interdisciplinary field that attends to how language and symbols are used in

public health, medicine, nursing, and communities. Understanding how contemporary language plays a powerful role in healthcare and communities especially with regard to health equity, health access, and inclusion is the central focus of this course. The language we examine and the power that language enacts includes patient-provider communication, pharmaceutical advertising, government-sponsored communication, and health literacy. We analyze, critique, and design deliverables such as case safety narratives, clinical study reports, patient materials, websites, package inserts, and decision aids. In this course, we attend to reproductive justice, womens health, and disability, as well as how racist, transphobic, and homophobic rhetorics manifest in health documents in order to examine and/ or propose alternative rhetorical strategies that move us toward justice, equity, and access.

TCID 346 - Medical Writing (4 credits)

Medical writers work with medical professionals, scientists, engineers, and other subject matter experts (SMEs) to produce drug, intervention, and disease-related deliverables for technical and nontechnical audiences. They work within an array of contexts that include publishing, medicine, health insurance, biotechnology, pharmaceuticals, marketing, advertising, education, and nonprofits. This course provides a foundation for professional medical writing within medical, regulatory, and technology contexts. Students assess rhetorical situations and determine best practices for designing ethical, responsible, and clear medical writing. Students leverage and critique AI in medical writing, use medical research databases, conduct user research, and design medical writing deliverables (e.g., label, insert, intake form, protocol, website, device) to be more inclusive, accessible, and ethical. In this course, students are introduced to AMA style, plain language, inclusive design practices, and careers in medical writing.

TCID 350I - Technical Communication and Interaction Design Individual 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.

TCID 371 - Editing (4 credits)

This course covers editing principles and techniques. Topics include how readers use and comprehend texts, the editor’s role in the publication process, the writer/editor relationship, and editing for organization, format, style, grammar, punctuation, usage, consistency and accuracy. Students edit a variety of texts, including technical documents and newsletter articles in print and online.

TCID 372 - Document and Information Design I (4 credits)
Methods and techniques of document and information design, including principles of graphic design, audience analysis, portfolio development, and use of professional software tools.

TCID 373 - Writing and Designing for the Web I (4 credits)
This course introduces students to the principles, processes, and techniques of front-end Web development. Students gain solid knowledge and practical skills in HTML, CSS, website genres, design patterns, Web writing, and usability. Students will analyze and build websites. Students must already possess basic satisfactory digital literacy, such as managing files and folders, and adding and removing programs.

TCID 374 - 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 inclusive, adaptable, creates patterns of reuse, and results in consistency of content across documents/publication outputs.

TCID 375 - Environmental Communication (4 credits)
This course focuses on the multidisciplinary field of environmental communication and helps students understand the ways in which environmental issues and conflicts develop, the values underlying the ideologies on these issues, the ways in which these values are presented, and the variety of scientific and technical communication genres involved in understanding environmental communication messages. Significant focus is given to issues of race and racism.

TCID 377 - Writing Proposals and Grants (4 credits)
This course offers a rhetorically-based, process-oriented approach to strategic, effective writing of proposals and grants for individuals and organizations. The course is designed primarily for writers, artists and technical communicators who expect to find themselves, as freelancers or as employees, seeking funding for a variety of programs and projects in academic, nonprofit or corporate situations. This course provides a systematic process for analyzing audiences, writing needs statements and finding sponsors all within an electronic context.

TCID 378 - User Experience Writing (4 credits)

User Experience writing enables learners to design human-centered content for user interfaces and to 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 381 - Video Game Culture (4 credits)

This course focuses on the myriad of cultures that surround video games, the largest entertainment industry and a powerful, influential social medium. Because of games' role in both reflecting and creating cultural norms, they are a rich source for investigating the ways interactive and immersive technologies influence cultural and social perspectives. In this course, students will learn the history and evolution of video games, explore values in play, analyze gaming communities, and discover ways to think and interrogate the games industry through a critical lens. This course is part of the Game Studies Minor core.

