



METRO STATE UNIVERSITY

GRADUATE CATALOG 2025 – 2026

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

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WELCOME

Metro State University was established in 1971, and now serves more than 8,000 students.

Metro State is a fully accredited, comprehensive university and a member of the Minnesota State higher education system. CollegeNet's 2024 Social Mobility Index, measuring colleges and universities' success in elevating students from low-income into the middle class by five years after graduation, ranks us thirty-first in the nation and first in Minnesota.

With more than 60 undergraduate programs and more than 20 graduate programs, including our unique individualized studies program 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
- Federally-recognized Minority-Serving Institution, as an Asian American and Native American Pacific-Islander Serving Institution
- Committed to being an anti-racist, equity-focused learning community

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

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.

Campus and Center Locations

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

Minneapolis Education Center
1300 Harmon Place
Minneapolis MN, 55403

Midway Center
1450 Energy Park Drive
Saint Paul MN, 55108

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

The 2023–2024 Undergraduate Catalog is published by the Metro State University Academic and Student Affairs Division. This catalog contains information about academic programs and requirements for 2023–2024. Catalog information is subject to change without notice. Please refer to the website at **metrostate.edu** for updated information.

The catalog is intended to complement other publications at Metro State University including specific materials supplied by colleges, schools, departments, and programs. It is important for students to be familiar with academic policies and graduation requirements for their individual degree programs. Students are strongly encouraged to consult their advisors at least once each semester to be certain they are completing requirements that apply to their degree and major program.

The 2023–2024 Undergraduate Catalog is available in alternative formats for people with disabilities. For more information, call the Center for Accessibility Resources at 651-793-1520 (voice); 651-772-7687 (TTY).

ACADEMIC CALENDAR

2025

Mar 01	Summer and Fall 2025 course schedule published in eServices
Mar 01	Summer and Fall 2025 early priority admissions application deadline
Mar 17	Summer and Fall 2025 registration begins in eServices
Apr 07	Summer 2025 OPEN (visiting students) registration begins in eServices
Apr 22	Summer 2025 final admissions application deadline
May 07	Summer 2025 first session and full session courses low enrollment cancellation deadline
May 14	Summer 2025 wait list closes at 11:59 AM (Noon)
May 17	Summer 2025 first session and full session courses begin
May 23	Summer 2025 first session and full session courses last date to drop with a refund
May 23	Summer 2025 Graduation Requirements Workshop (GRW) registration deadline
May 24-26	Memorial Day holiday/No Classes/Buildings Closed
Jun 01	Fall 2025 priority admissions application deadline
Jun 09	Fall 2025 OPEN (visiting students) registration begins in eServices
Jun 19	Juneteenth Holiday/No classes/Buildings Closed
Jun 24	Summer 2025 second session courses low enrollment cancellation deadline
Jul 03	Summer 2025 first session courses end
Jul 04	Independence Day Holiday/No Classes/Buildings Closed
Jul 05	Summer 2025 second session courses begin
Jul 09	Summer 2025 first session grades are due
Jul 11	Summer 2025 second session courses last date to drop with a refund
Jul 25	Summer 2025 alternative learning strategies registration deadline
Aug 01	Fall 2025 final admissions application deadline
Aug 13	Fall 2025 first session and full session courses low enrollment cancellation deadline
Aug 15	Summer 2025 first session and full session courses end
Aug 15	Summer 2025 graduation posting date
Aug 18	Fall 2025 faculty duty days begin
Aug 20	Summer 2025 second session and full session grades are due 11:59 pm
Aug 20	Fall 2025 wait list closes at 11:59 AM (Noon)
Aug 23	Fall 2025 first session and full session courses begin
Aug 29	Fall 2025 first session and full session courses last date to drop with a refund deadline
Aug 29	Fall 2025 Graduation Requirements Workshop (GRW) registration deadline
Aug 30-Sep 1	Labor Day holiday/no classes/buildings closed
Oct 01	Spring 2026 course schedule published in eServices
Oct 13	Indigenous People's Day/classes held/buildings open
Oct 10	Fall 2025 second session courses low enrollment cancellation
Oct 13	Fall 2025 first session courses end
Oct 20	Spring 2026 registration begins in eServices
Oct 21	Fall 2025 second session courses begin
Oct 28	Fall 2025 second session courses last date to drop with a refund
Oct 24	Fall 2025 alternative learning strategies registration deadline
Nov 01	Spring 2026 early priority admissions application deadline
Nov 10	Spring 2026 OPEN (visiting students) registration begins in eServices
Nov 11	Veterans Day/classes held/offices open (Observed)
Nov 26	Thanksgiving holiday/no evening classes
Nov 27-30	Thanksgiving holiday/no classes/buildings closed

Dec 01	Spring 2026 final admissions application deadline
Dec 14	Fall 2025 second session and full session semester courses end
Dec 14	Fall 2025 Graduation posting date
Dec 15	Fall 2025 Commencement Ceremonies
Dec 16	Fall 2025 grades are due 11:59 pm (2 business days from end of semester)
Dec 16	Fall 2025 faculty duty days end
Dec 22-23	Holiday week/buildings open/limited services
Dec 24-28	Winter holiday/buildings closed
Dec 29-31	Holiday week/buildings open/limited services

2026

Jan 01	New Year's Day holiday/buildings closed
Jan 02	Spring 2026 first session and full session courses low enrollment cancellation deadline
Jan 2-4	Holiday week/buildings open/limited services
Jan 06	Spring 2026 faculty duty days begin
Jan 07	Spring 2026 wait list closes at 11:59 AM (Noon)
Jan 12	Spring 2026 first session and full session courses begin
Jan 16	Spring 2026 first session and full session courses last date to drop with a refund
Jan 16	Spring 2026 Graduation Requirements Workshop (GRW) registration deadline
Jan 19	Martin Luther King, Jr. holiday/no classes/buildings closed
Feb 03	Caucus Day – No activities or classes after 6 p.m.
Feb 16	President's Day/classes held/offices open
Mar 03	Spring 2026 first session courses end
Mar 06	Spring 2026 first session grades due 11:59 pm
March 8-14	Spring Break/no classes/offices open
Mar 09	Spring 2026 second session courses low enrollment cancellation
Mar 18	Spring 2026 second session courses begin
Mar 24	Spring 2026 second session courses last date to drop with a refund
Mar 26	Spring 2026 alternative learning strategies registration deadline
May 05	Spring 2026 second session and full session courses end
May 05	Spring 2026 Graduation posting date
May 08	Spring 2026 grades are due
May 08	Spring 2026 faculty duty days end

The university calendar is subject to modification or cancellation due to occurrences such as lack of funding, fire, flood, labor disputes, interruption of utility services, inclement weather, civil disorder, war, or other catastrophic events. In the event of such occurrences, the university will attempt to accommodate its students. It does not, however, guarantee that courses or other university programs or events will be completed or rescheduled. Refunds will be made to eligible students in accordance with Minnesota State Colleges and Universities policies.

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700 EAST SEVENTH STREET, FH 329	71
SAINT PAUL, MN 55106-5000	71
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SAINT PAUL, MN 55101	72
651-556-3003	72
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<i>NURS 671 - Advanced Pharmacology for Nurse Anesthesia II (5 credits)</i>	321
<i>NURS 672 - Professional Aspects of Anesthesia II (1 credit)</i>	321
<i>NURS 673P - Anesthesia Clinical Practicum I (1 credit)</i>	321
<i>NURS 674 - Principles of Anesthesia Practice IV (1 credit)</i>	321
<i>NURS 675 - Principles of Anesthesia Practice V (4 credits)</i>	321
<i>NURS 676 - Principles of Anesthesia Practice VI (1 credit)</i>	321
<i>NURS 677 - Statistics and Research for Nurse Anesthesia (3 credits)</i>	321
<i>NURS 678 - Professional Aspects of Anesthesia III (1 credit)</i>	322
<i>NURS 679P - Anesthesia Clinical Practicum II (1 credit)</i>	322
<i>NURS 680 - Foundations of Nursing Education (3 credits)</i>	322
<i>NURS 681 - Innovative Teaching Strategies (3 credits)</i>	322
<i>NURS 682 - Curriculum Design and Evaluation (3 credits)</i>	322

<i>NURS 683 - Foundations in Program Evaluation for Nursing Education (3 credits)</i>	323
<i>NURS 684 - Interprofessional Care Collaboration (1 credit)</i>	323
<i>NURS 684P - Practicum in Nursing Education (2 credits)</i>	323
<i>NURS 685P - Practicum in Clinical Teaching (1 credit)</i>	323
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<i>NURS 708 - Epidemiology and Population Health (3 credits)</i>	327
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<i>NURS 722 - Primary Care II (3 credits)</i>	327
<i>NURS 722P - Primary Care II Practicum (2 credits)</i>	328
<i>NURS 723 - Primary Care Nursing III: Pediatrics (3 credits)</i>	328
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<i>NURS 724 - Primary Care Nursing IV: Complex Care (3 credits)</i>	328
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<i>NURS 731 - Scholarly Teaching and Learning in Nursing (3 credits)</i>	329
<i>NURS 737P - DNP Anesthesia Practicum V (1 credit)</i>	329
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<i>NURS 739P - DNP Anesthesia Practicum VII (2 credits)</i>	330
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INTRODUCTION

Founded in 1971

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.

Centered 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.

Committed 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.

Served the needs

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.

Gained strength through relationships

During the 1980s, the university strengthened its relationships with area community colleges and expanded its commitment to cultural diversity. As it became a more comprehensive urban university, 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

Expanded 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.

Won multiple awards

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).

Served 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

GRADUATE PROGRAM LIST

MS/MA

Business Administration (MBA)
Technical Communication (MS)
Advanced Dental Therapy (MSADT)
Nursing Entry Level (MSN)
Management Information Systems (MSMIS)
Advocacy and Political Leadership (MAPL)
Nonprofit Leadership and Management (MNLN)
Public Administration (MPA)
Public and Nonprofit Administration (MPNA)
Co-occurring Disorders Recovery Counseling (MS)
Individualized and Interdisciplinary Studies (MA/MS)
Liberal Studies (MA)
Computer Science (MS)
Cyber Operations (MS)
Curriculum, Pedagogy, and Schooling: Urban Education (MS)
English as a Second Language with K-12 Licensure: Urban Education (MS)
English Teacher Preparation for Grades 5-12 licensure: Urban Education (MS)
Life/General Science Teacher Preparation for Grades 5-12 licensure: Urban Education (MS)
Mathematics Teacher Preparation for Grades 5-12 licensure: Urban Education (MS)
Social Studies Teacher Preparation for Grades 5-12 licensure: Urban Education (MS)
Special Education with K-12 Licensure: Urban Education (MS)

PSM

Computer Science (PSM)

DBA

Doctor of Business Administration (DBA)

DNP

Doctor of Nursing Practice, Family Nurse Practitioner (DNP)

Doctor of Nursing Practice, Nurse Anesthesia (DNP)

Doctor of Nursing Practice, Post-Master's (DNP)

Graduate Certificates

Global Supply Chain Management Graduate Certificate

Management Information Systems Generalist Graduate Certificate

Project Management Graduate Certificate

Systems Analysis Graduate Certificate

Adult Education Graduate Certificate

Design of User Experience Graduate Certificate

Learner Experience Design Graduate Certificate

Technical Communication Graduate Certificate

Cyber Operations Graduate Certificate

Global Supply Chain Management Graduate Certificate

Management Information Systems Generalist Graduate Certificate

ADMISSIONS

Office of Admissions
 Founders Hall, First Floor
 387 Maria Avenue
 St Paul, MN 55106

www.metrostate.edu

admissions@metrostate.edu

Campus Visit

Let us show you around campus so you can see what your future at Metro State can look like and ask any questions you may have. Free parking is available in the parking garage.

ADMISSIONS

Graduate Admission Requirements

Program	Letters of Recommendation Required?	How many?	Resume Required?	Essay/Portfolio Required?	Test required?	Additional Requirements
Business Administration (MBA)	Yes	2	Yes	Yes	GMAT or MBA Math	N/A
Technical Communication (MS)	Yes	2	Yes	Yes, both essay and portfolio	N/A	Portfolio
Management Information Systems (MSMIS)	Yes	2	Yes	Yes	Stats B or better or MBA Math	N/A
Public and Nonprofit Administration (MPNA)	Yes	2	Yes	Yes	ALEKS if GPA is below 3.0	N/A
Computer Science (MS)	Yes	2	Yes	Yes	GRE recommended, not required	N/A

Advanced Dental Therapy (MSADT)	Yes	2	No	Yes	No	2,000 hours of clinical dental hygiene experience , unencumbered MN dental hygiene license and nitrous oxide & local anesthesia certifications, completion of DENH 420 Restorative Functions or documentation of equivalent. Interview and professional portfolio.
Doctor of Business Administration (DBA)	Yes	2	Yes	Yes (two essays required)	GRE/GMAT or Doctoral Level MBA math	
Computer Science (PSM)	Yes	2	Yes	Yes	GRE recommended, not required	N/A
English Teacher Preparation for Grades 5-12 licensure: Urban	Yes	1	Yes	Yes	N/A	N/A

Education (MS)						
Curriculum, Pedagogy, and Schooling: Urban Education (MS)	Yes	1	Yes	Yes	N/A	N/A
English as a Second Language with K-12 licensure: Urban Education (MS)	Yes	1	Yes	Yes	N/A	N/A
Life/General Science Teacher Preparation for Grades 5-12 licensure: Urban Education (MS)	Yes	1	Yes	Yes	N/A	N/A
Mathematics Teacher Preparation for Grades 5-12: Urban Education (MS)	Yes	1	Yes	Yes	N/A	N/A
Social Studies Teacher Preparation for Grades 5-12 licensure: Urban Education (MS)	Yes	1	Yes	Yes	N/A	N/A
Special Education	Yes	1	Yes	Yes	N/A	N/A

with K-12 licensure: Urban Education (MS)						
Advocacy and Political Leadership (MAPL)	Yes	2	Yes	Yes	No	N/A
Nonprofit Leadership and Management (MNLM)	Yes	2	Yes	Yes	ALEKS if GPA is below 3.0	
Public Administration (MPA)	Yes	2	Yes	Yes	ALEKS if GPA is below 3.0	
Co-occurring Disorders Recovery Counseling (MS)	Yes	3	Yes	Yes	N/A	Interview
Individualized and Interdisciplinary Studies (MA/MS)	Yes	2	No	Yes	N/A	N/A
Learner Experience Design Graduate Certificate	No	N/A	Yes	Yes	N/A	N/A
Adult Education Graduate Certificate	No	N/A	No	Yes	N/A	N/A
Cyber Security Graduate Certificate	No	N/A	Yes	Yes		N/A
Management Information Systems Generalist	No	N/A	Yes	Yes	Stats B or better or MBA Math	N/A

Graduate Certificate						
Systems Analysis Graduate Certificate	No	N/A	Yes	Yes	Stats B or better or MBA Math	N/A
Project Management Graduate Certificate	No	N/A	Yes	Yes	Stats B or better or MBA Math	N/A
Liberal Studies (MA)	No	N/A	Yes	Yes	No	Writing or creative work sample
Information Assurance and Information Security Graduate Certificate	No	N/A	Yes	Yes	Stats B or better or MBA Math	N/A
Design of User Experience Graduate Certificate	No	N/A	Yes	Yes	N/A	N/A
Business Analytics Graduate Certificate	No	N/A	Yes	Yes	Stats B or better or MBA Math	N/A
Global Supply Chain Management Graduate Certificate	No	N/A	Yes	Yes	Stats B or better or MBA Math	
Mathematics Graduate Certificate	No	N/A	N/A	N/A	N/A	N/A
Cyber Operations (MS)	Yes	2	Yes	Yes	GRE recommended, not required	N/A
Technical Communications	No	N/A	Yes	Yes	N/A	N/A

Graduate Certificate						
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International graduate students

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

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

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

Transcripts

eTranscripts from other Minnesota State Institutions

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

Transcripts from U.S. high school

- Students applying with fewer than 16 transferable post-secondary credits will need to provide an official transcript from their high school.
-
- **Important:** If applying prior to graduation, you must also arrange to have an official, final high school transcript showing your date of graduation sent to the university once you have graduated.

Transcripts from foreign high schools

Evaluation and nation-specific requirements

- Foreign high school transcripts must be evaluated by an accredited agency, such as
 - [SpanTran](#) – Metro State students receive a discount
 - [Educational Credential Evaluators Inc.](#) (ECE)
 - [World Education Services](#) (WES)
- The type of evaluation report should be general for students who have only a high school diploma.
- The report must show the equivalence of a U.S. GPA of at least a 2.0.

- We will not accept student or fax copies.
- Official transcripts must be sent directly to the Admissions Office.
- Transcripts which are not in English will need to be officially translated into English and sent to us directly from the school.

Bahamas

Bahamas General Certificate of Secondary Education or O-Levels. Report sent directly from the Bahamas Ministry of Education and Culture. O-Levels report sent directly from the Cambridge Local Examinations board.

Canada

Students from Montreal may need to have transcripts translated by an official translation service or through the secondary (high) school and will need to have both the French and English versions sent from the school, and will be required to have an English proficiency exam (TOEFL, IELTS, etc).

Ethiopia

The Ethiopian University Entrance Examination Certificate (official document will be returned to applicant) or attested copy by the EducationUSA office.

Ghana

West African Secondary School Certificate Examination (WASSCE) and Scratch Card information.

India

Senior School Certificate Examination offered by CBSE. Send official certificate or have it attested by United States-India Educational Foundation (USIEF).

Kenya

Kenya Certificate of Secondary Education (KCSE) official document (will be returned to applicant) or attested copy by the EducationUSA office.

Nepal

Send Secondary Education Board and Higher Secondary Education Board results attested by the United States Educational Foundation in Nepal (USEF - Nepal).

Nigeria

West African Examination Council examination results (WAEC) Senior School or NECO Certificate and Access card (Scratch card).

Transcripts from U.S. college and universities

- If you have attended institutions outside of the Minnesota State system, request that your official transcript(s) be sent directly to the Admissions Office. Official transcripts submitted by applicants cannot be accepted unless the envelope is still sealed.
- If you have attended a closed Minnesota institution, there are still ways of obtaining the transcripts. The Minnesota Office of Higher Education has taken over the processing for a majority of the closed institutions. Complete the online form to request an official transcript.
 - [Minnesota Office of Higher Education – Transcript Request Form for closed institutions](#)
- If the school you have attended is not listed on the request form, please visit the higher education's list of closed institutions and their contact information. Find the school in alphabetical order for directions on how to request the official transcript.
 - [Minnesota Office of Higher Education – Contact Information for Student Records](#)

Transcripts from U.S. college and universities

- If you have attended a non-U.S. post-secondary institution, college or university a **course-by-course** transcript evaluation by a NACES accredited agency is required for admission.
- NACES accredited agencies:
 - [SpanTran](#) – Metro State students receive a discount
 - [Educational Credential Evaluators Inc.](#) (ECE)
 - [World Education Services](#) (WES)
- Please note:
 - An official copy of your **course-by-course** transcript evaluation must be sent directly to the Admissions Office. We do not accept faxed copies or copies from students.
 - It can take six to eight weeks to receive a transcript evaluation report. Initiate this process well in advance to ensure your report is received prior to the application deadline for your program of interest. Metro State University is not responsible for any delays in receiving the report.

International Baccalaureate (IB)

- The International Baccalaureate (IB) full diploma is accepted for admission.
- The diploma covers six subjects, three or four of which must be at the higher level and others at the subsidiary level.
- Grades of 4 and above on each examination level are required.

IGCSE or Ordinary Level (O-Levels) and Advanced Level (A-Levels)

- Submit exam reports from Cambridge so we can verify the report.

- O-Levels you will need to have taken English, Math, a Science, a Social Science, and another subject of your choice. You will need to have received a C or above in the above subjects.