TCID 383 - Writing For Video Games (4 credits)

In this course, students will learn how to write narrative, stories, and dialogue for video games. Video game writing is a unique kind of writing in the sense that dialogue and other visual-written feedback changes depending on the input of the player. By learning a writing for games style grounded in character creation, episodic structure, and dialogue, students in this course will learn the skills to become excellent game writers. Careers writing for video games, sometimes called game designers, are gaining in popularity and importance. In this unit, students will gain the background necessary to successfully write for video games and the video game industry. This course is part of the Game Studies Minor core.

TCID 390 - Introduction to Game Design (2 credits)

This course is an introduction to the vast and interdisciplinary field of game studies and game design. Students in this course will explore how games can be art, math, story, identity, political systems, ethical systems and more. Topics covered may include the history of video and tabletop games; the current landscape of the video game industry; future projections for game industry; an introduction to Game and Narrative Design; toxicity in the games community; race, gender, and identity in games; game design schemas, and an intro to theories of interaction design. Students will demonstrate this knowledge through creating a paper prototype of a tabletop game as part of a development team. No programming knowledge assumed.

TCID 391 - Race and Identity in Video Games (2 credits)

This course explores the concept of race, racism, and identity in the games industry, games community, and game studies. Because of games' role in

both reflecting and creating cultural, racial, and identity norms, they are a rich source for investigating the ways interactive and immersive technologies influence cultural and social perspectives. In this course, students explore topics through a lens of race such as the history and evolution of video games, values in play, avatar identity, visualizing racial characteristics, analyzing gaming communities, and interrogating racism in the game industry. Intersectionality is used to explore how race and racism impact digital and nondigital bodies. No prior programming knowledge is assumed.

TCID 392 - Game, Level, and Character Design (2 credits)

In this course, students will learn strategies for analyzing and creating game worlds, levels, and characters that are consistent, compelling, and fluent. Students will focus on what makes compelling and engaging video game dialogue, settings, backstories, and more. This theory- and writing-focused course will let students create and/or expand on all the writing that goes into a good video game story as well as explore games as a humanistic field. There will be a particular focus on creating characters, stories, and scenes with an anti-racist perspective in response to the industrys history representing marginalized characters, stories, and lore. No programming knowledge is assumed.

TCID 393 - Writing in Interactive Environments (2 credits)

In this course, students will learn the unique style of writing and storytelling used in an interactive environment. In this production-focused course, students will produce a video game (or slice of a video game), interactive story, or interactive website prototype by the end of the course. Students will focus on creating a continuity of experience across a system, writing compelling prompts, writing and thinking in decision trees, and anticipating audience input. Students will conduct usability testing/playtesting and revision of their constructed environments. No programming knowledge is assumed.

TCID 394 - Theories of Fun and Play (2 credits)

This theory-based course dives into the role of fun, play, and games in society. Students will look at ancient theories of fun as well as learn about some of the earliest games ever played and examine their influence on modern games. Current tabletop and video games will also be analyzed by students through theories learned in class. Major topics covered may include: the magic circle, game rules, social games, definitions of fun and play, playing to order, edugames, serious games, chocolate-covered broccoli, cheating, spoilsports, variable ratio rewards, timed rewards, loot boxes, games for change, dark play, uncertainty, and more!

TCID 395 - Game Design in Unity (2 credits)

This course is an introduction to Unity, one of the most important tools in the Game Industry. Students in this course will learn to create a game through

visual scripting, the visual representation of programming logic that allows the game designer to create playable games without deep programming knowledge. Students will create games with the usability, disability, and varying ability levels of the user in mind. Some topics covered include flow and state graphs, live editing, debugging and analysis, nesting, reusability, and variables. This course assumes no prior programming knowledge.

TCID 396 - Publishing and Selling Your Game (2 credits)

This production-focused course explores aspects of publishing, marketing, and sales that are crucial or unique to successful video and tabletop game launches. Topics covered include game-related marketing strategies such as: community building, crowdfunding, basic social media marketing, game pitches, gaming for good, indie studios, game journalism/ethics, review copy protocol, live game events, player sponsorship, and Twitch. Group work is a major part of this course, though exceptions can be given.

TCID 399 - Special Topics (1-4 credits)

This course presents topics related to Professional/Workplace Writing, Technical Writing, and writing that supports Interaction Design. Topics vary with each offering of this course, as does the credit awarded. Check the class schedule for details about topics. This course may be repeated for credit as long as the topic is different.

TCID 460I - Technical Comm/Interaction Design 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.

TCID 461 - Writing and Technical Communication Capstone (4 credits)

This class provides a bridge between academic study and professional careers in writing or technical communication. Students assess and reflect on their academic study; research and write a non-fiction essay, produce a capstone project, and complete a writer’s portfolio. Projects may focus on a wide range of topics, including writing-related careers.

TCID 531 - Advanced Writing (4 credits)

This course focuses on the theory and practice of writing across genres. The course examines what genre is and why 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.

TCID 532 - Writing about Place (4 credits)

This course explores questions such as, How does place shape a writer's voice? How do writers see nature in urban environments? Students use memory, imagination, research, experience and analysis to write about places important to them. Students work toward achieving advanced skills in creative nonfiction, an individual written voice, and a thoughtful approach to place and environment. Prerequisites: a 300-level Writing course or instructor's consent.

TCID 560I - Technical Comm/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 564 - 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 565I - Technical Communication/Interaction Design Prior Learning (1-7 credits)

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

TCID 571 - Advanced Editing (4 credits)

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

TCID 572 - Document and Information Design II (4 credits)

This course teaches students a systematic procedure for researching, designing, editing and evaluating documents that convey specialized information. The primary focus is on effective design of layout and information, whether documents are paper or digital. Document types discussed include promotional publications, Web pages and various kinds of product literature.

TCID 573 - Writing and Designing for the Web II (4 credits)

This course builds on knowledge and skills learned in WRIT 373 (e.g., HTML, CSS, web writing) and expands training of technical skills and Web development strategy. Advanced topics include content strategy, responsive design for mobile interfaces, information architecture, user experience, and extensive training of HTML, CSS, JavaScript and jQuery. Elements of Web strategy and collaborative work are also covered. Students use professional software tools. Students must possess intermediate or advanced digital skills.

TCID 574 - Usability and User Experience (4 credits)

This course focuses on usability and user experience for technical and information products. Students learn concepts, principles, processes, and methods of usability and user experience. Students work in teams and conduct a usability study systematically to improve an information product. Topics also include usability in business and organizational settings, usability workflow and governance. Students will also interact with user experience professionals.

TCID 577 - Interaction Design for User Experience (4 credits)

Interaction design is an interdisciplinary field integrating theories and methodologies across several disciplines such as computer science, cognitive psychology, technical communication, user experience, human factors, information technology and engineering design. In this course, students are introduced to the theoretical knowledge of and practical experience with concepts of interaction design, design theory and techniques, and implementation and evaluation of interfaces. Topics covered include: interaction design, human-computer interaction, prototyping, usability evaluation, universal design, multimodal interfaces, and virtual reality. In addition to lectures, students will work on individual assignments and team

projects to design, implement, and evaluate various interactive systems and user interfaces.

TCID 583 - Writing Major Projects (4 credits)

This independent study examines the principles and techniques of writing substantial professional or creative projects such as longer business documents, articles, grant applications, proposals, and works of fiction or creative non-fiction. Through consultations with the instructor, students determine their specific organizational or stylistic problems. Evaluation is based on written projects. Students should have in mind a writing project of either one long piece or several short ones on related topics. Course may be repeated for credit.

TCID 599 - Advanced Topics (1-4 credits)

This course presents topics of interest to students in the undergraduate and graduate Technical Communication and Professional Writing programs. Topics vary with each offering of this course. Check the class schedule for details about topics and course prerequisites. This course may be taken any number of times for credit as long as the topic is different.

TCID 599A - Special Topics in International Study (1-5 credits)

This course presents international study opportunities for undergraduate and graduate students. Check the schedule for offerings. This course may be taken any number of times for credit as long as the topic is different. Depending on the topic offered, this class may count as a major requirement course; otherwise, it is considered an elective.