English Proficiency

- [TOEFL iBT](#) (internet-based test) score of **79** or better (Official score report sent directly from ETS required); **OR**
- [IELTS](#) academic test score of **6.0** or better (Score report can be uploaded); **OR**
- [Duolingo English Test](#) score of **105** or better (Official score report comes into Metro State dashboard from [Duolingo](#)); **OR**
- [Pearson Test of English](#) (PTE) score of **50** or better (Only scores accessed via the Score Report Website are considered to be valid.); **OR**
- [Michigan English Test](#) (MET) score of **56** or better with cover letter from testing institution (for colleges or universities with and ESL program only); **OR**
- Completion of **Level 112** at an [English Language School](#) (ELS) in the U.S.

Exemptions

- Minimum of 16 credits of a 3.0 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 3.0 GPA or higher. (An original letter from the school principal/headmaster/rector on school letterhead must be submitted as part of the application. The letter must state that English is the medium of instruction and attest to the applicant's English language abilities.)
- 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

TUITION AND FEES

Academic Year 2025 -2026 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
Undergraduate Rate	\$302.84
Graduate Rate	\$555.28
Doctoral Nursing	\$1,185.31
Doctoral Business Administration	\$1,205.58

UNDERGRADUATE TUITION

Program	Subject / Degree	Base Tuition	Differential	\$ Per Credit
Natural Sciences	BIOL, CHEM, ESCI, GEOL, NSCI, PHYS	\$302.84	\$12.28	\$315.12
Nursing	BSN Courses	\$302.84	\$82.41	\$385.25
Dental Hygiene	BSDH	\$302.84	\$72.38	\$375.22

GRADUATE TUITION

Program	Subject / Degree	Base Tuition	Differential	\$ Per Credit
Nursing	MSN Courses	\$555.28	\$165.02	\$720.30
Dental Hygiene	MS – Advanced Dental Therapy	\$555.28	\$1,222.50	\$1,777.78

OTHER COURSE CHARGES

Description	\$ Per Credit
Standard Course Fees Applied to All Courses	\$42.30
Prior Learning Assessments – Undergraduate	\$172.49
Student Designed Independent Studies – Undergraduate	\$189.99
Prior Learning Assessments – Graduate	\$309.23
Student Designed Independent Studies – Graduate	\$360.77

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 first 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 and billing

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 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 Metropolitan State but also amounts you may have with other Minnesota State institutions.

For additional calendar details, visit

<https://www.metrostate.edu/academics/calendar>

Thank you

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

Registered prior to payment deadline

Students who have a FAFSA on file prior to the payment deadline will not be dropped from courses. Any balance not covered **after** financial aid or third-party funding is applied is the student's responsibility.

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

Students with Nelnet 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 Metropolitan State but also amounts you may have with other Minnesota State institutions.

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

Payment options

Tuition payment options are:

- Payment 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:

Metropolitan State University
Gateway Students Services Office
Attn: Cashier

700 East Seventh Street
Saint Paul, MN 55106-5000

Financial aid or scholarship

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

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

Waivers

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

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

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

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

Pay using online payment

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

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

Nelnet Campus Commerce tuition payment plan

We are pleased to offer a payment plan from Nelnet Campus Commerce. Nelnet Campus Commerce is a tuition management plan that provides students with a low-cost option for budgeting tuition and fees. It is not a loan program; you have no debt, there are no interest or finance charges assessed, and there is no credit check.

The only cost to budget monthly payments through Nelnet Campus Commerce is a \$30 per semester nonrefundable enrollment fee.

Through Nelnet Campus Commerce, you will be able to:

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

You can choose to make your monthly payments directly from your bank account or by credit card (Visa, Mastercard, and Discover are accepted). There is an additional service charge fee for use of credit card. American Express is not accepted, but you can supply bank account information for automatic withdrawal.

[Nelnet payment plan general information and enrollment deadlines](#)

Sign up for payment plans through eServices

Changes to your payment plans

When you add or drop classes, it is your responsibility to **email the Accounts Receivable department in Financial Management** about these changes via email at least 10 days before your next payment. Your scheduled Nelnet Campus Commerce payment plan will not automatically be adjusted if financial aid pays your tuition and fees or if you make any unscheduled payment directly to Metropolitan State University. It is your responsibility to inform Accounts Receivable in writing to adjust your Nelnet Campus Commerce payment plan.

Payment plans and registration holds

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

Payment deadline and drop for non-payment

Students who enroll in the Nelnet Campus Commerce payment plan by the tuition payment deadline will not be dropped from their classes for non-payment.

Pay using third party payment

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

- Employers
- City, County, State, or Federal Government
- Military Units
- Foreign Governments
- Private Organizations

- Chapter 31 Vocational Rehabilitation

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

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

An authorization cannot be conditional on a student's performance in or completion of the course(s). The authorization must be signed by an authorized individual. If private information is needed by the third party, the student must provide us with a written release. Should the relationship between the student and third party cease, the student is ultimately responsible for all charges.

Registration Cancellation for Nonpayment

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

Third Party Instructions

Instructions to the Student

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

- **Third Party Billing statement (PDF)**

Special Notice to students participating in the Amazon Career Choice program: please visit **our landing page** for more information and instructions.

Instructions to the Third Party Vendor

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

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

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Third Party Authorization for Payment (PDF)

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

651-793-1877

OR

Email **third party.payments@metrostate.edu**

OR

Mail to:

Metropolitan State University

ATTN: Third Party Billing

Financial Management

700 East 7th Street

Saint Paul, MN 55106

Pay using veteran's benefits

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

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

Veterans Services contact information

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

Request for enrollment certification (Chapter 31 registered students only)

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

GI Bill ® website

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

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

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

GI Bill ® is a registered trademark of the U.S. Department of Veterans Affairs (VA). More information about education benefits offered by VA is available at the official U.S. government Web site at <https://www.benefits.va.gov/gibill>.

Refunds

When you register for a class, a seat is reserved for you. This obligates you to pay tuition and fees for that seat. If you decide to drop courses before the add/drop period you can drop online through eServices and you will receive a full refund. After the add/drop deadline, all course withdrawals will appear on the transcript and no refund will be processed. You can withdraw online through eServices before the end of the twelfth week of the semester. Course drops after the twelfth week of the semester are not permitted.

Students are responsible for knowing and adhering to all Metropolitan State University policies and procedures. However, in some cases, students who have experienced extenuating circumstances may petition the **Registration Appeals Committee** for a retroactive drop (with refund) or withdrawal within 90 days of the end of the term.

For security reasons, Records and Registration staff are not permitted to add/drop/withdraw courses for students over the telephone.

Registration cancellation for nonpayment

You should not assume that Registration Cancellation for Nonpayment will remove the tuition and fees charged to your account. If you have decided not to attend classes and want a refund, be sure to drop your classes online, in person, or by letter or fax before the end of the add/drop period.

Dropping courses with a refund

The add/drop period for standard full-term courses is through the fifth business day of the term. Courses starting after the refund deadline may be dropped within one business day of the first class meeting.

Dropping courses with a refund deadline

Payments made by credit card online will receive a refund of the paid amount. It will be applied back to the credit card used for the original payment within three weeks. All other refunds will be processed as direct deposit or check. Refunds will start processing immediately after the last add/drop date of the current semester. It can take up to three weeks to process the refund.

Dropping versus withdrawing from a course

Dropping a course refers to officially canceling a registration prior to the end of the fifth business day of the term. Dropped courses usually qualify for a refund and do not appear on the student transcript. Withdrawing from a course refers to canceling a registration after the 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

1. First through fifth business day of term—100 percent refund
2. Sixth through tenth business day of term—75 percent refund
3. Eleventh through fifteenth business day of term—50 percent refund
4. Sixteenth through twentieth business day of term—25 percent refund
5. 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

1. First through fifth business day of term—100 percent refund
2. Sixth through tenth business day of term—50 percent refund
3. After the tenth business day of term—0 percent refund

Class term less than 3 weeks in length

1. First business day of term—100 percent refund
2. Second and third business day of term—50 percent refund
3. After the third business day of term—0 percent refund

The withdrawal must be completed by the published deadlines, and the student is responsible for understanding the impact of such action on their student account. Refund Policy exists for calculating the refund of institutional charges. The federal "Return of Title IV Funds" formula dictates the amount of Federal Title IV aid that

must be returned to the federal government by the school and the student. Federal regulations require Metropolitan State to give first priority to repaying financial aid programs in the event withdrawing from the university results in a refund.

Note: Parents, spouses, relatives and friends will not receive student account information or be permitted to register or drop courses for students without the signed written permission of the student.

1098-T tuition statement tax form

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

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

You may also obtain your account information online or by:

- Using your student email account, email your name, Star ID or Metro State ID, address, phone number and the year(s) for which the 1098-T is needed to Accounts Receivable at **accounts.receivable@metrostate.edu**
- Come to Metropolitan State, Founders Hall, third floor, financial management office with a current driver's license

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

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

The amounts listed are per calendar year only.

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

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

Past due accounts

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

Holds and late fees

An outstanding balance from prior terms must be paid in full or below the current registration threshold of \$500.00 before a student will be allowed to register. A late fee of \$30.00 and an unpaid balance hold will be placed on the student's account until all past due amounts have been resolved. Holds are removed once your outstanding balance is resolved.

Past due payment plan

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

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

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

Collection referral

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

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

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

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

- Obtain a judgment against you
- Garnish your wages
- Levy your bank account
- Issue subpoenas
- Seize your property
- Offset your state tax refund, lottery winnings, or vendor payment
- Revoke or deny renewal of a professional license you may have
- Report you to a credit bureau
- Access non-public government data about you to collect this debt

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

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

If your Metro State account is currently in collections at the Minnesota Department of Revenue (MDOR), a hold has been placed on your account. The hold will not be removed until the balance is paid in full and the college has received the funds from MDOR. If you want the hold removed immediately you will need to go in person to the Minnesota Department of Revenue to pay in full with secure funds. Secure funds are: cash, cashier's check, or money order. Payments to MDOR using personal checks, online payments using debit or credit cards, or confirmation numbers from online payments are not considered secure and your hold will not be removed immediately. The hold will be removed when the college receives the payment from MDOR. Below is the contact information for MDOR:

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

NOTE: The same criteria apply to accounts in collections with a private collection agency. Please email accounts.receivable@metrostate.edu 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:

Metropolitan State University
Accounts Receivable
700 East Seventh Street, FH 305
Saint Paul, MN 55106-5000

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

FINANCIAL AID

Apply for Financial Aid

1. Complete the FAFSA or MN Dream Act online

The FAFSA can be completed on the **Student Aid website**. MN Dream Act should be completed on the **MN Office of Higher Education website**.

Metropolitan State University's Federal School Code is 010374. Aid applications are completed in the fall for the following fall enrollment and cover fall, spring, and summer terms. For example, the FAFSA for 2025–2026 is available beginning in October 2024 for enrollment in Fall 2025, Spring 2026, and Summer 2026.

2. Apply for admission

Only students fully admitted are eligible for aid. Please be sure to apply early. Please check the **academic calendar** for application deadline dates.

3. What to expect next

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

4. Accept federal direct loan awards

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

5. Financial aid disbursement and refunds or overages

Financial aid is disbursed beginning approximately the 14th 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 Metropolitan State re-evaluate your financial aid. If you provide

documentation of your **special circumstances** to the Financial Aid Office, a financial aid officer may make adjustments to the data you submitted on the FAFSA. In some cases, adjusting data will increase your financial aid.

Cost of attendance

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

This is not the amount students pay the university, but rather an estimate of the cost to cover the above items. The Student Aid Index (SAI) is determined by a congressionally-mandated formula used when the FAFSA is completed. It is the eligibility indicator used to calculate many financial aid need-based awards. Factors considered in the SAI include income, assets, and family size. Financial aid eligibility for need-based awards is calculated by taking the cost of attendance and subtracting the SAI.

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

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

Estimated cost of attendance, 2024–25

Estimated cost of attendance budgets for the 2024–25 academic year.

Undergraduate students	Minnesota residents
Tuition and fees (based on 15 credits per term for a two-term academic year)	\$9,840
Books, supplies, and equipment	\$1,500
Living allowance (housing and meals)	\$15,864
Personal expenses (certifications, internet, loan fees, utilities, etc.)	\$5,246

Undergraduate students	Minnesota residents
Transportation (to/from locations, fuel, insurance, maintenance, etc.)	\$3,818
Total	\$36,268
Graduate students	Minnesota residents
Tuition and fees (based on 8 credits per term for a two-term academic year)	\$9,058
Books, supplies, and equipment	\$1,500
Living allowance (housing and meals)	\$15,864
Personal expenses (certifications, internet, loan fees, utilities, etc.)	\$5,246
Transportation (to/from locations, fuel, insurance, maintenance, etc.)	\$3,818
Total	\$35,504

Types of financial aid

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

Included in this Notice may be some or all of the following financial aid types. These are the most common types of financial aid offered by Metropolitan State University.

- **Loans**
- **Grant and Scholarships**
- **Student Employment**

Financial aid forms

Bookstore Credit and Other Miscellaneous Charges Authorization Form

- **Bookstore credit and other miscellaneous charges authorization (PDF)**

According to federal regulations, Metropolitan 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 Metropolitan 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.

Child Care Grant

If you need help filling out the form, contact **Gateway Student Services**.

- **2024–2025 Postsecondary Childcare Grant Application**

Consortium Agreement

- **Consortium Agreement for Minnesota State (formerly MnSCU) institutions (PDF)**
- **Consortium agreement for non-Minnesota State schools (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 Metropolitan 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 (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 State Grant Questionnaire

- **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 at the official U.S. government Web site at <https://www.benefits.va.gov/gibill>.

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.

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

- **Request to cancel and return loan funds (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

- **Satisfactory Academic Progress (SAP) Appeal (PDF)**

Submit this form if you have been placed on financial aid suspension due to low GPA and/or cumulative completion rate.

- **Maximum Time Frame Appeal**

Submit this form if have reached the maximum time frame to be eligible for financial aid and would like to appeal the decision.

Submit this form if you have been placed on financial aid suspension due to low GPA and/or cumulative completion rate or have reached the maximum time frame to be eligible for financial aid and would like to appeal the decision.

Statement of Proof of Eligible Citizen-Resident Documentation

- **Statement of Proof of Eligible Citizen-Resident Documentation (PDF)**

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

Authorization to Release Student Information

Authorization to Grant or Revoke Access to Student Education Records (Feb. 2023)

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

Financial aid policies

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

Eligibility and Enrollment Status for Retaking Coursework

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

Loan Pro-ration

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

Refunds to Minnesota Financial Aid Programs

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

Return to Title IV

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

Satisfactory Academic Progress

Federal and State regulations require students to meet **academic performance standards** to maintain financial aid eligibility.

Verification of Application for Financial Aid (FAFSA)

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

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

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

Summer term financial aid

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

Summer term is considered the last term of the academic year for financial aid purposes. For continuing Metropolitan State students, the Financial Aid Office will process a Summer Term Award Notice approximately one week after the student has registered for summer courses provided a FAFSA is on file and all requested documents have been received.

For students beginning attendance in the summer term, a FAFSA must be filed for the year. For example, if the student begins attendance in summer 2025, the application for financial aid for that term is the 2024-25 FAFSA, as summer is the final term for that FAFSA application.

Keep in mind, if the student intends to continue enrollment beyond the summer 2025 term, the 2025-26 FAFSA will also need to be completed.

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

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

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

Withdrawal and Return to Title IV refund policy

If a student completely withdraws from all credits before the 60 percent point of the semester, his/her financial aid is subject to the "Federal Return to Title IV" refund policy. Under this policy, students earn financial aid in proportion to the time they are enrolled up to the 60 percent point. The unearned share of the federal financial aid must be returned to the program from which it was paid as prescribed by federal regulations in the following order:

1. Federal Unsubsidized Direct Loan
2. Federal Subsidized Direct Loan
3. PLUS Loan
4. Federal Pell Grant
5. Iraq and Afghanistan Service Grant
6. Federal SEOG
7. TEACH

For example, if a student withdraws after completing 30% of the term, s/he is entitled to keep approximately 30% of his/her financial aid and must repay the remaining 70%. Percentages are determined by using the total number of days in the standard calendar payment period (or module within standard term) as the denominator and using the student's withdrawal date as the numerator. The numerator is divided by the denominator and the result is the percentage of aid the student has earned for the term.

If the return to title IV calculation indicates the student has unearned aid previously disbursed, the university will return the unearned aid to the Department of Education on the student's behalf which will create a balance due to the university. The student is responsible for repaying any unearned aid as a result and will be billed to inform them and initiate repayment. If any unearned aid was determined to be, all or in part a loan disbursement, the institution-initiated return of these title IV

funds will reduce the overall loan debt accordingly with the Department of Education. If the return does not completely reduce the student's loan balance with the Department of Education, then the outstanding loan debt will be repaid to the Department of Education based on the terms of the student's master promissory note.

After the 60 percent point of the semester, the student is considered to have earned all of the financial aid eligibility and no refund is required for withdrawal.

Official Withdrawal

When the student officially withdraws from all courses after the semester begins, the Financial Aid Office will use the withdrawal date to determine the portion of the Federal Title IV aid earned (or could have been earned) to be used to pay institutional charges (such as tuition and fees).

Unofficial Withdrawal

A student is said to be unofficially withdrawn if they stop attending and receive failing grades in all credits. For a student who has been determined to have unofficially withdrawn, the date of withdrawal for purposes of the Return of Title IV refund calculation is deemed to be the last date of attendance recorded by the faculty at grading.

Timeframe for R2T4 calculation

Federal regulation requires the university to calculate the Return to Title IV refunds within 45 days of determining an official or unofficial withdrawal date.

Credit Balances after Withdrawal

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

Post Withdrawal Disbursement

In some cases, a student may withdraw from all courses before aid has disbursed. A post withdrawal disbursement is done when a student shows they have withdrawn from all of their classes prior to financial aid disbursement but began attendance in all courses and are qualified for some (earned) aid.

For Pell grant eligibility only, the earned portion of the grant is disbursed to the student account and a letter is sent to student to notify them of their eligibility and right to return funds within 45 days on the date letter was issued.

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

and the resulting credit balance will be disbursed to the student within 14 days from the date of disbursement.

Bookstore credit

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

Bookstore credits are available each semester during the **dates published** on the website.

Bookstore Credit Program eligibility

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

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

Obtaining the bookstore credit

After selecting books and supplies at the University Bookstore (Saint Paul Campus) or online, students will be asked to present their student identification card to the cashier in the bookstore and inform the cashier that they have a bookstore credit.

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

Eligible purchases with bookstore credit

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

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.

Accepting your loans

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

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

To accept your Federal Direct Loan offer, please refer to the instructions below (these instructions are also in your award letter)

Accepting Your Loans

Loan acceptance or loan requests are done online via student eServices. Students can make an online loan request by following the below instructions

- Login to Student **eServices**.
- Click on "Financial Aid" and then "Loans".
- Follow the on-screen instructions to submit the loan acceptance.
- In 1-3 business days, the student's loan status will be updated to "Certified" status. Loan funds will be applied to the student's account on the scheduled disbursement date.

Beginning with the first scheduled disbursement date for the semester, loan funds are transmitted from the Department of Education to the university and then applied to your student account. Financial aid funds in excess of your tuition, fees and other charges on your student account are provided to you (either by check or by direct deposit) for your indirect education expenses. See the **disbursement process** for more information.

Each year that you wish to accept student loans, you will need to complete the **Loan Acceptance** (requires login) on eServices. Because the Master Promissory Note

(MPN) is not year specific, you can obtain additional loans for future academic years under the same MPN. So long as you do not stop attending for more than two consecutive terms, your MPN will remain active for 10 years.

Other Requirements of the Federal Direct Loan Program

By accepting loans from the Federal Direct Loan program, you agree to abide by the rules of the program. Three of the most important rules in this program are:

1. 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).
2. 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.
3. You must attend or participate in online Exit Counseling after you stop attending at least half time.