THEA

THEA 110 - Theater and the Art of the Stage (4 credits)

This course surveys core elements of theater. Students engage a time-spanning selection of works, performance traditions, and contemporary practices while developing familiarity with creative and technical roles. The course considers how theater reflects society and diverse perspectives, including how staging, design, and performance choices shape meaning for audiences. Works from a range of periods and styles are examined to connect theater to broader social and artistic contexts.

THEA 120 - Introduction to Acting (4 credits)

This foundational course introduces students to the basics of acting. Students will learn fundamental techniques in voice, movement, and character development through practical exercises, improvisation, and scene work. The course covers script analysis, stage presence, and collaborative performance skills. Designed for beginners, this class provides a supportive environment to explore acting essentials and build confidence in performance. No prior experience required.

THEA 160I - Theater 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.

THEA 165I - Theater Prior Learning (1-8 credits)
Theater Prior Learning

THEA 201 - Storytelling (3 credits)
This course uses storytelling and oral journaling as methods to communicate about modern times. Participants develop personal and traditional stories involving the use of humor, conflict resolution and imagination. The course explores literature in the oral-narrative tradition including the structure and genre of stories as well as the functions that oral-narratives play in developing culture. It is also a personal development course for communication, human services, nursing and business students.

THEA 300 - Black Women Playwrights: Staging Empowerment (3 credits)
This course examines the plural voices of black women writing for the theater, from inventive and innovative plays by African women to established and more familiar American playwrights with unique and powerful perspectives that call to action social inequities with significant focus given to issues of race and racism. Students will learn and apply techniques of theatrical and performance arts concepts and elements of writing for movement, sound, and character development with a particular focus on gender and race-based inequities in society

THEA 303 - The Live Theater Experience (4 credits)
This course is designed to expose students to the wide and unique variety of theater available in the Twin Cities with a conscious emphasis on mission specific theater companies such as Theater Mu, Ten Thousand Things, Penumbra, Mixed Blood, etc. which practice color blind/color conscious casting. Through lecture, discussion, and play attendance at professional and semi-professional venues, students will acquire the skills to critically analyze and appreciate theater and its components. Early classes and on-line links/supporting materials are provided for navigating each play experience. Students will respond to each performance through one of several approaches, depending on the type of play attended.

THEA 321 - The Art of the Script: Reading and Reimagining Plays (4 credits)
This course uses full-length playscripts, videos of plays and film adaptations to tour the dynamic traditions of the theater. Students are to demonstrate reading knowledge of all plays on the reading/viewing list through online discussions, critical/creative thinking activities, and the focused analysis of six short questions for each play read or watched. The playscripts are provocative and diverse, exploring theories and concepts of dramatic literature from multiple perspectives, and serving as an entry point into discussions about politics; social justice; and issues of identity, including race, gender, sexuality, class, and subjectivity.

THEA 331 - Voice: Speaking from Experience (4 credits)
In this course, students who wish to use their voices more expressively work through a variety of methods from relaxation and breathing exercises to personal storytelling and the practice and analysis of poetry, prose and drama. Students work to develop resonance, range, support and to relearn effective habits of vocal expression.

THEA 333 - Performing Dissent: Theater of Activism and Civic Engagement (4 credits)
This course examines how theater and performance can be used to address social issues and cultivate equality and justice in communities and systems. Students will explore the notion of “applied theater,” an umbrella term describing a wide range of performance-based practices that share intentionality to provoke or shape social change. Students will explore how performers have used these practices for community building, a means of justice in the wake of violence and oppression, and a catalyst for public awareness and community action. Significant focus is given to issues of class, identity, and racism.

THEA 345 - Acting III: Embodied Performance (4 credits)
Actor training can be life enhancing. In this class, advanced students are guided to discover, explore and develop their emotional, physical and psychological resources using varied acting exercises and techniques. Prerequisite: Acting II (MCTC) or equivalent (Screenwriting students exempt from prerequisites).

THEA 346 - Topics (1-4 credits)
Studies in selected areas of theater art. (See class schedule for current topics.)

THEA 350I - Theater Individual Internship (1-9 credits)
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.

THEA 351 - Production and Performance Laboratory (2-4 credits)
Two credits of off stage production support are required for the major and minor. Students enrolled in advanced acting/directing classes or working on season productions or special performance projects under faculty guidance may receive credit for rehearsal time spent out of the regular class period. Students cast in directing class scenes may also receive credit. Note: Students may take up to eight credits over time. Prerequisite: Instructor's permission if not enrolled in directing or advanced acting class.

THEA 360I - Theater Student Designed Independent Studies (1-9 credits)
Student-designed independent studies give 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.

THEA 365I - Theater Prior Learning (1-8 credits)
Credit for Prior Learning is the method by which students may receive college credit for prior learning obtained through nontraditional means, such as military training/experience, the workplace, or independent study. The course for which credit is being sought must correspond in its content to a course that is currently offered at Metro State University. Competence is demonstrated by passing the final examination of the corresponding course. Students should contact their academic advisor for more information.

THEA 387 - Theater History II: Contemporary (4 credits)
This course is for students interested in the implications of modern drama on our contemporary world. In this class, students explore some of the most exciting plays in modern and contemporary drama and experience the incredibly rich variety of theater offerings within their own community.

THEA 390 - The Living Theatre: Tradition, Innovation, and Change (4 credits)
This course examines the ideas, individuals, institutions, and innovations that have contributed to the development of theater, from its precursors in the ancient world to the present day. Through the reading and viewing of seminal works, the essential elements of live theater - acting, directing, dramatic texts, design elements, performance space, and the audience - are explored with a focus on staging practices, aesthetics, and theatrical convention.

THEA 400 - Playwriting I (4 credits)

Writing for the spoken word and for acting demands different skills than writing for the page. Develop your ear, your signature of voice, your sense of subtext. Through a variety of approaches, from improvisation to creative autobiography, students explore character, conflict and drama as metaphor. Writers with material they would like to explore or adapt for the stage are welcome. Expect to complete at least one short play.

THEA 441 - Career and Portfolio Seminar (1 credit)

This course is designed for theater majors exploring and preparing for their post-graduation careers. It will examine specific work environments; the value of attending graduate school or conservatory programs; and the role that internships, undergraduate research, and networking play in career development. In addition, this course will assess how to organize and manage an internship and job search, as well as how to construct strong resumes, cover letters, audition materials, and professional portfolios.

THEA 445 - Advanced Acting (4 credits)

Art is in the becoming." In this class students move beyond a basic understanding of acting and toward a more complete connection between the role and the actor. A continuation of THEA 345 Acting III, students work further to develop the ability to sustain focus of attention, to concentrate energy and to deepen their understanding of character motivation and subtext. Students may have the opportunity to audition for directing class projects which rehearse outside of class time. This class may be taken twice for credit.

THEA 459 - Performance Events (2-4 credits)

This class will focus on the generation of work in collaboration with others. Students will explore ways in which storytelling, interview, news, memoir and movement might be developed for the stage. Through the actual participation in this process, students will acquire a basic understanding of theatrical concepts including, writing for the spoken word, monologue, point of view, and the improvisation of a theatrical portrait. Students who have the time may also wish to be involved to some degree, in the current university theater production. Note: This course may be taken twice for variable credits up to eight credits over time.

THEA 540 - Directing and Creating Theater (4 credits)

Learn to analyze script, work with actors, construct a prompt book, and use the director's tools to elevate the written script to dramatic action. Students initially explore the possibilities of realistic drama with the option in the second half, to move on to original creations, collaborations or other styles of theater. All work is under the guidance of a director, toward the evolution of the specific theater piece. This class may be taken twice for credit.

THEA 587 - Playwriting II (2-4 credits)

From the well-made play to theater with a social conscience, this course uses a workshop approach to further explore and challenge the playwright's "voice" through a professional process of discussion, analysis, work with a director and rewriting. Students may explore a variety of subjects and styles or expand upon projects in progress. This class may be taken as an independent study with instructor's consent.

UMET

UMET 100 - University Topics (1 credit)

This correspondence course offers student a chance to begin or continue learning at a college level. Students receive access to printed and recorded materials. Each section features a unique topic within which students expand their knowledge and understanding, hone critical thinking skills, and discover alternative meanings or solutions to given situations or problems.