Borrow Just What You Need

It's important to remember that Federal Direct Loans are funds that you will need to repay after you graduate. Because of this, it is important to ensure that the job-market value of your education supports the amount of student loans that you are borrowing.

Student loans are an affordable way to invest in your future, but borrow wisely so that you can enjoy the benefits of your education without the burden of excessive student loan debt.

Disbursement of financial aid

Financial aid is disbursed 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

Metropolitan 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

<http://bankmobiledisbursements.com/refundchoices/>.

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.

Code of Conduct for Financial Aid Employees

This Code of Conduct is given annually to each employee with a responsibility related to Federal Title IV student loans.

This code is applicable to all Metropolitan State University employees with responsibilities related to Federal Title IV student loans and prohibits a conflict of interest. Where applicable, this code is superseded by Minnesota State Colleges and Universities' Employee Code of Conduct, if more restrictive.

Metropolitan State employees responsible for Federal Title IV student loans are prohibited from:

1. Revenue sharing arrangements
2. Receiving most lender gifts, including those to family members, with certain minimal exceptions
3. Receiving fees or other compensation for consulting with lenders
4. Using the award packaging or other methods to assign first-time borrowers to certain lenders
5. Delaying or refusing to certify any loan based on the borrower's choice of lender
6. Accepting any funds for private education loans in exchange for benefits to the lenders such as a preferred lender arrangement
7. Requesting or accepting assistance from any lender for call-center staffing or financial aid office staffing, and
8. 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.

Consumer Information

Availability of institutional and financial aid information

Notice of Availability of Institutional and Financial Aid Information

Contact for assistance in obtaining institutional or financial aid information

Gateway Student Services

Metropolitan State University, Founders Hall
700 East Seventh Street, Saint Paul, MN
651-793-1300; Fax: 651-793-1532; TTY: 651-771-7687

Student financial assistance

- **Financial aid information**
- Notice of Federal Students Financial Aid Penalties for Drug Law Violations
 - As prescribed in Section 484A of the Higher Education Act of 1965, a student becomes ineligible to receive federal Title IV financial aid if the student is convicted of an offense under any federal or state law involving the possession or sale of illegal drugs during a period of enrollment for which the student was receiving federal Title IV financial aid. If a student has been convicted of such an offense, he or she should contact Gateway Student Services for further information on step necessary to regain eligibility.
- **Satisfactory academic progress**
- **State grant assistance**
- **Disbursement for books and supplies**

Disclosure requirements relating to education loans

- **Student loan information**
- **Sample loan repayment calculator**
- **National student loan data system**
- **Entrance counseling for student borrowers**
- **Exit counseling for student borrowers**
- **Code of Conduct for education loans**
- **Private loan information**

General institutional information

- **Privacy of student records: Family Education Rights and Privacy Act (FERPA)**
- **Policy 3030: Student Complaints and Grievances**
- **Notice of student complaint process**
- **Facilities and services available to students with disabilities**
- **Student diversity**
- **Cost of attendance**
- **Net price calculator**
- **Tuition refunds, withdrawal and return of Title IV HEA financial aid**
- **Textbook information**
- **Academic programs (educational programs, instructional facilities and faculty)**

- Transfer policy
 - **Policy 2120: Transfer Credit**
 - **Procedure 212: Transfer Credit**
- **Articulation agreements**
- **Institutional and program accreditation, approval and licensure**
- **Copyright infringement policies and sanctions** (including computer use and file sharing)

Teacher Preparation Program

- **Teacher Preparation Program Report**

Health and safety

- **Policy 1060: Drug and Alcohol Abuse Prevention Policy**
 - **Drug abuse prevention resources**
- **Immunization requirement**
- **Safety and Campus Security Report (Timely Warning and Crime Log)**
- **Emergency preparedness**
- Information for crime victims about disciplinary hearings
 - Metropolitan State will, upon written request, disclose to the alleged victim of any crime or non-forcible sex offense the results of any disciplinary proceedings conducted against a student who is the alleged perpetrator of such crime or offense. If the alleged victim is deceased as a result of the crime or offense, the information shall be provided, upon written request, to the next of kin or the alleged victim.

Student outcomes

- **Completion, graduation and transfer out rates** (including disaggregated completions/graduation rates)
- **Retention rates**
- **Graduate statistics (PDF)**
- **Key facts at a glance**

Voter registration

- **Voter registration and Constitution Day**

Financial Aid Satisfactory Academic Progress Policy

11.1 Introduction

Metropolitan State University, the Minnesota State Colleges and Universities and Federal and State law require that a student make satisfactory academic progress towards a degree or certificate to remain eligible for financial aid. The standards

defined below are 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

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

First Bachelors Degree - 180 attempted credit hours, including all transfer credits.

Second Bachelor's Degree - 60 attempted credit hours, excluding transfer credits.

Financial aid applicants who have reached the maximum time frame limit but have officially changed their major may appeal to be considered eligible for financial aid for up to an additional 32 credit hours.

Graduate Degree or Certificate

1. Maintain a cumulative grade point average of 3.0 or better
2. Complete 67% or more of credit hours attempted at Metropolitan State University including consortium and transfer credits.
3. 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 Metropolitan State is divided into approximately equal calendar periods: Fall, Spring, and Summer Semesters. Evaluation of all enrolled students' academic progress is conducted following the completion of each semester.

B. Re-evaluation of progress following the initial evaluation

A student who has been placed on financial aid warning or suspension status at the end of a semester may request a re-evaluation of their academic progress if the academic record has changed. If a full semester has elapsed since the student was placed on warning or suspension status, the student must complete an appeal form.

11.5 Failure to Meet Academic Progress Standards

A student on financial aid suspension may not receive any federal or state financial aid including (but not limited to) grants, loans, and student employment.

A. Financial Aid Warning

Following the first period of enrollment in which a student fails to meet the Minimum Cumulative Grade Point Average and/or the Minimum Cumulative Completion Rate standards, a student shall be placed on financial aid warning. A student on financial aid warning remains eligible for financial aid for one additional semester of enrollment.

B. Financial Aid Suspension

Students will be suspended from further financial aid eligibility if:

- Attempted credit hours meet or exceed the Maximum Time Frame limit;
- A mathematical determination shows that the student cannot meet the Minimum Cumulative Completion Rate standard before the student meets or exceeds the Maximum Time Frame limit; or
- A student fails to meet the Minimum Cumulative Grade Point Average and/or Minimum Cumulative Completion Rate standards after being on warning status.

The suspension will remain in effect until the student improves his or her Cumulative Grade Point Average to the minimum 2.0 for undergraduate and 3.0 for

graduate students or reaches a Cumulative Completion Rate of 67%. The student may receive aid if the Director of Financial Aid or his or her designee grants a semester of probation based on an approved appeal of suspension.

Extraordinary Circumstances

The Director of Financial Aid, using his or her professional judgment supported by adequate documentation, may place a student on immediate financial aid suspension:

A. Admission on Academic Probation

Students who are admitted to the University on Academic Probation may be concurrently placed on Financial Aid Warning. Students admitted on Academic Probation must meet or exceed the Academic Progress Standards minimums at the end of the probation period or the student shall be suspended from further financial aid eligibility.

B. Other extraordinary circumstances

Other extraordinary circumstances may include, but are not limited to: failing to successfully complete any courses in one or more evaluation periods; failing to meet financial aid academic progress standards at a prior institution or institutions; accumulation of excessive academic credits and/or excessive indebtedness from a prior institution or institutions; evidence of, or the suspicion of fraudulent activities conducted by the student with respect to the application for or the receipt of financial aid; or being found in violation of the Metropolitan State Student Conduct Code (Policy 1020).

Notification of Failure to Meet Standards

Students are notified 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 Metropolitan 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 (PDF) Satisfactory Academic Progress appeal form

B. Probation with Academic Plan

Probation is a status in which a financial aid applicant has his or her financial aid eligibility temporarily reinstated, subject to the student meeting semester-based (rather than cumulative) academic progress requirements (academic plan).

A student who has been granted probation, but who fails to meet the terms of the academic plan in a subsequent term, shall be suspended from further financial aid eligibility.

C. Appeal Following Initial Denial

If the Director of Financial Aid or his/her designee denies the student's appeal of suspension, the student may send a secondary appeal of this decision to the Dean of Students. The decision of the dean on all financial aid appeal decisions is final.

11.7 Reinstatement upon Meeting Standards

During the review each semester of Satisfactory Academic Progress, students who had been previously placed on Financial Aid Warning or Suspension status and who are now meeting the academic progress standards shall be automatically reinstated for full financial aid eligibility. The automatic reinstatement shall be part of the process for reviewing student records in the student records system.

11.8 Treatment of Grades

A. Successful Grades

Successful grades indicate that the student has successfully completed the course and earned the attempted credits. Successful grades include grades of A, B, C, D and S (and shades). Both earned credit hours and attempted credit hours are included in the calculation of the Cumulative Completion Rate for courses with successful grades. Credit hours for which a successful grade has been given are counted in the calculation of progress towards the Maximum Time Frame.

B. Unsuccessful Grades

Unsuccessful grades are grades of F, NC, and W. These grades indicate that the student has not earned the attempted credits. Only attempted credit hours are included in the calculation of the Cumulative Completion Rate for unsuccessful grades. Credit hours for which an unsuccessful grade has been given are counted in the calculation of progress towards the Maximum Time Frame.

C. In-Process Grades

In-process grades are grades of I. Missing grades (recorded on the transcript as grades of "Z", but otherwise blank in the student information system) are also considered in-process grades. In process grades are treated as unsuccessful grades for purposes of calculating the Cumulative Completion Rate at the end of the first evaluation period. In-process grades are not included in the calculation of Cumulative Grade Point Average. Credit hours for which an in-process grade has been given are counted in the calculation of progress towards the Maximum Time Frame.

Academic Amnesty

This Financial Aid Satisfactory Academic Progress Policy does not recognize "academic amnesty." All prior coursework attempted at Metropolitan State University, with the exception of audited courses or "dropped" courses (see 11.16 Withdrawn and Dropped Courses) is included in the evaluation of Financial Aid Satisfactory Academic Progress.

Audited Courses

Audited courses are courses taken for no credit and on a "satisfactory/unsatisfactory" basis only. They do not contribute towards the student's enrollment level for financial aid purposes. Audited courses are not considered in the evaluation of Financial Aid Satisfactory Academic Progress.

Consortium Credits

Attempted and earned credit hours, along with GPA/Quality Points and GPA Credits for courses taken at an institution acting as the host school under an approved consortium agreement are included in the calculation of the Cumulative Completion Rate, Cumulative Grade Point Average, and progress towards the Maximum Time Frame.

Remedial and English as a Second Language Courses

Credit hours taken for remedial courses (less than level 100 courses) and English as a Second Language courses may be included in the calculation of the Cumulative Completion Rate, the Cumulative Grade Point Average and progress towards the Maximum Time Frame if they are taken at Metropolitan State University or under an approved consortium agreement. Up to 30 credit hours for remedial courses shall be excluded from the calculation of the student's credit hours toward the Maximum Time Frame limit.

Repeated Courses

Repeated credits are counted as credits that the student has attempted but has not earned. Once a student repeats a course, the previously earned credits for that course are reduced to 0. Attempted credit hours for repeated courses are included in the calculation of the Cumulative Completion Rate and the progress towards the Maximum Time Frame. This is the case whether the student successfully completed the course or not during the previous time(s) it was taken. Students may only receive financial aid for one repetition of a previously passed course.

Transfer Credits

A. First Bachelor Degree Students:

- All credit hours accepted in transfer shall be counted in the calculation of progress toward the Maximum Time Frame standard
- Transfer credits shall be counted as credits attempted and completed for purpose of evaluating a student's progress towards the Cumulative Completion Rate standard if accepted and applied to the student's program requirements. Grades associated with these credits shall not be used in calculating cumulative GPA.
- Grade points earned in association with transfer credits shall not be counted for purpose of evaluating a student's progress towards the Cumulative Grade Point Average standard

A student who has met or exceeded the Maximum Time Frame may appeal to exclude certain credits from the Maximum Time Frame if the student can document that those credits did not apply to the student's degree program requirements or that the student has changed majors since earning the transfer credits.

B. Second and subsequent bachelor degree seeking students, graduate degree, and certificate seeking students:

- Transfer credit shall be counted for the purpose of evaluating a student's progress toward the Cumulative Completion Rate and the Maximum Time Frame standards. Grades associated with these credits shall not be used in calculating cumulative GPA.
- Grade points earned in association with transfer credits shall not be counted for purpose of evaluating a student's progress towards the Cumulative Grade Point Average standard.

Withdrawn and Dropped Courses

A. Official Withdrawals

- Maximum Time Frame: Considered attempted credits and count in the calculation of credit hours attempted toward the Maximum Time Frame standard.
- Cumulative Completion Rate: Counted in the calculation of the Cumulative Completion Rate as credit hours attempted but not earned.
- Cumulative Grade Point Average: Do not affect the calculation of the Cumulative Grade Point Average. No GPA Credits or GPA/Quality Points are counted for withdrawn credit hours.

B. Dropped Courses (includes retroactive dropped courses): Courses from which a student is "dropped" are erased from the student's academic record, except for purpose of maintaining the history of registration transactions. Courses from which a student has been dropped do not count in the calculation of credit hours attempted for purposes of evaluating Maximum Time Frame and Cumulative Completion Rate; and no GPA Credits or GPA/Quality points are assessed for calculation in the Cumulative Grade Point Average.

11.9 Definitions:

Academic Plan – A student who successfully appeals their suspension status will be required by the University to complete specific requirements contained in an academic plan. At a minimum the academic plan will require a student to achieve 2.5 GPA during their probationary term and/or a 100% completion rate during their probationary term, depending upon the deficiency.

Evaluation Period – The academic year for programs at Metropolitan State is divided into approximately equal calendar periods: Fall, Spring and Summer Semesters. Evaluation of all enrolled students' academic progress is conducted following the completion of each semester.

Maximum Time Frame – The maximum number of cumulative attempted credits within which a student must complete their academic program.

Probation Status – A student who has successfully appealed shall be placed on probation with academic plan for one evaluation period. If, at the end of the next evaluation period, a student on financial aid probation status:

- Has met the institution's cumulative grade point average and completion percentage standards, the student shall be returned to good standing.
- Has not met the institution's cumulative grade point average and completion percentage standards but has met the conditions specified in his/her academic plan, the student shall retain his/her financial aid eligibility under a probation status for 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.

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

Metropolitan State University will use its best efforts to ensure that student records and systems upon which the Financial Aid Office relies are free of errors. However, if financial aid funds are disbursed in error, students may be liable to repay to the university the amount of financial aid received that was determined to be in excess of the correct eligibility. Furthermore, if the university takes actions against a student which results in an administrative withdrawal or drop from some or all courses, the student may be liable to repay any funds the university is required to return on his/her behalf.

Loan Pro-ration Requirement (undergraduate students only)

If a student is enrolled in a program of less than 30 credits (such as an undergraduate certificate) or will graduate from an undergraduate degree program after attending only one semester of the academic year, the student is required to have their loan pro-rated for that semester. This will result in an adjusted and lower borrowing limitations. For more information click here: **Loan Pro-ration Requirement.**

Right to Revise Awards

Metropolitan State reserves the right to revise the amount and type of financial aid offered due to:

- Changes in laws, regulations or policies;
- Changes in eligibility status;
- Disciplinary actions as determined by the university's student conduct officer;
- Errors that result in aid being offered or received to which the student was not entitled;
- Inability to confirm a student's participation in academic activities related to registered course(s);
- Requirements of Federal, State or Institutional auditors;
- Withdrawal or cessation of attendance in courses after the term has begun.

Student Employment Awards

An award of Federal or State Work Study provides students with an opportunity to work in a position eligible for need-based student employment. These award amounts are estimates of what you could earn based on your financial need, expected hours of work and hourly pay rate. Student employment funds are earned over the course of the academic year and are paid to you according to the university's payroll schedule. You are not guaranteed to earn this award amount, and this award amount may be reduced or canceled if you cease employment.

Suspension of Financial Aid and Appeals

Students who fail to meet the Financial Aid Satisfactory Academic Progress Standards and have their financial aid eligibility suspended may appeal based on unusual or extenuating circumstances. See the Financial Aid Satisfactory Academic Progress Policy for more information.

REGISTRATION AND REGISTRAR'S OFFICE

Transcripts, Diploma, and Credentials

Duplicate Diploma

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

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

Certified Electronic Credentials (CeDiploma/CeCertificate) Credential retrieval

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

Credentials may not be available for all conferral dates.

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

Security

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

Request Transcripts

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

The Minnesota State system uses e-Transcript. This allows institutions to retrieve transcripts within the Minnesota State system without any action on your part, as long as you do not have any holds that would prevent this from happening..

Regular transcripts

Metropolitan 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.

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

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

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

Regular Transcript Release Time

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

Rush Transcripts

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

Complete a Transcript Request Form to request a RUSH transcript.

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

Note: RUSH transcripts may not be possible if your last date of attendance was prior to Fall Semester 2000.

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

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

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

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

Veteran Benefit Certification

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

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

Standing Policy Satisfactory Academic Progress: Academic Standing

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

Academic warning

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

Academic suspension

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

Academic probation

Students requesting reinstatement after not registering for nine semesters or more must request readmission to the university. Students who successfully appeal their academic suspension or are reinstated after academic suspension are placed on Academic Probation.

About academic standing

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

- Personal issues: family and relationship issues, depression or other health concerns.
- Commitment to college: uncertainty about your major or being in the

wrong major can impact your motivation and ability to do well in courses.

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

What is the Academic Standing policy?

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

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

How do I stay in good academic standing?

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

Cumulative GPA definition

The Metropolitan State GPA is calculated based on courses taught by Metropolitan State and also includes Consortium Agreement courses from

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

Cumulative completion definition

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

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

What is an academic warning?

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

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

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

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

What is academic suspension?

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

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

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

What is academic probation?

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

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

Standing (cumulative GPA must be 2.0 or above and cumulative completion rate must be 67 percent or above).

Financial Aid requirements for progress

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

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

The first page of your DARS report will show if you have any academic holds for the following: Academic Warning 0093, Academic Probation 0001, or Academic Suspension 0002. In Student E-Services, look under “Courses & Registration”, then review “Registration Holds”.

How do I determine my cumulative Metropolitan State GPA?

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

How do I determine my cumulative completion rate?

Locate your transcript in Student E-Services, look under “Grades and Transcripts”, then review your “Academic Record”. On your transcript you will find

Cum Attempted credits and Earned credits. Divide the Earned credits by the cumulative attempted credits.

Summary of the Academic Standing Policy

To stay in good academic standing, students must maintain a cumulative Metropolitan State University GPA of 2.0 or better AND successfully complete (grades of A through D or S) at least 67% of the credits accepted in transfer and taken through Metropolitan State University. A cumulative GPA of 2.0 or better is required for graduation. See university policy 2050 and procedure 205 for details. These standards may change without notice if required by changes in Financial Aid Academic Progress policy.

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

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

- Students are expected to attend all classes for which they are registered beginning with and including the first class session. Students must be in "active attendance" to count as enrolled for financial aid eligibility purposes.
- Students who have not actively attended by the end of the second week of classes during the regular semester, or by the end of the second class session for courses on a compressed schedule, will be administratively dropped from the course without financial penalty. Administratively dropped students who have been awarded financial aid for the course will not receive disbursement for those courses. 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 online course description or academic calendar.
- Faculty members are required to report non-attendance by the end of the second week of classes during each regular academic year term and by the end of the second class session for classes with a compressed class schedule, in accordance with the provisions of Procedure 259.
- Faculty members are required to report a Last Date of Attendance (LDA) for those students who receive failing grades at the time of submission of final grades. The reported LDA will be used by the Financial Aid Office to

determine if any portion of disbursed financial aid is subject to return.