WRIT

WRIT 101 - Introduction to College Writing (4 credits)

This course is designed for students who may not have recently taken a college-level writing course or who have been placed in the class as a result of the writing assessment. Students write short essays and work on developing and organizing ideas, composing well-structured paragraphs, and writing clear sentences.

WRIT 112 - The Educated Reader: College Reading (4 credits)

This course is intended for students wanting to become more proficient college readers. Readings address a number of current topics from multiple perspectives. Students are exposed to materials in areas such as the social and natural sciences, business, and literature. The course emphasizes the importance of reading analytically and interacting effectively with visual information. In order to enhance their reading comprehension, students engage in ongoing communication about lengthy readings through small group discussion, in-class exercises, written assignments and periodic oral presentations. Some library work is included.

WRIT 121 - Writing I Intensive (5 credits)

This course is the same as WRIT 131 Writing I except that sentence and paragraph structure are covered in more detail. First semester students may take this course instead of WRIT 131. Only three credits may be counted toward the general education writing requirement (the other two credits do not count toward any general education requirement). This course is an introduction to expository writing principles and processes. Students develop skill at analyzing audiences, generating ideas, organizing and developing thoughts, drafting sentences, and revising and handling mechanics. Students write, revise and edit extensively.

WRIT 131 - Writing I (3 credits)

This course is an introduction to expository writing principles and processes. Students develop skill at analyzing audiences, generating ideas, organizing and developing thoughts, drafting sentences, and revising and handling mechanics. Students write, revise and edit extensively. Prerequisite: Placement in WRIT 131 Writing I or WRIT 132 Written and Visual Communication on the writing assessment offered by Placement Assessment Office.

WRIT 132 - Written and Visual Communication (3 credits)

This course, which can be taken in place of WRIT 131 Writing I, is an introduction to the theory and practice of written and visual communication. Students read, write, view and produce visual and written texts in a variety of media. Emphasis is on developing writing skills and learning basic concepts of visual communication. Prerequisite: Placement in WRIT 131 Writing I on the diagnostic writing assessment offered by Diagnostic Services.

WRIT 160I - Writing Student Designed Independent Studies (1-8 credits)

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WRIT 165I - Writing Prior Learning (1-8 credits)

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WRIT 231 - Writing II (3 credits)

In this course, students learn strategies to critically analyze a variety of texts and essays; to understand how audience and social/cultural factors shape writing; and to research, evaluate, interpret, paraphrase, quote and summarize texts. Students write and revise several papers and critique the work of other students.

WRIT 232 - Research Writing in the Digital Age (5 credits)

This course combines a focus on research writing and information literacy. Students will explore critical issues about information literacy and learn practical step-by-step techniques for discerning and analyzing information resources, including online databases and World Wide Web sites. Students learn strategies to critically analyze a variety of texts and essays; to understand how audience and social/cultural factors shape writing; and to research, evaluate, interpret, paraphrase, quote and summarize texts. Students write and revise several papers and critique the work of other students.

WRIT 232 - Research Writing in the Age of AI (4 credits)

his course combines a focus on research writing and AI literacy. Students explore the promises and challenges of AI technologies and their impact on the academic writing and research landscape. Emphasis is placed on critically evaluating the credibility, limitations, and ethical implications of both human- and AI-generated texts. By blending traditional writing with multimodal appraoches, students will produce multiple projects that engage them in the research process, from exploring topics and evaluating information to synthesizing evidence and formulating arguments, and in the responsible use of AI tools. Students will build a foundational understanding of functional, rhetorical, and ethical AI literacies. They can then apply this understanding to make better-informed decisions in their research writing practices and contribute positively to the academic community.

WRIT 251 - Introduction to Creative Writing (3 credits)

This course provides an introduction to the elements of writing short fiction, poetry, and creative non-fiction. Students learn a variety of approaches to creative writing in a cooperative class environment.

WRIT 300 - Creative Writers, Identity and Race in the Twin Cities (4 credits)

This writing class, a combination of in-class meetings and significant individual work outside of class, explores the many ways that creative writing, from books to literary readings to public art projects, informs daily life. Much of the content of WRIT 300 focuses on how social constructs of race and racism have influenced creative writers in the Twin Cities, from the legacies and impacts of racism on writers' creative process and output to the creative writing communities' collective and institutional responses to racism. This writing class is designed for non-creative writing majors; students from all disciplines with an interest in creative writing are welcome.