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

Active attendance is defined as follows:

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

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

Transferology

[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 Metropolitan State coursework. You can access your Degree Audit report in [eServices](#) under "Academic Records." The report includes:

- How your transfer credits have been accepted and applied to General Education and Liberal Studies, including the Minnesota Transfer Curriculum.
- All the requirements needed to complete a specific program.
- Courses that have already been completed, grades received and hours earned, both at Metropolitan State and in transfer.
- Transfer courses that have been made equivalent to Metropolitan State University courses.
- Exceptions to degree and program requirements that have been processed.
- What is still needed to complete a program, with a list of courses that will satisfy each requirement.

Need help?: For an overview of how to read a Degree Audit Report , [watch this video](#).

Contact your academic advisor with any questions

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

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

Transfer update requests

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

- Don't request a transfer update until the transfer coursework is graded
- Requests are processed in the order we receive them
- Due to volume, requests take approximately 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 Metropolitan 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](#).

For transfer updates from all other institutions

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

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

Appeals

Students have the right to appeal transfer credit evaluation decisions.

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

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

Transfer Credit Policy

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

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

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

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

The university will address transfer of course credit consistent with the requirements of MN State Policy 3.21 and Procedure 3.21.1 Undergraduate Course Credit Transfer.

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

Metropolitan State University will apply transfer courses to satisfying the Minnesota Transfer Curriculum in whole or in part consistent with MN State Policy 3.21 and MN State Procedure 3.21.1.

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

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

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

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

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

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

Registration Holds

Registration Holds can be viewed in eServices

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

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

Registration/blocks that a student may encounter

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

Active holds are shown below:

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

Enrollment in online courses for students outside Minnesota

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

Metropolitan State became a SARA institution in March 2015. In short, this allows students from NC-SARA approved states to enroll in online degree programs.

Currently, only one state (California) is not covered by the agreement.

Students who are currently accessing or plan to access Metropolitan State online courses from other states should understand the following critical information: Metropolitan State is only authorized to offer online courses to students who reside in states covered by the State Authorization Reciprocity Agreement. States that participate in SARA are highlighted in blue on the [NC-SARA map](#).

The university's participation in SARA does not mean that online programs that lead to professional licensure will meet the requirements of each and every state. It is the student's responsibility to check with their home state's licensing office to determine if the university's programs will comply with the licensing requirements of that state.

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

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

Repeating a course

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

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

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

An 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 and completed a course prior to 2016.

Graduate Students: Any graduate student that wishes to repeat a course will need to submit this form with their dean's or advisor's signature. All of the information requested is available in your online academic record in student eServices.

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

Making registration changes

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

Dropping courses

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

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

Students have until the end of the fourth week to drop a faculty-designed independent study (FDIS) with a refund. Theory seminars must be dropped within a day of the first class meeting. Dropping courses via eServices within the refund period generates a credit to your student account. Students who want to drop a FDIS or theory seminar with a refund after the first week of the term must contact Gateway.

Courses dropped within the refund period of the term do not appear on the student's transcript.

Drop for nonattendance or non-participation

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

Withdrawing from a course

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

Withdrawing from all registered courses within a semester

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

If eServices doesn't work...

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

Course Completion Deadlines

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

All courses

Students must meet all deadlines set by course instructors.

Faculty-designed Independent Study courses

Students must complete all coursework by the end of the term.

Student-designed Independent Study courses

Students have 140 days to complete all coursework from the date of registration or the start of the term (whichever is later).

Internships

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

Prior Learning Assessment (PLA)

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

Theory Seminars

Students must meet all deadlines set by course instructors.

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

Waitlist

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

Key Waitlist Guidelines

- The student's registration window must be open in order to place themselves on waitlist.
- Being on a waitlist does **not** guarantee a seat in the course.
- Waitlist notifications are sent to your official Metro State email account. Be sure to check your inbox and junk folder daily if you're using the waitlist feature.
- Some courses may not have a waitlist option available.
- The waitlist function shuts off at **11:59 a.m. on the Wednesday prior to the start of the term**. After this time, any available seats are open to all eligible students.

- Petitions or overrides for full, waitlisted courses will **not** be processed until the waitlist has officially closed.

Course changes and cancellations

Course changes

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

Course Cancellations

Metropolitan State University reserves the right to cancel any course. For example, a course which does not meet minimum enrollment requirements may be canceled. Last-minute unavailability of an instructor or scheduled classroom location due to illness or disaster may also be caused to cancel a course. In the case of a cancellation, Metropolitan State University notifies registered students and processes full refunds of any monies paid. Cancellations and other schedule changes occur daily. Check the [e-Services](#) Class Schedule for the most up-to-date information.

Common Market Passport

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

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

To qualify for the Common Market program students must:

- Have at least a 2.0 cumulative GPA
- Be an undergraduate student
- Be classified as at least a sophomore to take part in this program, you

must

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

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

Grade Level Progression

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

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

Registration Appeals

Students are responsible for knowing and adhering to all Metropolitan State University policies and procedures. However, in some cases, students who have experienced extenuating circumstances beyond their control or have experienced an administrative situation that prevented them from successfully completing a course may petition the Registration Appeals Committee for a retroactive drop or withdrawal.

All Registration Appeals are reviewed by the Registration Appeals Committee.

Students receiving financial aid should also contact the Gateway Student Services to determine the impact of the request on their financial aid. If they choose to continue with the process, information and the form can be found at [Registration Appeals](#).

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

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.

Online courses

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

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

Is online learning right for me?

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

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

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

Who can take online courses?

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

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

International Students

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

Grading Options

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

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

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

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

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

Students who wish to audit or attend a course without earning credit must be registered for the course, and pay full tuition and fees. Courses taken for audit are not eligible for financial aid and do not count toward full-time status. Students who are receiving financial aid will be billed if courses taken for credit are later changed to audit status and their enrollment status falls below the minimum requirements for financial aid. The level of participation in an audited course is determined by the instructor.

Students must change the grading method from "Normal" to "AU" after registering by selecting "View/Modify Class Schedule" and clicking on the pencil icon in front of the Course ID # and selecting "AU" as the grading method for the course. This change must be made before the end of the first week of the semester. Students may not later receive credit for a course that has been audited except by re-enrollment for credit and successful completion of the same course in a subsequent semester. An entry of "AU" (Audit) as a grade is made on a student's permanent academic record when a course is audited.

Dean's List

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

Additionally, credits from a successfully repeated course earning a letter grade are counted toward the minimum six-credit requirement.

Graduation with Honors

The purpose of this policy is to provide recognition of high levels of academic success by defining the standards according to which undergraduate students qualify for graduation with honors.

1. The honors designations and the cumulative GPA required to achieve them are as follows:
 1. Summa Cum Laude: 3.900 or higher
 2. Magna Cum Laude: 3.800 to 3.899
 3. Cum Laude: 3.700 to 3.799
2. To qualify for an honors designation, undergraduate students must have completed a minimum of 30 upper division credits in graded (A–F courses) at Metropolitan State.
3. The cumulative GPA is calculated on the basis of all graded courses taken at Metropolitan State.
4. Eligibility for recognition of graduation with honors at commencement is based on the cumulative GPA achieved by the end of the semester preceding the semester in which a student graduates.

5. Undergraduate students who have qualified for graduation as defined in University Policy 2020 will qualify for a graduation with honors designation on their transcript if, at the time the final credits are recorded and the final cumulative GPA is calculated, the cumulative GPA meets one of the honors designations.
6. Students who qualified for recognition at commencement will not have an honors designation recorded on their transcript if, at the time the final credits are recorded and the final cumulative GPA is calculated, the cumulative GPA does not meet one of the honors designations.

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

Declare or change a program

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

How to declare a program

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

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

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

Benefits of declaring a program

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

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

Academic appeals

The [Academic Appeals Procedure, University Procedure #202](#) provides an orderly process of appeals for decisions related to grades, and program and graduation requirements. If you feel you were evaluated unfairly by an instructor, you have the right to appeal the grade you were given in a particular course.

Helpful document:

- [Academic Appeal](#) (electronic submission).

Please note that there are specific procedures and regulations that govern the appeals process, and you are responsible for knowing these procedures. If you do decide to initiate an academic appeal, please read this document carefully.

[Academic Appeals Procedure, University Procedure #202](#).

Learning strategy options

While courses provide students with a familiar learning environment, Metropolitan State University also encourages students to seek a variety of learning

strategies. These options may be referred to as “creative learning strategies,” because students can create their own study plans in some options.

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

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

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

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

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

ACADEMIC 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

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

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.

Internships

An academic internship is one of the creative learning strategies available to Metro State students. It is a structured, credit-bearing experience in which a student acquires and applies knowledge and skills while working in a community, business, or government setting. Internships:

- Are a way to validate your career choice
- Enhance or develop skills employers want
- Build a network of connections in your field
- Have been proven to increase job offers and salary upon graduation

We encourage you to consider an internship! For more information:

Visit: metrostate.edu/career

Call: 651.793.1528

Email: internships@metrostate

Library

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

Placement assessment

The Metro State placement assessment office is enrolled in the Minnesota State Multiple Measures Course Placement Pilot Program.

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

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

How are placement tests used?

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

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

Who takes assessments?

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

Incoming students, including transfer and readmitted students, have potential transfer credits evaluated through the degree auditing process determines whether an exemption from placement assessments is granted. Your interactive degree audit/DARS will tell you if you need to take an assessment. If you see "Student Holds: 0006 — Assessment Test" on your

DARS, you won't be able to register for any class until you take a placement assessment or speak to your advisor about guided self- placement.

Language proficiency testing

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

Appeals Process

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

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

Psychology Lab

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

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

The lab consists of several unique study spaces including a writing room and a data room. There is a classroom located in 370BB which functions as a space for meetings, events, and dissection labs. The classroom is also where a majority of Psychology textbooks are located.

Student Online Learning Resources

Computer System Requirements for Online Students

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

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

Not every computer will be adequate for your online learning needs. For example, a Chromebook or an iPad will not be sufficient to do all the work that may be expected from you. You can learn more details by visiting Minnesota State's Computer System Requirements

[www.minnstate.edu/online/computerreqs.html] page.

Tutoring Services

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.

STUDENT SERVICES AND SUPPORT

Basic needs, services, and support

Connecting with Metro State and community resources

Metro State University is committed to supporting the educational goals of its students and community. We are here to help you navigate the challenges and connect you with the support you need, whether in or out of the classroom. We have many [services and supports](#) available to you.

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 Health & Basic Needs department who can serve as resources.

Looking for advising, tutoring, or other academic support? **Browse academic success services** instead.

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 1.800.543.7709) to speak with one of their highly trained information and referral specialists. Your call is completely confidential, and they have call menus in English, Spanish, and Hmong. Interpreters are also available for any language.

Visit the 211 website to learn more or to explore resources and support that may be available.

Community

Center for Accessibility Resources

The Center for Accessibility Resources ensures that all programs, services, spaces and activities at Metropolitan State University are accessible. We recognize that disability is one of many identities that an individual may have and that these individuals are a vital and welcome part of our diverse University community. We also recognize that disability is a social and/or cultural construct that often creates barriers for people. We strive to eliminate or minimize these barriers and empower individuals by facilitating an interactive process and building universally accessible campuses and programs

International Student Services

The mission of International Student Services is to provide high quality advising and counseling assistance in academic, immigration, cultural, financial, and personal issues for international students and their dependents at 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.

Programs and Services

- 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.
- 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.
- Collaborate with other university departments to promote cross-cultural awareness and to provide quality service to international students.

Multicultural, American Indian, and Retention Services

The Multicultural, American Indian, and Retention Services Department (MAIR) promotes the academic success of historically underrepresented students from their journey incoming until graduation. MAIR serves all students and provides one-on-one support, referrals, retention programming, and a wide range of services.

Students are assisted and supported by culturally-responsive staff. The services are designed to enrich the academic and social experience of students while also connecting them to relevant university and community resources.

Our department consists of five main areas of support:

- **American Indian, Latinx, and Undocumented Student Support Services**
- **Asian American and Native Pacific Student Support Services**

- **Black, African, and African American Student Support Services**
- **Veteran and Military Connected Student Services**
- **Women's and LGBTQIA+ Student Services**

Programs and Services:

- Student support services
- Advocacy and coaching
- Cultural programming
- Help with scholarships and grants
- Individual assistance to complete applications for financial aid (FAFSA) and the Minnesota Dream Act State Grant.
- Leadership development
- [MAIR WINGS](#) (Working toward Inclusive and Necessary Goals for Success) Program
- Metro State Beyond the Yellow Ribbon
- Preferred Name Request Form: Metro State recognizes and supports the members of its community who wish to use preferred names where legally permissible. All you need to do is fill out the [Preferred Name Request Form/ Instructions \(PDF\)](#) Preferred Name Request Form
- Referrals to university and community resources
- Resources for Undocumented Students
- [VA certification of registered courses](#)
- [Veteran student lounge and study area in Founders Hall, Room 201](#)
- [Veterans resource referral](#)
- [Women's and LGBTQ Resource Center](#)

TRIO 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 to serve students who are first-generation/Pell-eligible, in STEM majors, or who are students with disabilities.

Programs and 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 a limited number of 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.

Life on and off Campus

Alcohol and Drug Abuse Prevention Program

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

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

Free Workplace Act, the Campus Security Act, Minnesota State Law and Federal Legislation.

Programs and services

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

Career Center

Help yourself to a better career

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

Career Center provides free access to these tools for students to explore options, search for jobs and internships, and develop their career competencies:

Programs and services

- [Handshake](#)
- [Metropolitan State University Career Center](#) LinkedIn group

Child Care Resources

Metro State students may be eligible for childcare grants. There are two types of childcare grants available. You can learn more and apply below:

- 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 **MN Dream Act 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 2024–2025 Application'
 3. Fill out the online portion and hit 'Save'
 4. 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.

5. Take the printed application your child care provider—they need to fill out Section B
6. Turn in the completed application to Gateway Student Services (first floor of Founders Hall on campus).
 - Students can contact Gateway Student Services with any questions: gateway@metrostate.edu.
- Student Parent Childcare Grants: The Student Parent Center has childcare grants available to subsidize students' childcare costs. The Student Parent Childcare Grants are designed to help eligible low-income students pay for childcare while attending school. The grants are basic sliding scale fee programs and the hours of child care and copayments are determined by the number of college credits, family income, and location of the childcare services.
 - Student parents must identify a childcare facility prior to receiving the grant. The childcare facility must either be a Nationally Certified Child Care Center (NAEYC) and/or a 4-Star Parent Aware child care center. The funds will be applied directly to the childcare facility.
 - You can learn more and apply here: [Student Parent Childcare Grant Application](#).
 - Contact the Student Parent Center with any questions: student.parentcenter@metrostate.edu.

Collegiate Recovery Program

Mission

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

We strive to provide a safe and supportive community to students who are in all stages of recovery. We also work to reduce health disparities in addiction within marginalized communities and provide support for Metro State University students from those communities.

Programs and services

- Connect students in recovery with supporting resources and community connections.
- Educate and build better awareness about substance use and addiction that promotes healing and long-term recovery.
- Foster student-centered recovery through physical, mental, social and spiritual wellbeing through culturally responsive services.

- Recovery Related Resources

Counseling Services

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

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

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

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

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.

Saint Paul Campus Lactation Room Locations:

- Founders Hall Room 162
- Library Room 201

Midway Campus Lactation Room Location:

- Room R. You can request the code from the security staff on site.

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.

Student Health and Basic Needs

The Student Health and Basic Needs department at Metro State provides resources and support to all students. We strive to address the needs of our students through case management, resources for basic needs, and campus health initiatives.

Our department consists of three main areas of support:

Health and Wellness

We provide many health and wellness resources to Metro State students including:

- HIV testing and education
- Overdose training and prevention
- Flu & COVID-19 vaccination clinics
- Self-care resources and support

Please contact student.parentcenter@metrostate.edu with any questions or to connect with a staff member.

Student Parent Center

The **Student Parent Center** provides services to student parents including:

- Childcare grants
- Family-friendly events
- Parent support groups
- Supplies and resources
- Lactation spaces
- One-on-one support

Please contact student.parentcenter@metrostate.edu with any questions or to connect with a staff member.

Food for Thought Food Pantry

Metro State University is a Hunger-Free Campus. We provide resources and support to students experiencing food insecurity. The pantry operates on a food choice model and students can choose their own food items. The pantry has a variety of options including rice, beans, canned foods, frozen meats, and other items.

Additionally, we provide information to students about the Supplemental Nutrition Assistance program (SNAP).

Please contact student.parentcenter@metrostate.edu with any questions or to connect with a staff member.

Grievance policy

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

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

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

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

University Services

Bookstore

You can get books, supplies, electronics, university swag, and snacks at the bookstore located in the Student Center.

Gateway

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

- Accessing student records

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

ID Cards

Use your university ID to:

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

Where to get an ID:

- On the Saint Paul campus
- By mail
- By email
- Replacement IDs

Student Concerns and Complaints Process

Any member of the university community may file a complaint:

- 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.
- Academic dishonesty allegations fall under the [Academic Integrity Policy #2190](#). Visit the Academic Integrity Policy and Procedure page for resources and further information.
- [Academic appeals](#) can be filed through the ombudsperson.
- [General student concerns](#) are addressed by Gateway Student Services.
- [Student behavioral or mental health concerns](#) go to our CARE team.

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, the AVP for Student Success reviews all relevant information and determines the appropriate next steps. The [full notice of the student complaint process](#) is posted for review.

Student Conduct

The Associate Vice President (AVP) for Student Success 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 AVP 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](#)

Appeals

Students may appeal decisions, other than a long-term suspension or expulsion, which will be reviewed by a small committee. A request for an appeal must be made within five (5) business days. 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. A student who has received a sanction of long-term suspension or expulsion may request a formal hearing prior to the implementation of the sanction.

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.

Life Beyond Metro State

Alumni Association

The Metropolitan State University community is bigger than just the students, faculty and staff. Alumni are a critical part of the community as they exemplify Metropolitan State's values of excellence, engagement, diversity, inclusion, respect and integrity in to the Twin Cities area and the community beyond. The Metropolitan State Alumni Association is made up of all graduates of degree and certificate programs, and provides continued opportunities for engagement and learning.

TRIO Upward Bound

The TRIO Upward Bound and Upward Bound Math-Science programs are federally funded by the U.S. Department of Education. The programs help 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.

Metro State University TRIO Upward Bound programs serve low/limited income and first-generation college-bound youth in grades 9-12 annually at specific metropolitan high schools. All TRIO Upward Bound programming and activities are provided at no cost to the student. The Upward Bound programs are committed to educational equity. Our charge is not only to increase the number of students who attend and graduate from college but also develop participants into future leaders. In addition, the Upward Bound Math- Science program also strives to help students recognize and develop their potential to excel in math and science as well as encourage them to pursue post-secondary degrees and careers in math and science.

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

STUDENT LIFE AND LEADERSHIP DEVELOPMENT

Student Life and Leadership Development (SLLD) holistically enhances the co-curricular experiences of students through intentional social, cultural, intellectual, and recreational engagement and involvement programs and services at Metropolitan State University and the surrounding community.

Our mission is to develop and support a community of critically engaged leaders committed to inclusion, integrity, and lifelong learning.

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

SLLD provides many opportunities for involvement, such as:

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

About student organizations

Student Life and Leadership Development (SLLD) is currently home to 40+ student organizations with focus areas based on academic programs, professions, hobbies, identities, and/or civic engagement opportunities. Each student organization must select a staff or faculty advisor, have at least eight (8)

active members, and have a leadership team of elected officers including a president, vice president, treasurer, and secretary.

If students are interested in starting a new student organization, but don't have enough active members, they can start a Small Community. Small Communities include six (6) or fewer students interested in planning and implementing an event or social activity for the Metropolitan State University community (such as a game night or identity-based affinity group). This allows students to develop leadership skills and gain momentum to establish a registered student organization within a semester or two.

Students are encouraged to sign up on the **Engage portal** to learn more about student organizations, events, and involvement opportunities. Questions about

starting a new student organization or finding an existing student organization or involvement can be directed to SLLD via email at student.life@metrostate.edu.

Starting a new student organization

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

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

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

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

To contact Student Senate to be added to the agenda, email:

msusa@metrostate.edu 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 Metropolitan State University Student Association (MSUSA) is a student governing body comprised of up to 20 dedicated student leaders who are focused on strengthening Metropolitan State University's commitment to being a student- centered creative enterprise.

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

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

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

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

For questions about MSUSA, contact: msusa@metrostate.edu 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 Metropolitan State University.

There are up to 10 SAFAC members that are appointed by the Student Senate. SAFAC facilitates the budget hearing and distribution process for student

organizations, granting start-up and supplemental student organization requests, and travel and conference requests for undergraduate and graduate students.

Budget and conference request information can be found on the **Engage portal**. For questions about SAFAC,

contact: activityfees.studentcommittee@metrostate.edu or student.life@metrostate

[.edu](#).

Student Activity Fees

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

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

How the Student Activity Fee Works

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

Budget Allocation Process

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

Conference Funding

Undergraduate and graduate students may submit conference and travel funding requests to MSUSA at least ten (10) weeks prior to attending in and out of state events related to their academic major or minor. Once travel requests are

submitted, all students requesting funding must present to MSUSA outlining the importance of the professional development and rationale of conference attendance.

Students can apply for funding via the **Engage Portal**

For questions about conference and travel funding requests, contact:

msusa.activityfees@metrostate.edu 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 Metropolitan State University.

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

There are up to four (4) student staff that plan and implement UAB events. UAB Coordinators also serve as peer-mentors to student organization members to create co-curricular programming that focuses on continued education, team development, and other leadership skills. UAB Coordinators are paid student staff members of Student Life and Leadership Development, and are supervised by the Student Organizations and Activities Coordinator. For more information about implementing programs, events, or ways to get involved at Metropolitan State, contact the UAB Coordinators and Student Organizations and Activities Coordinator at: student.life@metrostate.edu.

Get involved

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

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

For more information about getting involved on campus, contact:
student.life@metrostate.edu

Student Center Services

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

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

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

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

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.

Metropolitan State University participates in a shared governance model, which means that student representation and voice are important components to decision-making. Students can learn about involvement opportunities on the university website, the **Engage portal**, and through Student Life and Leadership Development (SLLD).

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

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

To participate in university-wide committees, students must:

- have at least a 2.0 cumulative grade point average
- be enrolled and degree-seeking

- be in good academic and conduct standing

If a student is interested in participating on a committee or working group, they can fill out the Involvement Form on the **Engage portal**. Students should indicate their availability (taking classes, work and other co-curricular involvements into account) and rank the top five committees or working groups they are most interested in.

SLLD will facilitate the process of matching students with involvements on-campus and will correspond with students and committees within two weeks of submitting an involvement form.

For questions about participating in university-wide committees or working groups as a student representative, contact **student.life@metrostate.edu**.

Graduate Programs

College of Business and Management

Business Administration (MBA)

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

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

Enrolling in this program

Program eligibility requirements

Prerequisite courses for admission to the MBA program are Financial Accounting, Statistics (except when MBA Math is selected; see program application information), and Microeconomics and Macroeconomics or ECON 611, which combines microeconomics and macroeconomics. A letter grade of "C-" or above must be received in prerequisite courses.

Program requirements

The Metro MBA program is divided into three phases:

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

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

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

MBA with concentration

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

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

Doctor of Business Administration (DBA)

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

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

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

Enrolling in this program

Program eligibility requirements

The next DBA cohort will start Fall 2026. The application will open in summer 2025. We welcome all applications and encourage interested applicants to reach out to the DBA Director Jun Li at jun.li@metrostate.edu or graduate.studies@metrostate.edu for information.

All applications are reviewed by the College of Business and Management DBA Admissions Committee. Admission criteria include:

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

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

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

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

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

GMAT/GRE or Doctoral level MBA math is required for admission. Please review [instructions on how to register for DBA math](#).

Program requirements

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

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

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

Global Supply Chain Management Graduate Certificate

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

As organizations use supply chain management to achieve key strategic objectives, this graduate certificate prepares students with knowledge and skills necessary to initiate, plan and implement supply chain projects, policies and systems successfully--globally.

Enrolling in this program

Program eligibility requirements

- Must have earned a baccalaureate degree.
- Prerequisite undergraduate course in statistics with grade of B or higher or completion of MBA Math.

Program requirements

The Global Supply Chain Graduate Certificate can be completed independently as a stand-alone certificate or it can be completed in addition to any graduate program at the University.

Management Information Systems (MSMIS)

The Master of Science in Management Information Systems (MS in MIS) represents an important state-of-the-art concept in graduate education in the field of management information systems (MIS). Merging management and technology education, it is designed to help both technically-oriented information

technology (IT) professionals and those from other fields gain expertise in the management of information systems in modern organizations.

The MS in MIS's program goal is to prepare you for management, high-level work and potential leadership in management information systems and related fields, and general management in organizations where information technology is important. The program targets working adults who desire a high-quality applied MIS education along with solid theory.

The MS in MIS program will help you:

- Plan for management of IS, IT, and related functions
- Prepare to be a leader in the integration of IT into the firm to help meet organizational goals
- Prepare for management of IT planning processes
- Make ready broader strategic uses of IT
- Understand the uses and value of newer technologies in the enterprise
- Enhance competencies related to one concentration area of choice: business analytics, database administration, information management, information assurance and security, systems analysis and design, and systems development

For Working Professionals: The MS in Management Information Systems

The MS in Management Information Systems program promotes Metro State's well-known ability to tie theory to practice, with a cutting-edge MIS education designed to have a "shelf life" that outlasts successive generations of hardware and software. The program core gives a strong background in management and information technology areas. Flexibility in elective courses, plus applications emphasis throughout courses, internships and the final integrative project gives students a strong base for the future. All MIS-related programs at Metro State are STEM-related (CIP 11.XX Computing/Information Technology).

The MS in MIS program is designed to serve several distinct groups of Information Technology Management professionals who need a strong mix of management theory and practice along with technological competence. This group needs more technical education than an MBA student, but less than a student who will be working in a purely technical capacity. Those students include:

- General management professionals who need to understand how to manage the technical and IT aspects of their organizations. These students need the mix of management and technical work that leads to stronger technological understanding and analytical skills, resulting in stronger general management in firms where IT is a part of their competitive strategy.
- Technical professionals who need to upgrade and update their technological skills while also updating their analytical and management abilities.
 - Technical and project managers also need this type of mix, as well as data, systems analysts, solution architects and managers who will be progressing in their careers.

Any managerial or higher level professional in organizations where IT is important will find the MS in MIS of great value.

The MS in MIS prepares you in the areas of data analytics, strategic IT management, IT security management, knowledge management, managing the IT function (operationally), project management, systems analysis and design, business/information analytics and business intelligence technology management, and telecommunications.

MS in MIS Curriculum

The **Prerequisite Phase** assesses and ensures your readiness to begin graduate work in the MS in MIS program. You are required to have completed an undergraduate or graduate course in Statistics or MBA Math prior to joining the program.

Phase I focuses on the functional disciplines of business and organizations as they apply to modern information systems. It provides a solid grounding in the core IT competencies, management, and marketing theories, processes and skills needed by managers in today's rapidly changing environment.

Phase II consists of your choice of electives. You must complete 14 graduate level credits of MIS coursework. You should meet with your faculty advisor and choose electives that best meet your own educational and career needs.

Phase III is the synthesis and capstone phase. The work in this phase calls for you to integrate what you have learned in previous courses and professional experiences to form a coherent picture of IT management within organizations. The capstone course makes use of an innovative applied project to "bring it all together." Effective communication is fundamental to good management, and so you are expected to demonstrate writing skills by completing a written report about your work on this project, which is performed with a cohort.

Enrolling in this program

Program eligibility requirements

Familiarity with information systems and technologies demonstrated by at least one of the following:

- 12 credits of undergraduate or graduate credits in IT/IS/MIS related coursework as part of any major
- Earned industry certification in an IT/IS/MIS-related area, such as CCSP and Google Analytics
- Work experience of at least one (1) year in IT/IS related role, or two (2) years in any functional business role with significant use of management information systems.

Program requirements

Students have up to 5 years to complete program requirements. If additional time is needed, please inform the Graduate Program Director.

Management Information Systems Generalist Graduate Certificate

Metropolitan State University offers graduate certificate programs designed to meet the rapidly-evolving needs of business professionals who use information technology and want develop more skills in the field of management information systems (MIS).

If you are a general business graduate with workplace experience in information systems or an MIS or other IT technical professional, the MIS Generalist Graduate Certificate brings you up to speed on important MIS management issues. The program helps you understand new MIS technologies and how to manage them and be aware of important new strategies for managing many architectures including internet-based or distributed computing environments, and many others. You also learn project management skills that are crucial in the MIS environment and in great demand in the marketplace. Finally, you will learn how to integrate many new MIS and management models.

The expected outcomes include:

- improved preparation for management in an increasingly information-intensive world,
- ability to develop organizational strategies based on using MIS as competitive tools, and
- broadening of your knowledge of technology management areas, including project management, and of MIS technology and its applications.

Enrolling in this program

Program requirements

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

Project Management Graduate Certificate

Project management is one of the fastest growing career fields in business. Organizations are increasingly using projects as a means of achieving their strategic objectives. In response to this need, the College of Management is offering a graduate certificate and concentration in Project Management. The required courses prepare students for the challenging field of Project Management by providing them with tools, skills, and knowledge necessary to initiate, plan, and implement projects successfully.

Some of the major skills areas covered include:

- Project planning, implementation, and control using Microsoft Project
- Request for Proposal (RFP) formulation
- Earned Value Analysis
- Computer-aided problem solving and decision making methodologies

- Systematic approaches to risk identification, risk modeling, risk impact assessment, response planning, and documentation
- Simulations using Microsoft Project, Crystal Ball, and Excel
- Techniques in data mining and visual display of quantitative data
- Team building, negotiation, and conflict resolution in projects
- Project management organizational options

Enrolling in this program

Program eligibility requirements

- Must have earned a baccalaureate degree.
- Prerequisite undergraduate course in statistics with grade of B or higher or completion of MBA Math.

Program requirements

The Project Management Graduate Certificate can be completed independently as a stand-alone certificate or it can be completed in addition to any graduate program at the University.

Systems Analysis Graduate Certificate

Metro State offers programs with courses designed to meet the rapidly-evolving needs of information systems and business professionals in the field of management information systems (MIS) analysis.

The MIS Systems Analysis and Design Graduate Certificate program is tailored towards technical and technical management audiences. Emphasis is placed on development of new systems, design and decision-support concepts and techniques. By completing this certificate, you are better prepared to use new system design methodologies to improve the systems in your organization and to oversee development projects in traditional IT systems, client/server systems and distributed systems, including Internet and web technologies.

Program learning outcomes for students who complete the MIS Systems Analysis and Design Graduate Certificate program coursework include:

- Apply ethical decision-making in the development, implementation, and management of information systems
- Apply current technical concepts and practices in the core information technologies and computer security
- Interpret the role of information systems to enhance organizational strategy
- Manage information systems using current methodologies
- Analyze business problems to develop appropriate technological solutions
- Demonstrate professional skills in leadership, teams, and communication

Enrolling in this program

Program requirements

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

College of Community Studies and Public Affairs

Advocacy and Political Leadership (MAPL)

Enrolling in this program

Program eligibility requirements

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

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

Program requirements

Orientation

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

Transfer Credits

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

Academic Standing

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

Students that do not remain in satisfactory academic standing must meet with their advisor. Students may repeat courses if they receive a grade below a C. Only the higher grade (if the course is repeated once) or highest grade (if the course is repeated twice) is used in computing the grade point average.

To Maintain Satisfactory Academic Standing

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

Co-occurring Disorders Recovery Counseling (MS)

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

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

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

Enrolling in this program

Program eligibility requirements

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

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

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

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

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

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

Program requirements

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

Academic Standing

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

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

Time to Completion

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

Contact Information

After reviewing the information provided on the website, if you have specific questions regarding the MS in Co-occurring Disorders Recovery Counseling, you may email dharsini.goonetilleke@metrostate.edu. General questions about the application process can be directed to graduate.studies@metrostate.edu.

Student licensure

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

Nonprofit Leadership and Management (MNLM)

Program overview

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

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

The MNLM program offers:

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

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

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

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

All MNLM students must complete 40 graduate credits.

Program Faculty

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

- They have earned masters or doctorate degrees in public administration, nonprofit management, public policy, business administration, and related fields.
- They have valuable leadership experience in the public sector, e.g., City Manager, County Administrator, Director of Community Planning and

Development, Director of Finance and Policy Research, Chief Budget Officer, and Head Start Director.

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

Program accreditation

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

Enrolling in this program

Program eligibility requirements

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

English and quantitative competence assessment

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

Admission decisions

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

Program requirements

Orientation

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

Transfer credits

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

Academic standing

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

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

Dismissal due to unsatisfactory academic standing

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

Appeal of dismissal due to unsatisfactory academic standing

Students who are removed from the program may appeal their removal to the College of Community Studies and Public Affairs dean. The appeal must be made in writing and provide specific grounds for the appeal. The appeal is due to the dean within 30 days of the date of the letter notifying them of the decision.

to remove them from the program. The dean has 30 days to respond in writing to the appeal. Appeals received after 30 days will not be considered.

Readmission after dismissal

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

Time to completion

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

Public Administration (MPA)

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

Metropolitan State University's Master of Public Administration (MPA) program prepares you for a wide range of career and leadership opportunities in the field of public administration. The state-of-the-art curriculum addresses the most critical challenges that public administrators and their respective councils or boards face at all levels of government.

The MPA program offers:

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

In a world where professionals are increasingly expected to make multiple job changes during their careers and work across the sectors, this degree is a very practical choice that integrates study of public administration and issues with non-profit and for-profit perspectives. Students begin by studying program

fundamentals, then take courses in public policy analysis and public budgeting and finance, supported by a set of strategic skills courses, electives, and a capstone seminar that all students complete.

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

All MPA students must complete 40 graduate credits.

Program Faculty

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

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

Program accreditation

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

Enrolling in this program

Program eligibility requirements

Applicants who have completed the GMAT or GRE may submit an official copy of these scores and bypass the quantitative admissions assessment. Applicants who have not completed the GMAT or GRE must complete our free online quantitative tutorial/assessment in math and statistics, i.e., ALEKS, if

cumulative undergraduate GPA is below 3.0 in the last two years of study. All applicants are required to submit an admissions essay, which also serves as a writing assessment. The quantitative tutorial/assessment (if required) and admissions essay must be completed before a final admission decision is made and before any graduate-level classes can be taken.

English and quantitative competence assessment

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

Admission decisions

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

Program requirements

Orientation

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

Transfer credits

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

Academic standing

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

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

Dismissal due to unsatisfactory academic standing

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

Appeal of dismissal due to unsatisfactory academic standing

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

Readmission after dismissal

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

Time to completion

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

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

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

Public and Nonprofit Administration (MPNA)

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

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

The MPNA program will:

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

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

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

All MPNA students must complete 40 graduate credits.

Program Faculty

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

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

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

Program accreditation

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

Enrolling in this program

Program eligibility requirements

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

English and quantitative competence assessment

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

Admission decisions

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

Program requirements

Orientation

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

Transfer credits

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

Academic Standing

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

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

Dismissal due to unsatisfactory academic standing

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

Appeal of dismissal due to unsatisfactory academic standing

Students who are removed from the program may appeal their removal to the College of Community Studies and Public Affairs dean. The appeal must be made in writing and provide specific grounds for the

appeal. The appeal is due to the dean within 30 days of the date of the letter notifying them of the decision to remove them from the program. The dean has 30 days to respond in writing to the appeal. Appeals received after 30 days will not be considered.

Readmission after dismissal

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

Time to completion

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

College of Individualized Studies

Adult Education Graduate Certificate

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

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

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

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

Certificate Program Highlights

- Offer a deep understanding of the characteristics within the social and demographic context that motivate adults to engage in lifelong learning opportunities.
- Offer a deep understanding of various adult learning and development theories.

- Offer a deep understanding of intermediate and advanced approaches to teaching adult literacy and of formally and informally assessing the literacy skills of adult learners.
- Offer a deep understanding of various adult education and literacy programs.
- Enables learners to connect theory with practice and develop real-world teaching experience in adult education settings or training.

Enrolling in this program

Program eligibility requirements

The Adult Education graduate certificate program allows students to complete their certificate program within three semesters. However, students may take up to two years from the first semester of graduate study to complete their program certificate requirements.

Program requirements

Students who are admitted into the certificate program, and who have a background in this area of work, may consult with their advisor to explore completing the program within two semesters.

Program sequence

- *ADED 620: Introduction to Adult Education* is a prerequisite and must be taken before any of the other courses.
- *ADED 640: Techniques and Approaches to Teaching Adults* must be taken before enrolling in *ADED 690: Field Experience*.
- ADED 640 cannot be completed at the same time as *ADED 660: Assessment in Adult Education*.

Student licensure

Academic Progress Policy Students are responsible for understanding the questions about Part Two requirements or the program in general, please contact Prof. Daniel Woldeab, Director of the Certificate Program, at daniel.woldeab@metrostate.edu (preferred) or call 612-793-1781e Academic Progress Policy, and for monitoring their academic progress and immediately notifying the Program Director of a low grade or non- completion of a class or other learning. To remain in good standing and to qualify for completion, students must maintain a cumulative grade point average of at least 3.0. Grades below C+ do not apply to program requirements, but are calculated in the cumulative grade point average. Academic Probation, Dismissal and Reapplication Satisfactory Academic Progress

- Students must maintain satisfactory academic progress to remain in the program.
- Only courses with a letter grade of C+ (2.33 or better) count toward certificate requirements; however, a cumulative grade point average of 3.0 is required for completion.
- Only courses with letter grades (AC+) are applied to the graduate certificate, with the exception of ADED 690, which is graded as Satisfactory/Not Satisfactory (SNS).
- Students who receive a letter grade of C+ or below in any of the courses will be placed on academic probation. Students who receive a letter grade of C+ or below in two courses, or whose cumulative graduate GPA falls below 3.0, will be dismissed from the graduate certificate program.
- Students suspended from the ADED graduate certificate for unsatisfactory academic progress, may reapply after one calendar year has passed. Re-admission to the certificate program is not automatic.
- Students should immediately consult with the Graduate Certificate Director if they

have questions or concerns about their academic standing. Lastly, in addition to failing to meet academic requirements, students can be removed from the program for violating academic integrity. Please carefully review the University's Academic integrity policies and procedures. In the case of dismissal from the program due to a violation of academic integrity, students have the right to appeal their dismissal in writing to the ADED program director within 30 days of the dismissal. In the case of an unfavorable decision, students have 30 days to appeal the program director's decision to the Dean of the College and subsequently to the Provost, following the proper sequence. All appeals and determinations shall be provided in writing.

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

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

Time to Completion The Adult Education graduate certificate program allows students to complete their certificate within three semesters. However, students may take up to five years from the semester of admission to fulfill their program certificate requirements. Students who are admitted into the certificate program, and who have a background in this area of work, may consult with their advisor to explore completing the program within two semesters; this could mean taking ADED 620 alongside ADED 640, followed by ADED 660 alongside ADED 690. Finally, with the exception of the ADED 690 field experience, which should be completed in the final semester of the program, the initial courses can be completed in any order. If unable to complete the program within five years from the first semester of admission, students can request an extension in writing from the director of the Adult Education Graduate Certificate program. This request must be made before the five-year limit is reached. In the case of a negative decision, students have the right to appeal within 30 days to the Dean of CIS. Additionally, students in this program have the right to request a leave of absence for unforeseen personal reasons by submitting a written request to the College of Individualized Studies. An extension of the time limit may be requested by writing to the Graduate Certificate Program Director. Such requests must be received before the expiration of the time limit and should include:

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

The program director shall respond to this request within 30 working days.