WRIT 324 - Topics in Writing (4 credits)

Topics courses deal with special issues or areas of interest in writing fiction, nonfiction or criticism. Topics and instructors vary. Check the Class Schedule for current offerings. Prerequisite: A 200- or 300-level writing course or instructor's consent.

WRIT 330 - APA Documentation Basics (1 credit)

Students in many academic and professional contexts are asked to cite sources according to APA (American Psychological Association) guidelines as they write and conduct research. This course will provide an introduction to APA documentation methods and give students opportunities to practice creating and revising APA narrative citations, parenthetical citations, and reference lists. Students will also explore the elements of an APA-formatted manuscript and practice organizing APA documents.

WRIT 331 - Writing in Your Major (4 credits)

Primarily for students who have completed their writing requirement, but who seek further writing instruction and practice, this course begins with a brief review of the principles of academic writing. It then engages students in the thinking and writing required in various disciplines throughout the university. Students study and practice summary, explanation, analysis, interpretation and other critical strategies used to write essays, reports, research papers, case studies and other texts. The course also emphasizes understanding how audience, purpose and situation shape writing. Students learn how to use a flexible process of writing and revision to complete assignments, and how to respond constructively to the writing of others.

WRIT 340 - Writing Science Fiction and Fantasy (4 credits)

This course focuses on the craft of writing science fiction and fantasy. Through guided exercises, students gain skills in identifying and creating essential elements common to these popular genres, such as tropes, leitmotifs, character types, and narrative arcs. Additionally, students study major sci-fi and fantasy subgenres to discover how movements such as Afrofuturism or Disabled Futurism harness the genres power to radically reimagine marginalized histories and futures. The exercises in this course directly focus on the writers career, including applications such as the story synopses and outlines, adaptations of story ideas for movies and games, as well as query letters for publication.

WRIT 342 - Writing for Online and Print Magazines (4 credits)

This course covers the critical skills needed to write articles for magazines, whether print or online. In addition, students learn by analyzing a variety of magazines. Topics include brainstorming and proposing story ideas, targeting writing to a specific audience, gathering research, sharpening skills for story organization, and writing for a variety of online environments.

WRIT 343 - Writing Social Commentary (4 credits)

Beyond memoir and creative nonfiction lies the dangerous world of social and political commentary, a genre based on personal experience, intelligent surveillance of the political milieu and the skill of provocative writing. This class explores the process involved in the creation of the social-political essay and commentary.

WRIT 350I - Writing Individual Internship (1-9 credits)
Students obtain internships in selected areas of study to gain deeper understand of knowledge, skills and the context of a given field. Faculty members serve as evaluators and liaisons between the internship sites and the university, providing information to students and potential supervisors and supervising the learning experience. Internships normally earn between one and four credits, require 40 work hours per credit, and may be served through a standard hours/work schedule or with flexible work hours.

WRIT 352 - Writing Memoir and Creative Nonfiction (4 credits)
This course focuses on writing memoir as well as specialized nonfiction genres such as biography, and nature or travel writing. Students read and discuss pieces by professional writers, learn to create and revise their own work, and comment on each others' writing. This course may be repeated for credit.

WRIT 353 - Writing Short Fiction (4 credits)
Drawing on student ideas and experiences, this course develops the craft of short fiction writing in a workshop setting. Students read each other's work and explore the conventions of the short story. This course may be repeated for credit.

WRIT 354 - Writing Poetry (4 credits)
In this course, students read and discuss poetry, learn the conventions of poetry writing, read each other's work and explore their own creative processes. This course may be repeated for credit.

WRIT 355 - Writing Children's Literature (4 credits)
This class offers an introduction to writing children's literature in the genres of picture book, fiction, nonfiction and poetry in a workshop environment. Students examine works of guest authors and critique both published and student writings. Through activities and assignments, students have the opportunity to develop the unique craft and vision required to write quality children's literature. This course may be repeated for credit.

WRIT 356 - Writing Humor (4 credits)
This course is a serious inquiry into what's funny, how to write that way and how to say something important in the process. Each writer will focus on developing an idea of serious purpose and conveying that purpose through the use of humor. All genres are welcome. This course may be repeated for credit.

WRIT 357 - Writers as Readers (4 credits)
This workshop course emphasizes the union of reading and creative writing. Good creative writers need to understand literature from the writer's perspective. They also need a comprehensive background in the various genres of literature and must be able to discuss, critique and identify the

basic components of imaginative writing. This course focuses on tone, style, diction and author's voice through the students' own writing and through the readings of others.

WRIT 358 - 1000 Words or Less (4 credits)

Writing Short Creative Works is a multi-genre workshop designed for creative writers who wish to work exclusively on very short pieces. Students will deepen their knowledge of the general craft of writing, expand their personal writing horizons by writing outside familiar genres, and work intensively on drafting and revising short works. The range of writings possible in this class include poems, prose poems, personal essays, sudden fiction, humor writing, short-short memoirs and creative non-fiction, and other genre-defying work. This course may be repeated for credit.

WRIT 359 - Boot Camp: Creative Writing (4 credits)

This class is a hands-on workshop that explores, explains and discusses all the essential aspects of craft employed in the writing of poetry, short fiction, short memoir and other, less easily-definable works of short creative writing. Character development, point of view, tense, dialogue, chronology, voice, narrative arc, pacing, tension within both scenes and an overall narrative, creative use of language, and all basic literary terms will be covered, with the goal of helping students tell a compelling story no matter the genre.

WRIT 371 - Editing (4 credits)

This course covers editing principles and techniques. Topics include how readers use and comprehend texts, the editor's role in the publication process, the writer/editor relationship, and editing for organization, format, style, grammar, punctuation, usage, consistency and accuracy. Students edit a variety of texts, including technical documents and newsletter articles in print and online.

WRIT 390 - Editing for Literary Publication (4 credits)

Writing is as much a craft as it is an art, and writers who excel in their various writing fields understand the mechanics of their craft as well as the effects their writing will have on an audience. In writing and literature courses, students learn how to analyze writing: in this course, students will apply these skills to publication standards to prepare them for careers in literary publishing or other careers in which advanced editing and creative writing skills are desirable. Students will learn various forms of literary editing, including developmental editing, line editing, and copy-editing. Whether a students goal is to become a freelance writer, copywriter, manuscript editor, or managing editor, this course will prepare students for a career in the world of writing for publication.

WRIT 460I - Writing Student Designed Independent Studies (1-9 credits)

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strategy can be useful because it allows students: to study a subject in more depth, at a more advanced level; to pursue a unique project that requires specialized study; to draw together several knowledge areas or interests into a specialized study; to test independent learning capabilities and skills; or to use special learning resources in the community, taking advantage of community education opportunities which, in themselves, would not yield a full college competence. Students should contact their academic advisor for more information.

WRIT 481 - Advanced Creative Writing (5 credits)

This advanced workshop provides students with the opportunity to develop and refine works of fiction, creative nonfiction, or poetry. Open to all advanced creative writing students. Creative Writing majors who are nearing graduation must take this course to fulfill the capstone portfolio requirement for the major. This course may be repeated for credit. Prerequisite: Two 300-level creative writing courses.

WRIT 531 - Advanced Writing (4 credits)

This course focuses on the theory and practice of writing across genres. The course examines what genre is and why 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 532 - Writing about Place (4 credits)

This course explores questions such as, How does place shape a writer's voice? How do writers see nature in urban environments? Students use memory, imagination, research, experience and analysis to write about places important to them. Students work toward achieving advanced skills in creative nonfiction, an individual written voice, and a thoughtful approach to place and environment. Prerequisites: a 300-level Writing course or instructor's consent.

WRIT 560I - Writing Student Designed Independent Studies (1-8 credits)

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WRIT 565I - Writing Prior Learning (1-7 credits)

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

WRIT 571 - Advanced Editing (4 credits)

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

WRIT 598 - Advanced Topics in Creative Writing (4 credits)

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