Individualized and Interdisciplinary Studies (MA/MS)

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

- **Multidisciplinary:** means coursework is in more than one discipline in unrelated areas.

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

Why Individualized Graduate Study?

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

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

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

Features

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

PartTime Graduate Studies: This program is designed for parttime students, including those who are employed fulltime and might take just one graduate course per semester. Most classes meet once a week on a weekday evening.

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

Is the Program for Me?

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

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

Enrolling in this program

Program eligibility requirements

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

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

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

Admission is not guaranteed.

Program requirements

Transfer Credits

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

Academic Standing

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

Appeal of Unsatisfactory Academic Progress Removals from the Program

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

Reactivating into the CIS MA/MS Program

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

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

Time to completion

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

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

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

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

College of Liberal Arts

Design of User Experience Graduate Certificate

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

This program:

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

Enrolling in this program

Program eligibility requirements

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

Program requirements

Academic Standing

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

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

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

Appeal of Unsatisfactory Academic Progress Removals from the Program

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

Time to Completion

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

Reactivating into the Program

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

Learner Experience Design Graduate Certificate

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

Enrolling in this program

Program eligibility requirements

- Bachelor's degree earned from an accredited institution (or a foreign equivalent)
- Cumulative GPA of 2.75 or higher
- Digital literacy and desire to learn new digital applications
- Reliable Internet access and the ability to install programs on your digital device

International Students

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

Program requirements

Academic Standing/Satisfactory Academic Progress

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

Appeal of Unsatisfactory Academic Progress Removals from the Program

If you are removed from the program for unsatisfactory academic progress, you may appeal the removal to the Learner Experience Design program director, who has 30 days to respond in writing. The appeal must be in writing, it must provide specific reasons for the appeal, and it's due within 30 days of the date of the letter notifying you of the decision to remove you from the program.

Time to Completion

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

Reactivating into the Program

If you are a student in good academic standing who has not registered for courses for three or more consecutive semesters, you must request to reactivate into the certificate program. Submit your request in writing to the Learner Experience Design program director. The program director will review your request and respond in writing, specifying certificate completion requirements and deadline for completion. You may be required to satisfy certificate requirements in force at the time of reactivation, even if those requirements differ from those in force at the time of original admission to the certificate program.

Liberal Studies (MA)

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

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

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

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

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

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

The Master of Liberal Studies program will:

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

Trajectory of courses

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

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

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

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

Academic advising

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

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

Enrolling in this program

Program eligibility requirements

- BA or BS degree from an accredited institution

- Major or at least 3 to 5 courses in Liberal Arts disciplines: Arts, History, Philosophy, Communications, Humanities, Religious Studies, Ethnic Studies, Linguistics, Social Sciences, Gender Studies, Literature, or Writing.
- 3.0 GPA (Exceptions to this standard are based upon the MLS Admissions Committees recognition of special circumstances for the lower GPA and the candidates clear demonstration of additional compensatory strengths.)

Transfer credits

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

Program requirements

Graduate policies and procedures

For important details contact the Director for a copy of the Master of Liberal Studies (MLS) Handbook or ask questions at mls@metrostate.edu.

Academic progress For Liberal Studies, MA students

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

Program requirements

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

Time limit

You must meet all graduation requirements within the specified time-limits. Starting with the semester for which they are admitted, students shall have up to five (5) years from the first date of enrollment to complete their Master's degree. Alternatively, you may petition the MLS Director and the Dean of the College of Liberal Arts to extend the specified time limit. Please note that the Liberal Studies, MA credits do not expire.

Transfer policy

The Liberal Studies, MA (MLS) Program accepts up to 8 transfer credits if those are:

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

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

Academic standing

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

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

A cumulative grade point average (GPA) of 3.0 and passing grades (i.e., C or better) for all required courses in any graduate program is required for graduation. The Policy 2080: Grading Policy regarding repeating courses with failing grades applies exactly as it does for undergraduates. There is no limit on retakes.

Dismissal due to unsatisfactory academic standing

Students who receive a grade below a C in a required course must re-take the course and pass it in order to complete their program and graduate. There is no time limit between taking and retaking a course under Policy 2080: Grading Policy or Policy 2300: Graduate Programs although there are still time-limits for completing the Program.

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

Appeal of dismissal due to unsatisfactory academic standing

Students who are dismissed from the Program may appeal their dismissal to the Program Director and the College of Liberal Arts Dean within 30 days of the date of the letter notifying them of the decision to dismiss them from the program. Appeals received after 30 days will not be considered. The appeal must be made in writing and provide specific grounds for the appeal. The Dean has 30 days to respond in writing to the appeal. If needed, then students can appeal next to the Provost.

Readmission after dismissal

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

Technical Communication (MS)

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

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

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

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

You may choose electives that lead to you earning a graduate certificate in the Design of User Experience, Learner Experience Design, or Project Management. Also, you may choose an independent study or an internship as an elective.

We particularly recommend internships if you have limited professional experience.

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

Enrolling in this program

Program eligibility requirements

How to Apply to the MS in Technical Communication

To be eligible for admission, you'll need:

- A **bachelors degree** from an accredited college or university
- **Relevant coursework or professional experience** in technical communication, professional writing, or interaction design
 - Don't have this background? You may still qualify. In some cases, professional experience can substitute for coursework.
 - If you're missing both, we may ask you to complete specified courses before or during the program.
- A **minimum undergraduate GPA of 2.75** (on a 4.0 scale)

International Applicants

International students must meet the same academic and program requirements and provide **proof of English proficiency** via one of the following:

- **TOEFL:** 80 (Internet), 550 (paper), or 213 (computer)
- **IELTS:** 6.5 overall
- **Duolingo English Test:** 105 (sent directly to Metro State)

Application Checklist

To complete your application, submit the following through the GradCAS website:

- **Online application**
- **\$38 nonrefundable application fee**
- **Official transcripts**
- **Statement of goals** (12 pages)
Describe how the MS in Technical Communication supports your personal, professional, or academic goals.
- **Portfolio of work** (up to 20 pages or a link to a digital portfolio)
Your portfolio should showcase your skills in technical writing, editing, design, and/or user experience.
- **Two references**
We recommend one academic and one professional reference, but other combinations are accepted.
- **Proof of English proficiency** (for international applicants only)

How to Submit

1. Visit the GradCAS website
2. Select your intended start term:
 - Fall 2024 / Spring 2025
 - Summer 2025 / Fall 2025
3. Create or log in to your account
4. Choose **Technical Communication (MS)** as your program
5. Upload all required materials and submit your application
Note: You can only submit once. If you need to update your application after submission, contact graduate.studies@metrostate.edu.

Application Fee Waiver

Active-duty military, veterans, and Metro State alumni are eligible for an application fee waiver. To request one, email graduate.studies@metrostate.edu.

Program requirements

Academic progress / academic standing

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

Dismissal, dismissal appeals, and readmission

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

Technical Communication Graduate Certificate

Make complex information clear advance your career with practical, high-impact skills

The **Graduate Certificate in Technical Communication** is designed for professionals who want to strengthen their writing, editing, and content design skills for the workplace especially when working with complex topics, digital tools, and diverse audiences. Whether you're new to the field or looking to deepen your expertise, this certificate offers a flexible, applied, and academically grounded pathway into one of today's most in-demand communication careers.

This **hybrid program includes in-person seat time**, meaning you'll benefit from **face-to-face engagement with faculty and peers** while also enjoying the flexibility of online components. You'll join a learning community that values collaboration, creativity, accessibility, and real-world application.

In just three graduate-level courses (which also make up the **core of the MS in Technical Communication program**), you'll gain essential skills in:

- Writing task-oriented and procedural documents, like instructions and user guides
- Creating content that meets regulatory and industry standards
- Designing reusable and intelligent content
- Preparing documents for translation and localization
- Collaborating effectively with subject matter experts and cross-functional teams

This certificate is a great fit for:

- **Professionals entering or transitioning into technical communication**
- **Writers, editors, educators, and designers** who want to enhance their workplace communication skills
- **Employees in tech, healthcare, nonprofit, or corporate settings** seeking formal training in user-centered communication
- **Prospective MS students** this certificate serves as a strong entry point, with all credits transferable toward the full degree

Graduates will be equipped to produce clear, accessible, and actionable content that meets the needs of real users and advances the goals of the organizations they serve.

Enrolling in this program

Program eligibility requirements

- Bachelor's degree earned from an accredited institution (or a foreign equivalent)
- Cumulative GPA of 2.75 or higher
- Digital literacy and desire to learn new digital applications

International Students

Because this is not a degree-granting program, the certificate may be earned by international students studying on a student visa only if they are admitted into a degree-granting program.

Program requirements

Satisfactory Academic Progress

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

Appeal

If you are removed from the program for unsatisfactory academic progress, you may appeal the removal to the Technical Communication graduate program director, who has 30 days to respond, in writing. The appeal must be in writing, it must provide specific reasons for the appeal, and it's due within 30 days of the date of the letter notifying you of the decision to remove you from the program.

Time to Completion

You have two years from your first semester in this program to complete your certificate requirements. You may request an extension of the time limit by writing to the Technical Communication graduate

program director, and your request must be received before the two years pass. Requests for extensions should include your reason(s) for requesting the extension, a summary of your plan to finish graduation requirements, and a specific date for the extension to expire. Extension decisions are made by the certificate program director and are not automatic.

Re-activation into the Program

If you are a student in good academic standing who has not registered for courses for three or more consecutive semesters, you must request to reactivate into the certificate program. Submit your request in writing to the Technical Communication graduate certificate program director. The program director will review your request and respond in writing, specifying certificate completion requirements and deadline for completion. You may be required to satisfy certificate requirements in force at the time of reactivation, even if those requirements differ from those in force at the time of original admission to the certificate program.

College of Nursing and Health Sciences

Advanced Dental Therapy (MSADT)

The Master of Science in Advanced Dental Therapy (MSADT) program is the first of its kind in the country with Minnesota recognized as a national leader in oral health care. The dual licensed graduates of Metropolitan State University's Advanced Dental Therapy program have created a meaningful solution to the problem of dental access for underserved communities by providing care in both the dental hygiene and dental therapy scopes of practice for diverse populations.

[Learn more about our dental hygiene programs at a Zoom information session.](#)

All Dental Hygiene Department educational programs are based on academic excellence, and the values of community involvement, ethical conduct and social responsibility. The MSADT program provides the theoretical and applied skills necessary for licensure as a dental therapist and certification as an advanced dental therapist as defined by Minnesota statute. This graduate program requires a full-time commitment for five semesters and prepares baccalaureate educated, licensed dental hygienists for advanced practice to enhance the oral and general health of underserved communities.

Pew Center on the States reports the demand for oral health care services is increasing due to the Affordable Care Act, which expands dental insurance to millions of children in the United States. This demand is coupled with Pew's prediction that the new dental team member with dual licensure as a dental hygienist and a dental therapist can boost the productivity and profits of private dental practice settings. In essence, the employment of dual-licensed providers makes good business sense while improving the oral and general health of underserved Minnesotans.

The MSADT program is a full-time graduate program combining classroom-based, web-enhanced courses with simulation and clinical learning environments. This program engages students in interprofessional educational experiences with members of the broader health care team as well as members of the dental care team.

Program mission

The mission of the Metropolitan State Advanced Dental Therapy program is to prepare licensed dental hygienists for advanced practice and to enhance the oral health of underserved and diverse populations. The program is built upon academic excellence and supports the value that advanced education is essential to the delivery of quality, safe, accessible, cost-effective oral healthcare. The program is committed to collaborative community involvement, emphasizing ethics and social responsibility.

Curriculum

The program includes advanced dental therapy and interprofessional coursework which focuses upon three primary educational phases for a total of 42 graduate credits:

- The science of health care delivery phase focuses on:
 - Working within diverse communities
 - Communication across cultures
 - Understanding health care needs and the incidence of disease across populations
 - Advancing safe, quality oral health care
- The clinical practice development phase focuses on:
 - Advancing assessment and evaluation skills and knowledge
 - Simulation and clinical experiences
 - Collaborative care provision skills unique to advanced dental therapy
- The leadership and synthesis phase concentrates on:
 - Extending health system and public policy knowledge
 - Developing leadership skills
 - A capstone project focused on the evaluation of a relevant clinical question

Program accreditation

Metropolitan State's Master of Science in Advanced Dental Therapy Program is approved by the Minnesota Board of Dentistry. Minnesota Board of Dentistry 2829 University Avenue, SE Suite 450 Minneapolis, Minnesota 55414-3246 612-617-2250

Enrolling in this program

Program eligibility requirements

The Dental Hygiene Department evaluates applications for evidence of undergraduate scholarship, professional experience, and commitment to the program mission. Class size is limited, and the admission process is competitive.

The following requirements are necessary to be considered for admission to the MSADT program.

- Completed online Graduate Programs Admission Application using the common application for graduate programs (GradCAS) to Metropolitan State University and paid Application Fee
- Completed baccalaureate degree from an accredited college or university. Students in the final term of their baccalaureate degree may petition to apply. Applicants whose degrees are from a non-US college or university shall have their degrees evaluated by a credentials evaluation service to determine equivalency to a US baccalaureate degree
- 2,000 hours of clinical dental hygiene experience or a combination of dental hygiene and dental assisting experience totaling at least 2,000 hours
- Official Academic Transcripts from all institutions attended after high school including transcript(s) reflecting completion of an accredited dental hygiene program and a bachelors degree from any field. Applicants may be in their final term of their bachelor's degree if successfully petitioned. This includes credit for prior learning transcripts for Advanced Placement (AP), College Level Examination Program (CLEP), DANTES Subject Standardized Tests (DSST), International Baccalaureate (IB), etc
- Goals Essay
- Two Professional References
- Evidence of current unencumbered Minnesota dental hygiene license and nitrous oxide and local anesthesia certifications
- Cumulative GPA of 3.0 (calculated from all college coursework)
- Successful completion of DENH 420 Restorative Functions (4 credits) or documentation of its equivalent

Completion of the prerequisite course does not guarantee entrance into the program. The program has limited enrollment and Metropolitan State reserves the right to determine admissions status.

Program requirements

Before MSADT students begin the program, the following must be provided:

- Appropriate documentation of an active Minnesota dental hygiene license;
- Evidence of required immunizations;
- Evidence of current CPR certification;
- Evidence of HIPAA training;
- Evidence of successful background study; and
- Evidence of current health insurance.

Program orientation

Once you have been admitted to the program, you will be required to attend a graduate program orientation session.

Academic Standing

You must maintain satisfactory academic progress to continue in the College of Nursing and Health Sciences. To remain in good standing, you must maintain a term and cumulative GPA of 3.0.

You will be admitted as part of a cohort for the MSADT competency-based dental courses and must adhere to the program progression published at the time of your admission. If you are unable to progress with the assigned cohort, you may make a written request to join a subsequent cohort, provided you have made satisfactory academic progress to date and space is available. Permission to join a subsequent cohort is determined by the MSADT Program Coordinator and Dean of the College of Nursing and Health Sciences.

Student licensure

Before beginning patient care in spring semester of year one, you will be required to apply for resident dental therapy provider licensure through the MN Board of Dentistry. More information will be presented prior to the start of spring semester. Licensure to Practice as a Resident Provider

Doctor of Nursing Practice, Family Nurse Practitioner (DNP)

The Doctor of Nursing Practice program is for Registered Nurses with a Baccalaureate degree in nursing (BSN/BAN) or Entry Level Master's Degree in Nursing (ELMSN) who wish to expand their practice to include the Advanced Practice Registered Nurse (APRN) role of the Family Nurse Practitioner (FNP). The BSN to DNP track is 80 credits and nine semesters long at full-time progression. The ELMSN to DNP track is 64 credits and seven semesters long at full-time progression. A part-time study option is not available at this time. Four semesters of clinical rotations include primary care across the lifespan. Students accumulate at least 1,000 hours of experience through clinical practicum and scholarship work.

The priority application deadline is Nov. 1 and the final application deadline is Feb. 1.

The curriculum consists of didactic and clinical course work structured around the American Association of Colleges of Nursing (AACN) Essentials of Doctoral Education and when appropriate, the National Organization of Nurse Practitioner Faculties (NONPF) Nurse Practitioner Core Competencies. Didactic and clinical course work culminates in the completion of an evidence-based clinical scholarship project during the Clinical Scholarship course sequences.

All faculty members at the doctoral level are:

- Doctoral prepared in their fields
- Experienced in implementation science
- Prepared to advise DNP capstone projects
- Experienced in their field of practice
- Nurse Practitioner faculty all practice as Advanced Practice Nurses

Program accreditation

The Doctor of Nursing Practice (DNP) program at Metropolitan State University is accredited by the Commission on Collegiate Nursing Education and the American Holistic Nursing Credentialing Corporation. Graduates waive the post-graduate practice and continuing education hours necessary to be eligible to take the holistic nursing certification exam. The DNP program is approved as an APRN preparation program by the Minnesota Board of Nursing 1210 Northland Drive #120 Mendota Heights, MN 55120 Phone: 612-317-3000 Fax: 651-688-1841 Toll Free: 888-234-2690 FREE (MN, IA, ND, SD, WI) TTY: 800-627-3529 Nursing Board - email

Enrolling in this program

Program eligibility requirements

Students who meet the following admission criteria are encouraged to apply:

- Earned Bachelors or Entry-Level Masters degree in Nursing at time of application if your degree is in progress, please contact the program advisor to petition
- Evidence of current unencumbered RN licensure in a state with eligibility for licensure in Minnesota
- 1 year of RN work at 0.6 FTE or higher by time of program start
- 3.0 cumulative GPA across all previous post-secondary and degrees, including any courses completed that did not lead directly to a completed degree.

Statistics Requirements: For the BSN-DNP track, the requirement is any college level statistics course (upper or lower division). For the ELMSN-DNP track, the requirement is an approved graduate level statistics course completed within the previous 5 years with a grade of B or better. This course may be taken in the summer semester prior to program start. More information on the statistics requirement can be found on the [DNP Statistics requirement page](#).

Program requirements

Course sequencing and time to completion

- All courses must be completed in sequence.
- Students must achieve a minimum of a B- in each course in order to progress. Exceptions: students may earn a minimum grade of C in STAT 621 and one additional DNP course.
- Degree requirements must be completed within six years of beginning DNP coursework for post-BSN students, and five years for post-ELMSN students.

Prerequisite:

- *For the BSN to DNP/FNP Progression: Upper or lower division statistics course. Prerequisite must be completed before Fall program start.*
- *For the Metro State Entry Level MSN to DNP/FNP Progression: Graduate-level statistics course completed within the previous five years with a grade of B or better. Prerequisite must be completed before Fall program start.*

- *For any other MSN to DNP/FNP Progression: Graduate-level statistics course completed within the previous 5 years with a grade of B or better. Prerequisite must be completed before Fall program start or by planning the timing with DNP Program Director. Meeting with the DNP Program Director to determine a unique progression plan must be done prior to registration of classes for Fall program start.*

DNP program statistics requirements

Metro State's DNP FNP program has a minimum Statistics course requirement. For any cohort, by the fall program start, DNP FNP admits must complete the required statistics course with an earned grade of B or better. The statistics course should meet the following criteria:

- **Post-BSN Admits:** Statistics can be undergraduate-level, upper or lower division.
The BSN DNP progression requires all students take STAT 621 *Advanced Biostatistics in Health Research* in the first semester. To prepare for STAT 621, students must complete a college level statistics course **prior to program start**.
- **Post-ELMSN Admits:** Statistics **MUST BE** graduate-level.
The ELMSN-DNP progression requires students to take a graduate statistics course within 5 years of program start. Graduate course numbers typically start at 5xx or higher and may require prior completion of a prerequisite course. The table below lists some course options to consider. **If you have already completed a graduate-level statistics**, you may request a course review. To initiate this process, send an email to the DNP admissions counselor with the course number, name, and course description and/or syllabus.

For more information on this requirement, see the [DNP statistics requirement page](#).

Pre-Practicum requirements

Prior to beginning the practicum experience, information must be submitted to the Department of Nursing which may include, but is not limited to the items listed on the [pre-practicum requirements](#) page. Requirements must be valid for the duration of practicum experiences.

The Nursing Programs endeavor to provide students with appropriate clinical training placements, but cannot guarantee placements in all circumstances. Students with personal circumstances that may limit their eligibility to participate in clinical experiences are encouraged to contact the Nursing Department Chair as soon as possible.

Student licensure

The Doctor of Nursing Practice (DNP) program prepares nurses for the advanced practice role as Family Nurse Practitioners (FNP). Graduates of the this program will be awarded a Doctor of Nursing Practice degree, and will be eligible to sit for the American Academy of Nurse Practitioner FNP Certification Examination or the American Nurses Credentialing Certification FNP Certification Examination.

Doctor of Nursing Practice, Nurse Anesthesia (DNP)

Program accreditation

Program accreditation Graduates earn their Doctor of Nursing Practice (DNP) degree with a concentration in Nurse Anesthesia in this 91-credit program. Graduates are prepared to practice in a wide variety of settings and to utilize diverse methods of administering safe anesthetics. Clinical experiences are offered through a variety of Twin Cities hospitals, including Hennepin County Medical Center, M Health Fairview, United Hospital, Methodist Hospital and North Memorial Medical Center, St. Paul Childrens, and Masonic Childrens Hospital. Rural and regional anesthesia experiences are provided through a variety of facilities in Minnesota, Wisconsin, and Iowa. The Minneapolis School of Anesthesia (MSA) has been approved by the Council on Accreditation of Nurse Anesthesia Educational Programs (COA) to affiliate with Metropolitan State University as the degree-granting institution for the DNP Nurse Anesthesia Program effective spring 2021. The program is accredited by the Commission on Collegiate Nursing Education (CCNE) and the Council on Accreditation of Nurse Anesthesia Educational Programs (COA), a specialized accrediting body recognized by the Council for Higher Education Accreditation and the U.S. Department of Education. This DNP program is approved as an APRN preparation program by the: Minnesota Board of Nursing 1210 Northland Drive #120 Mendota Heights, MN 55120 Phone: 612.317.3000 Fax: 612.688.1841 Toll Free: 888.234.2690 FREE (MN, IA, ND, SD, WI) TTY: 800.627.3529 Minnesota Board of Nursing (website), nursing.board@state.mn.us Accreditation Agencies Commission on Collegiate Nursing Education (CCNE) 655 K Street, NW, Suite 750 Washington, DC 20001 aacnursing.org/CCNE Council on Accreditation of Nurse Anesthesia Educational Programs 10275 W. Higgins Road, Suite 906 Rosemont, IL 60018-5603 Phone: 224-275-9126 coacrna.org

Enrolling in this program

Program eligibility requirements

Admission Requirements (Doctor of Nursing Practice: Nurse Anesthesia)

Applicants seeking admission to the graduate program must meet the admission requirements of Metropolitan State University-College of Nursing and Health Sciences in partnership with the Minneapolis School of Anesthesia.

These include:

1. Complete an application file and be verified by August 31 through [NursingCAS](#).
2. Graduate from High School (or possess GED).
3. Possess an appropriate baccalaureate degree from a regionally accredited institution. Degrees must be completed and final transcripts submitted through NursingCAS prior to application. Appropriate degrees include:
 1. Baccalaureate/Bachelor's Degree in Nursing
 2. Master's degree in Nursing
4. Possess a Natural Science GPA of 3.0 or higher and a cumulative grade point average of 3.0 or greater.
5. Possess an unencumbered license as a registered professional nurse and/or APRN in the United States.

6. **Prior to the application deadline**, complete a minimum of one year (1 FTE), two years preferred, of nursing experience in a critical care setting within the last three years. Employment in a critical care setting must be maintained until at least 90 days prior to matriculation into the program. Operating room, emergency room, and post-anesthesia recovery DO NOT fulfill this requirement. Ground/flight transport nursing experience may be considered on an individual basis.
7. A chemistry course must be completed from an accredited college or university within 5 years of starting the DNP-NA program. It can be an online course and no lab is required. A passing grade of B or higher is required; pass/fail courses will not be accepted. (Example: For Summer 2025 start date, a chemistry course must be taken Summer semester 2020 or after).
8. Possess American Heart Association basic cardiac life support (BLS), advanced cardiac life support (ACLS) and pediatric advanced life support (PALS) recognition. Maintain BLS, ACLS, and PALS recognition through graduation. (see note below)
9. Complete the interview process.
10. Complete a physical examination (if accepted).

Program requirements

The Doctor of Nursing Practice (DNP) Nursing Anesthesia program is comprised of 78 total credits (29 Masters Credits and 49 Doctoral Credits). Please review the admission and program-specific information at <http://www.nurseanesthesia.org>.

Doctor of Nursing Practice, Post-Master's (DNP)

Enrolling in this program

Program eligibility requirements

Effective **May 1, 2025**, the Post-Masters DNP program at Metro State University is **suspended for applications until further notice**.

We appreciate your interest in advancing your nursing education with us. This suspension applies only to the Post-Masters DNP track and does not affect other DNP program options.

Please check back for future updates regarding program status. For questions or additional information, contact the College of Nursing & Health Sciences at school.nursing@metrostate.edu.

Nursing Entry Level (MSN)

The ELMSN is a seven-semester program that provides the opportunity for individuals with a baccalaureate degree in a non-nursing discipline to learn the theoretical and applied skills necessary for the professional practice of nursing. Upon completion of this program, students will be awarded a Master of Science in Nursing (MSN) degree and be eligible to take the NCLEX-RN examination for licensure as a registered nurse.

Financial Aid

A limited number of scholarships for ELMSN students are available through employers or organizations such as the American Cancer Society or the Veteran's Administration. For information and application forms, call the Financial Aid Office at 651.793.1300 or contact them via the university website.

Program accreditation

The Master of Science in Nursing program at Metropolitan State University is accredited by the Commission on Collegiate Nursing Education, 655 K Street, NW, Suite 750, Washington, DC 20001, 202.887.6791. The ELMSN program is endorsed by the American Holistic Nurses Credentialing Corporation (AHNCC). Graduates from this program are allowed to waive the post-graduate holistic nursing practice and continuing holistic nursing education requirements if they take the certification exam in holistic nursing within 2 years of graduation. Upon licensure as an RN, graduates are eligible for Public Health Nursing Registration in the state of Minnesota.

Enrolling in this program

Program eligibility requirements

Applicants must meet the requirements listed for admission to the ELMSN program at Metropolitan State University.

- Applicants must have completed a non-nursing baccalaureate degree from an accredited college or university. Applicants whose degrees are from a non-US college or university shall have their degrees evaluated by a credentials evaluation service to determine equivalency to a US baccalaureate degree. The bachelor's degree must be completed at the time of application to the Entry Level MSN program.
- Applicants must have a 3.0 or higher cumulative GPA for all previous post-secondary study and degrees, including any courses completed that did not lead directly to a completed degree.
- Applicants must complete the four science prerequisites of chemistry, human anatomy, human physiology and microbiology with their lab components prior to the application deadline, and have a GPA of 3.0 or higher across these four requirements.
- If an admission offer is made, the remaining prerequisites must be completed with a grade of C or better by the start of the program, as indicated by an official transcript submitted to the Department of Nursing prior to the start of the program.
- All courses must be at least three (3) semester credits, with the exception of Nutrition which must be at least two (2) semester credits.
- Courses taken under the quarter system must be at least four (4) quarter credits for the 3 semester credit prerequisites and three (3) quarter credits for the 2 semester credit Nutrition course.
- Applicants must achieve a grade of C or above in prerequisite courses and a cumulative GPA of 3.0.

Students should carefully review the [applicant policies](#) for more specific information on transcript requirements, including criteria for transcript exclusion. Please contact CNHS Advising (cnhs.advising@metrostate.edu) for information on filing a petition to request to exclude a transcript that meets the requirements listed in the applicant policy.

Prerequisite Courses

- Chemistry with laboratory component
- Human Anatomy with laboratory component
- Human Physiology with laboratory component
- Microbiology with laboratory component
- Nutrition
- Lifespan psychology
- Medical Ethics
- Statistics course (college level), which must be completed no more than 4 years prior to the date of program application.

Program requirements

Pre-practicum requirements

All students must meet all pre-practicum requirements prior to starting in the program and to maintain such requirements throughout the program. Information must be submitted to the Department of Nursing which may include, but is not limited to the items listed on the [pre-practicum requirements](#) page.

Student licensure

Graduates of the Entry Level MSN program are eligible to sit for the National Council Licensure Examination for registered nurses (NCLEX-RN). Graduates of the Entry Level MSN program are eligible for registration as a Public Health Nurse in the state of Minnesota after becoming licensed as a registered nurse in the state.

Licensure Exam Pass Rates

Source: Minnesota State Board of Trustees Accountability Dashboard

2024	19 taking exam, pass rate of 95%
2023	29 taking exam, pass rate of 86%
2022	27 taking exam, pass rate of 89%
2021	31 taking exam, pass rate of 97%
2020	21 taking exam, pass rate of 90%
2019	27 taking exam, pass rate of 100%
2018	28 taking exam, pass rate of 96%

College of Sciences

Computer Science (MS)

The Master of Science in Computer Science (MSCS) is a 34-credit program that provides advanced study in the theory and practice of Computer Science. It focuses on two of the key areas in modern computing: distributed systems and computer security. The MS in Computer Science program, available on campus in Minnesota or online, has been designed to:

- Strike a healthy balance between theory and practice
- Help students acquire the ability to read and assimilate highly technical material

- Deepen students' technical knowledge
- Enable students to solve complex problems
- Help students effectively respond to rapid technological changes
- Help students develop well organized presentations and written materials
- Enhance students' careers in computing

The MS in Computer Science program consists of 28 credits of coursework, which includes 12 credits focused on distributed computing and computer security and 16 credits of electives.

All MSCS students will learn about research methodologies, scholarly research, and professional writing in a 2-credit ICS 698 Research Seminar course. An applied project or original thesis in computer science (4 credits) must also be completed.

Enrolling in this program

Program eligibility requirements

The Computer Science and Cybersecurity (CSC) department bases admission decisions on the applicant's prior academic work (especially in Computer Science), professional or other non-academic background and experience in Computer Science, and recommendation letters. The following three items are the minimum criteria for the CSC department to consider an applicant for potential admission. Meeting these requirements is not a guarantee of admission.

1. Bachelor's degree in Computer Science or a related discipline from a regionally accredited institution with either a cumulative undergraduate grade point average (GPA) of at least 3.0 (on a 4.0 scale), or an undergraduate GPA of at least 3.0 in all Computer Science and Mathematics or related courses. Applicants without a formal degree in computer science should have completed coursework in the following topics: 1) Discrete mathematics 2) Problem solving using a modern programming language such as C, C++, or Java 3) Data structures (stacks, queues, trees, graphs, etc.), algorithms, and computation complexity 4) Object-oriented programming and design. Note: In rare circumstances, an applicant not meeting the GPA requirements might be considered if their other application materials are stellar (e.g., outstanding recommendations, excellent GRE scores, etc.)
2. Two positive recommendations from people qualified to judge the applicant's ability for graduate studies
3. English language proficiency or permanent resident status, documented/demonstrated in one of the following ways:
 - Is a US citizen or permanent resident
 - Has a bachelor's, master's, or doctoral degree from an English-speaking institution in the United States, Canada, the United Kingdom, Ireland, Australia, or New Zealand
 - Has a minimum TOEFL score of 80 (Internet-based), or 550 (paper-based) achieved within 24 months of intended matriculation
 - Has an IELTS score of 6.5 or higher achieved within 24 months of intended matriculation

- Further details about other available tests and exemptions can be found at [International Student Services](#) graduate student admissions.

Applicants must have an undergraduate degree in Computer Science or a related field. Applicants are expected, at a minimum, to have intermediate programming skills with a good knowledge of data structures and concomitant mathematical background. Applicants who do not have such a background will need to take remedial courses before being admitted to the program. This would be the equivalent of having completed ICS 140, 141, 232, 240, 340, 372, and MATH 215 in our undergraduate program (further work in Computer Science would be preferable).

Applicants lacking background in upper level computer science courses would be required, as a condition of admission, to take one or more following courses (will be indicated on the acceptance letter) with a grade of B- or better as part of their program study plans,

- ICS 440 Parallel and Distributed Algorithms (4 credits)
- ICS 460 Computer Networks and Security (4 credits)
- ICS 462 Operating Systems (4 credits)

Up to 8 credits of those 400-level courses may count as electives toward the 34 credits required to graduate.

Program requirements

Guidelines for completing the Masters of Science in Computer Science (MSCS) program

Admission into the masters program and transfer coursework equivalency is determined by the Computer Science and Cybersecurity (CSC) Department and initially evaluated upon admission. Once admitted into the program, the student must complete 34 credits of approved work, which include:

- one course in computer security (4 credits)
- one course in distributed systems (4 credits)
- a second course in either computer security or distributed systems (4 credits)
- the research seminar course (2 credits)
- a set of elective courses covering advanced material in computer science. (Electives may include additional work in distributed systems or security or may be taken from other advanced topics.) (16 credits)
- completion of a practical research project (project option) or theoretical problem (thesis option) under the guidance of a CSC resident faculty member of the department. The student must submit a written report of his/her work to a graduate committee and later make an oral defense of the work. (4 credits)

Computer Science (PSM)

The Professional Science Masters in Computer Science (PSM) is a 38-credit program that combines advanced coursework in computer science with courses in professional skill areas such as team and project management, as well as verbal and written communications. As part of a masters in computer science program that's geared for working professionals, students are encouraged to complete an industry

internship that culminates in a technical project to be evaluated by a faculty member and the industry partner offering the internship.

Enrolling in this program

Program eligibility requirements

The Computer Science and Cybersecurity (CSC) department bases admission decisions on the applicant's prior academic work (especially in Computer Science), professional or other non-academic background and experience in Computer Science, and recommendation letters. The following three items are the minimum criteria for the CSC department to consider an applicant for potential admission. Meeting these requirements is not a guarantee of admission.

1. Bachelor's degree in Computer Science or a related discipline from a regionally accredited institution with either a cumulative undergraduate grade point average (GPA) of at least 3.0 (on a 4.0 scale), or an undergraduate GPA of at least 3.0 in all Computer Science and Mathematics or related courses. Applicants without a formal degree in computer science should have completed coursework in the following topics: 1) Discrete mathematics 2) Problem solving using a modern programming language such as C, C++, or Java 3) Data structures (stacks, queues, trees, graphs, etc.), algorithms, and computation complexity 4) Object-oriented programming and design. Note: In rare circumstances, an applicant not meeting the GPA requirements might be considered if their other application materials are stellar (e.g., outstanding recommendations, excellent GRE scores, etc.)
2. Two positive recommendations from people qualified to judge the applicant's ability for graduate studies
3. English language proficiency or permanent resident status, documented/demonstrated in one of the following ways:
 - Is a US citizen or permanent resident
 - Has a bachelor's, master's, or doctoral degree from an English-speaking institution in the United States, Canada, the United Kingdom, Ireland, Australia, or New Zealand
 - Has a minimum TOEFL score of 80 (Internet-based), or 550 (paper-based) achieved within 24 months of intended matriculation.
 - Has an IELTS score of 6.5 or higher achieved within 24 months of intended matriculation.
 - Further details about other available tests and exemptions can be found at [International Student Services](#) graduate student admissions.

Applicants must have an undergraduate degree in Computer Science or a related field. Applicants are expected, at a minimum, to have intermediate programming skills with a good knowledge of data structures and concomitant mathematical background. Applicants who do not have such a background will need to take remedial courses before being admitted to the program. This would be the equivalent of having completed ICS 140, 141, 232, 240, 340, 372, and MATH 215 in our undergraduate program (further work in Computer Science would be preferable).

Applicants lacking background in upper level computer science courses would be required, as a condition

of admission, to take one or more following courses (will be indicated on the acceptance letter) with a grade of B- or better as part of their program study plans,

- ICS 440 Parallel and Distributed Algorithms (4 credits)
- ICS 460 Computer Networks and Security (4 credits)
- ICS 462 Operating Systems (4 credits)

Up to 8 credits of those 400-level courses may count as electives toward the 38 credits required to graduate.

Program requirements

Guidelines for completing the Computer Science PSM program

Admission into the masters program and transfer coursework equivalency is determined by the Computer Science and Cybersecurity (CSC) Department and initially evaluated upon admission. Once admitted into the program, the student must complete 38 credits of approved work, which include:

- one course in computer security (4 credits)
- one course in distributed systems (4 credits)
- one course in Software Engineering / Data and Database Management (4 credits)
- one course in Team and Project Management (4 credits)
- two courses in writing and communications (6 credits)
- a set of elective courses covering advanced material in computer science and information technology. (12 credits)
- completion of a project/study on a contemporary issue in computer science and information technology through either an Student Designed Independent Study (SDIS) course or an internship with a CSC department graduate faculty member as the evaluator along with a written/documented report and a public presentation (4 credits)

Cyber Operations (MS)

The Master of Science in Cyber Operations (MSCyOps) is a 36-credit program that provides advanced study in the theory and practice of the cybersecurity computing-based discipline with a hardcore focus on both cyber offense and defense strategies. Discovering and investigating sophisticated breaches and providing adequate responses, going beyond the minds of hackers and analyzing their techniques, tactics, and procedures, intelligence gathering, malware analysis, and reversing are some critical aspects of the cyber operations program. The program provides an interdisciplinary course of study, including aspects of information technology, law, policy, human factors and risk management, often in the context of adversaries.

[Learn more about the accelerated combined \(BS + MS\) degree in Cybersecurity Operations](#)

The MSCyOps graduate degree is unique in the state of Minnesota. Key features of the program include:

- A highly technical accelerated degree designed mainly for working professionals.
- Fully-online Cyber Operations degree coursework offered on weekday evenings and Saturday mornings.
- A cohort-based lock-step program; each cohort progresses as a group and develops a professional and supportive network that helps them improve their ability to work in teams.
- Industry vetted competency-based curriculum and performance-based assessment, conforming to the requirements of the U.S. Government's National Security Agency Center of Academic Excellence in Cyber Operations knowledge units.
- A value-added program with access to necessary hardware and software resources and a cloud environment for completing hands-on activities.
- A program with a forward-looking emphasis on current and future challenges resulting from emerging technological paradigms (e.g., cloud computing, mobile devices, embedded computing, and Internet of Things), societal trends (e.g., privacy awareness), and the opportunity to leverage the human element in computing (social factors in cybersecurity).
- Top-quality faculty who are industry experts.
- Priority access to available internships and job opportunities through our robust network of industry partners and recruiters.
- Exposure to state-of-the-art technology through field trips; discounted access to local conferences, and guest lectures from industry professionals.
- Various community engagement opportunities. For example, the students will be asked to conduct cybersecurity awareness sessions as well as cyber hygiene sessions for K-12 schools in their respective communities.

Metropolitan State University is designated as a National Center of Academic Excellence in Cyber Defense Education (CAE-CDE) by the National Security Agency (NSA) and the Department of Homeland Security (DHS). CAE-CDE institutions receive formal recognition from the U.S. Government as well as opportunities for prestige and publicity for their role in securing our Nation's information systems. The Cybersecurity program curriculum also conforms to the NSA requirements for maintaining the CAE-CDE designation.

Program Oversight

Positioned under the College of Sciences, [MN Cyber Institute](#) is a statewide initiative to position Minnesota as a national leader in cybersecurity through education, innovative public/private partnerships, interdisciplinary research, and community engagement. [MN Cyber advisory board](#) comprises of representatives from public/private sectors who provide advice and guidance on the Institutes strategic plans and performance as well as ensure that Metro's cyber-related program offerings are relevant, valuable, and targeted to meet workforce needs.

Job Prospects

With a masters degree in cyber operations, there is no limit to what a student can accomplish. Metro State Cyber Operations MS degree graduates can seek employment opportunities in the military, government, and private sectors including the National Security Agency (NSA), Department of Defense (DoD), Navy

Space and Naval Warfare System Command, and National Labs (Sandia National Laboratory, Pacific Northwest National Laboratory).

Enrolling in this program

Program eligibility requirements

Admission to the Master of Science in Cyber Operations (MSCyOps) program is based on a comprehensive evaluation of the applicants academic background, professional experience in computing and cybersecurity, competency statement, and letters of recommendation. Final admission decisions, as well as assessments of transfer course equivalency, are made by the Graduate Program Director.

Meeting the minimum requirements outlined below does not guarantee admission. All applicants are evaluated holistically based on their demonstrated potential for success in graduate study.

Minimum Admission Requirements:

- **Academic Background:**

A bachelors degree preferably in Cybersecurity, Computer Science, Information Technology, or Computer Forensics with a minimum cumulative GPA of 3.00 on a 4.00 scale.

Note: GPA requirements may be waived on a case-by-case basis for applicants who demonstrate strong potential for academic success through other achievements or qualifications.

- **Competency Statement (3-5 pages):**

Applicants must submit a written statement addressing the following:

- Their knowledge of and interest in cybersecurity, particularly the influence of human factors on personal use policies and monitoring.
- Their ability to analyze and solve problems, distinguish between relevant and irrelevant information, and develop logical, effective solutions to individual and organizational challenges.
- Their communication skills, including the ability to deliver clear and persuasive oral presentations, actively listen, clarify complex information, and promote open and effective exchange of ideas.

- **Letters of Recommendation:**

Two letters of recommendation from individuals (e.g., faculty members, supervisors) qualified to assess the applicants readiness for graduate-level study in Cyber Operations.

- **English Language Proficiency:**

Applicants must demonstrate proficiency in English by meeting **one** of the following criteria:

- U.S. citizenship or permanent residency.
- A completed bachelors, masters, or doctoral degree from an English-speaking institution in the United States, Canada, the United Kingdom, Ireland, Australia, or New Zealand.
- A TOEFL score of at least 80 (internet-based) or 550 (paper-based), achieved within 24 months of the intended enrollment date.
- An IELTS score of 6.5 or higher, earned within 24 months of the intended enrollment date.

- Further details about other available tests and exemptions can be found at [International Student Services](#) graduate student admissions.

Additional Requirements for Applicants with Non-Technical Undergraduate Degrees:

Applicants holding a bachelor's degree in a non-technical field may still be considered for admission if they meet the following criteria:

- Completion of undergraduate-level courses in **Discrete Mathematics** and **Statistics**, each with a minimum grade of B.
- Successful completion of undergraduate coursework in **Cybersecurity** (minimum grade of B), and demonstrated proficiency in:
 - Python and C Programming
 - Assembly Language
 - PowerShell
 - Basic Data Structures and Algorithms
 - Systems Administration
 - Computer Networking
 - Linux Fundamentals
- A minimum of **one year of verifiable professional experience** in the information technology or cybersecurity field.

Exceptional cases may be considered based on the overall strength of the applicants portfolio.

Program requirements

Guidelines for completing the Cyber Operations MS Program

The Master of Science in Cyber Operations (MSCyOps) is a cohort-based graduate program emphasizing advanced technical training, ethical frameworks, and applied research in cybersecurity. Students move through the program as a unified group, following a fixed sequence of courses with no electives each course is a required component of the degree. This structure fosters collaboration, continuity, and a shared learning experience.

Program Requirements

The MSCyOps program comprises **36 credits** of graduate coursework, distributed as follows:

- **29 credits** in cyber operations and related technical subjects
- **4 credits** in risk assessment, cybersecurity law, policy, and ethics
- **3 credits** dedicated to the capstone experience, distributed across multiple semesters of the program

Capstone Experience

The capstone spans multiple semesters and serves as the culminating academic requirement of the program. Students must enroll in capstone courses throughout the cohort sequencetypically one credit per designated semester (Fall, Spring, Fall). The capstone requirement may be fulfilled through one of the following pathways:

- **Practical Research Project:**
Students complete a hands-on research or applied project, submit a formal written report for evaluation by a graduate committee, and present and defend their work in an oral examination during the final semester.
- **Advanced Industry Certification (Alternative Option):**
In lieu of a research project, students may fulfill the capstone requirement by earning an approved advanced industry certification such as **CISSP**, **CASP+**, or **OSCP**, subject to approval by the Graduate Program Director.

Regardless of the selected pathway, all students must participate in a set of common capstone activities and requirements during the **first semester** of the program. These shared experiences establish a foundation for the capstone process and include training in research methods, professional communication, and project planning.

Academic Standards

To maintain good academic standing, students must:

- Hold a **minimum cumulative GPA of 3.0**
- Achieve a **grade of B or higher in all graduate courses**

Advising and Course Planning

Students are encouraged to meet regularly with the Graduate Program Director to understand course sequencing, program expectations, and academic milestones.

Prerequisite Knowledge and Skills

Given the programs technical rigor and accelerated pace, incoming students are expected to possess core competencies in the following areas:

- Python and C programming
- Assembly language
- PowerShell scripting
- Data structures and algorithms
- Systems administration
- Computer networking
- Linux fundamentals

Students lacking proficiency in these areas should complete preparatory coursework or equivalent training before beginning the program to ensure their readiness for success.

Cyber Operations Graduate Certificate

Enrolling in this program

Program eligibility requirements

Admission to the Cyber Operations Graduate Certificate Program is based on a holistic review of the applicants academic background, professional experience in computing and cybersecurity, and Competency Statement. Final admission decisions and transfer course evaluations are made by the Graduate Program Director.

Meeting the minimum requirements outlined below does not guarantee admission; all applications are reviewed for evidence of preparedness and potential for success in this advanced, technical program.

Minimum Admission Requirements

- **Bachelors Degree:**

A completed bachelors degreepreferably in Cybersecurity, Computer Science, Information Technology, or Computer Forensicswith a minimum cumulative GPA of 3.00.

GPA exceptions may be considered on a case-by-case basis for applicants who demonstrate strong potential through other academic or professional accomplishments.

Additional Requirements for Applicants with Non-Technical Backgrounds

Applicants who hold a bachelors degree in a non-technical discipline may still be considered for admission if they meet **all** of the following conditions:

- Successful completion of undergraduate coursework in Discrete Mathematics and Statistics, each with a minimum grade of B
- Completion of undergraduate-level cybersecurity coursework with a minimum grade of B
- Demonstrated proficiency in the following technical areas:
 - Python and C programming
 - Assembly language
 - PowerShell scripting
 - Data structures and algorithms
 - Systems administration
 - Computer networking
 - Linux fundamentals
- A minimum of one year of verifiable professional experience in the information technology or cybersecurity field

Exceptions may be made based on the overall strength and completeness of the application.

International Student Policy

Please note: This is a non-degree-granting program. As such, the certificate is not eligible for enrollment by international students on F-1 student visas. Applications from individuals seeking to study under an F-1 visa cannot be accepted for this program.

Program requirements

Students interested in the Cyber Operations Graduate Certificate program are encouraged to consult with the Graduate Program Director to gain a clear understanding of program structure, course sequencing, and academic expectations.

Academic Standards

To remain in good academic standing and successfully complete the program, students must:

- Maintain a minimum cumulative GPA of 3.0
- Earn a grade of B or higher in all graduate-level coursework

Prerequisite Knowledge and Skills

Due to the programs accelerated format and technical rigor, incoming students are expected to possess foundational knowledge and hands-on experience in key areas of computing and cybersecurity. Specifically, students should demonstrate proficiency in:

- Python and C programming
- Assembly language
- PowerShell scripting
- Basic data structures and algorithms
- Systems administration
- Computer networking
- Linux fundamentals

To ensure success in the program, students lacking experience in any of these areas are strongly encouraged to complete relevant undergraduate coursework or short preparatory courses prior to enrollment.

School of Urban Education

Curriculum, Pedagogy, and Schooling: Urban Education (MS)

The Curriculum, Pedagogy and Schooling concentration or track in the Urban Education M.S. degree is for pK-12 teachers and others interested in urban education who are seeking professional development only; it is not a licensure program. The required and elective coursework in this program is designed to examine the racial, socioeconomic, cultural, historical, structural and systemic contexts and conditions of urban education. An asset orientation towards urban learners, families, schools, and communities is

emphasized. Research on promising efforts to close gaps and create equitable learning opportunities and achievement for E-12 students is analyzed. Courses provide students opportunities to integrate theory, practice, critical reflection and research within a school or community setting to improve E-12 student learning.

[Sign up and learn more about the Urban Education MS at one of our Zoom information sessions.](#)

In addition to the elective courses listed on the right side of the screen, faculty are developing other urban education elective courses. Students may also request to take graduate courses in other departments that relate to their interests, such as an Ethnic Studies course that is part of the Masters of Arts--Liberal Studies program, a Psychology course related to learning or youth, or a course in the content area of ones licensure (e.g., Biology, Literature, or Mathematics). A total of 12 credits outside of the School of Urban Education may be approved, including graduate courses taken at other regionally accredited institutions.

Program accreditation

The School of Urban Education has not made a determination that this program meets the education requirements for licensure for any other states or US protectorate.

Enrolling in this program

Program eligibility requirements

Earned Bachelors degree or higher from an accredited institution with a GPA of 2.75 or higher.

Program requirements

In addition to the course requirements, to earn this degree students are required to complete a capstone project demonstrating significant mastery in understanding related to a central question on a particular topic of the students choice related to urban education. The capstone project may be a traditional, formal written thesis, or a 30 minute presentation.

Research options for a traditional, formal written thesis include: An extensive literature review, action research or empirical research (qualitative, quantitative or mixed methods).

Options for the capstone project presentation include: summary of an extensive literature review, summary of an action research project, or an equity proposal/plan project.

For more information about these options, see the MS Urban Education Handbook, as well as, speak with your advisor.

Note: Capstone project, if selected, requires that an additional 3 credit elective course be completed.

- [Formal written theses](#) completed by M.S. Urban Education degree earners
- [Presentations](#) completed by M.S. Urban Education degree earners

English as a Second Language with K-12 Licensure: Urban Education (MS)

Expand your credentials to serve the needs of increasing immigrant and refugee populations to learn English for success in school and life. Gain an additional Minnesota teaching license for grades K-12 ESL and your Masters degree. Our flexible program also allows you to complete only the additional K12 ESL licensure program if you are not interested in the Masters, or only the Masters degree without licensure if you just want more understanding and skill in working with English learners of any age.

[Sign up and learn more about the Urban Education MS at one of our Zoom information sessions.](#)

Our approach to teacher education focuses on preparing diverse, reflective and resilient teachers who are outstanding in their commitment to teaching urban youth and creating equitable educational opportunities. While this program is primarily designed to meet the needs of urban elementary, middle and high schools for licensed ESL teachers who can improve students' educational achievement, others who work with English learners outside of the K-12 school setting will find this concentration worthwhile in our Urban Education Masters degree.

Program accreditation

This program is accredited by the Minnesota Professional Education and Licensing Standards Board (PELSB) to meet the Standards of Effective Practice for Beginning Teachers as part of the requirements for being licensed to teach in a specific subject area. The School of Urban Education has not made a determination that this program meets the education requirements for licensure for any other states or US protectorate.

Enrolling in this program

Program eligibility requirements

Eligibility Requirements for Initial Licensure

- Earned bachelors degree or higher from an accredited institution with a GPA of 2.75 or higher.
- Upon acceptance to the School of Urban Education, students are required to complete the following:
 - Meet with an ESL advisor or the ESL Program Coordinator to develop a plan to complete the licensure program
 - Complete EDU 600 with a grade of a B or higher
 - Provide documentation for knowing and/or learning an additional language through two years of language instruction in a high school setting, or one year of additional language instruction in a postsecondary setting, or the equivalent level of multilingualism
 - Complete at least 3 credits in Ethnic Studies or a transferred in equivalency
 - Complete at least 40 hours of field experiences in urban settings that include engagements with ESL/ELL youth
 - Activate a subscription to the programs assessment system (connect with advisor for details)

Eligibility Requirements for Additional Licensure

- Earned bachelors degree or higher from an accredited institution with a GPA of 2.75 or higher.
- Already have earned a current Minnesota teaching license in another field or be pursuing another license and finish before or with the additional ESL licensure program.
- Upon acceptance to the School of Urban Education, students are required to complete the following:
 - Meet with an ESL advisor or the ESL Program Coordinator to develop a plan to complete the licensure program
 - Provide documentation for knowing and/or learning an additional language through two years of language instruction in a high school setting, or one year of additional language instruction in a postsecondary setting, or the equivalent level of multilingualism
 - Activate a subscription to the programs assessment system (connect with advisor for details)

Program requirements

For Initial K12 ESL Licensure

Practicum experiences working with students are required at the elementary, middle and high school level (at least 120 hours total). Student Teaching (EDU 650) includes 12 weeks, full-time at one school level (i.e. elementary, middle or high school).

In addition to completing required coursework with a cumulative GPA of 2.75 or higher and practicums/student teaching, the following are among the requirements for program completion and K12 ESL licensure:

- Passing all required performance assessments
- Licensure application with fee

For Additional K12 ESL Licensure

When possible, practicum experiences may be completed where a student works as a teacher. However, ESL practicum experiences must be completed in an inclusive classroom settings *working with students who are multilingual language users* at the elementary, middle, and high school level.

In addition to completing required coursework with a cumulative GPA of 2.75 or higher and practicums, the following are among the requirements for completing the additional ESL licensure program:

- Licensure application with fee

For the Master's Degree (minimum of 34 credits earned at the graduate level)

To earn a master's degree, students in addition to course requirements; earning at least 34 graduate credits and maintaining a cumulative GPA of 3.0 or higher, are required to complete a capstone project. The

project must demonstrate significant mastery in understanding related to a central question on a particular topic associated with ESL and relevant to urban education. The capstone project may be a traditional, formal written thesis, or a 30-minute presentation.

Research options for a traditional, formal written thesis include: An extensive literature review, action research or empirical research (qualitative, quantitative or mixed methods).

Options for the capstone project presentation include: summary of an extensive literature review, summary of an action research project, or an equity proposal/plan project.

For more information about these options, see the MS Urban Education Handbook, as well as, speak with your advisor.

Note: Capstone project, if selected, requires that an additional 3 credit elective course be completed.

- [Formal written theses](#) completed by M.S. Urban Education degree earners
- [Presentations](#) completed by M.S. Urban Education degree earners

English Teacher Preparation for Grades 5-12 licensure: Urban Education (MS)

Share your passion for literature, writing and communications with urban youth and make a difference. Gain a Minnesota teaching license for grades 5-12 Communication Arts & Literature and your master's degree. Build upon your content knowledge and empower yourself with the multicultural teaching skills and urban field experiences you need to give urban secondary students a high-quality, equitable education.

[Sign up and learn more about the Urban Education MS at one of our Zoom information sessions.](#)

The Urban Secondary Education graduate-level licensure program within the School of Urban Education (UED) is designed to meet the needs of urban middle and high schools for teachers who can improve students' educational achievement. The UED prepares prospective secondary teachers who can use their understanding of diverse urban learners and communities along with content knowledge and build on the talents and resiliency of their students for success in school and life.

Our approach to teacher education focuses on preparing diverse, reflective and resilient teachers who are outstanding in their commitment to teaching urban youth and creating equitable educational opportunities. More than any other program in Minnesota, we attract more teacher candidates who are of color, multilingual, low-income or "first generation" into teaching careers who can relate to the experiences of culturally and linguistically diverse urban youth and their communities.

Program accreditation

This program is accredited by the Minnesota Professional Education and Licensing Standards Board (PELSB) to meet the Standards of Effective Practice for Beginning Teachers as part of the requirements for being licensed to teach in a specific subject area. The School of Urban Education has not made a determination that this program meets the education requirements for licensure for any other states or US protectorate.

Enrolling in this program

Program eligibility requirements

Earned Bachelors degree or higher from an accredited institution with a GPA of 2.75 or higher.

NOTE: Students first gain admission to the University and conditional admission to start the Urban Teacher Program (UTP), and then seek full admission to the School of Urban Education by meeting the following additional requirements for secondary education licensure programs:

- Meet with an advisor or Graduate Program Coordinator to develop a contract for study to complete the licensure program
- Complete EDU 600 with a grade of B or higher
- Complete at least 12 credits at undergraduate or graduate level in the subject area of license (with grades of C or higher) if not already completed in previous studies
- Complete at least 3 credits in Ethnic Studies or demonstrate ethnic studies competencies
- Complete at least 20 hours of field experience with urban youth
- Activate a subscription to the program's assessment system (see advisor for info)

Program requirements

If content coursework that is aligned with the requirements for the [BS English for Teaching](#) major has not already been completed, content courses needed to meet licensure requirements will need to be completed. In addition to completing required content and urban education coursework, the following are among the requirements for licensure program completion to earn a Minnesota grades 5-12 Tier 3 licensure:

- Completion of at least 120 hours of practicum experiences in urban middle school (60 hours) and urban high school (60 hours) classrooms in your licensure subject area.
- Completion of 12 weeks of full-time student teaching.
- Passing all required performance assessments.
- Licensure application with fee.

Following student teaching and licensure program completion, students then complete the remaining master's degree courses along with a thesis or capstone project presentation. Many students find it better to teach for a year before completing these courses and their thesis or capstone project for the master's degree.

Research options for a traditional, formal written thesis include: An extensive literature review, action research or empirical research (qualitative, quantitative or mixed methods).

Options for the capstone project presentation include: summary of an extensive literature review, summary of an action research project, or an equity proposal/plan project.

For more information about these options, see the MS Urban Education Handbook, as well as, speak with your advisor.

Note: Capstone project, if selected, requires that an additional 3 credit elective course be completed.

- [Written theses](#) of M.S. Urban Education degree earners
- [Capstone project presentations](#) of M.S. Urban Education degree earners

Life/General Science Teacher Preparation for Grades 5-12 licensure: Urban Education (MS)

Share your passion for learning biology and other sciences with urban youth and make a difference. Gain a Minnesota teaching license for grades 9-12 Life Science with grades 5-8 General Science and your master's degree. Build upon your content knowledge and empower yourself with the multicultural teaching skills and urban field experiences you need to give urban secondary students a high-quality, equitable education.

[Sign up and learn more about the Urban Education MS at one of our Zoom information sessions.](#)

The Urban Secondary Education graduate-level licensure program within the School of Urban Education (UED) is designed to meet the needs of urban middle and high schools for teachers who can improve students' educational achievement. The UED prepares prospective secondary teachers who can use their understanding of diverse urban learners and communities along with content knowledge and build on the talents and resiliency of their students for success in school and life.

Our approach to teacher education focuses on preparing diverse, reflective and resilient teachers who are outstanding in their commitment to teaching urban youth and creating equitable educational opportunities. More than any other program in Minnesota, we attract more teacher candidates who are of color, multilingual, low-income or "first generation" into teaching careers who can relate to the experiences of culturally and linguistically diverse urban youth and their communities.

Program accreditation

This program is accredited by the Minnesota Professional Education and Licensing Standards Board (PELSB) to meet the Standards of Effective Practice for Beginning Teachers as part of the requirements for being licensed to teach in a specific subject area. The School of Urban Education has not made a determination that this program meets the education requirements for licensure for any other states or US protectorate.

Enrolling in this program

Program eligibility requirements

Earned Bachelors degree or higher from an accredited institution with a GPA of 2.75 or higher.

NOTE: Students first gain admission to the University and conditional admission to start the Urban Teacher Program (UTP), and then seek full admission to the School of Urban Education by meeting the following additional requirements for secondary education licensure programs:

- Meet with an advisor or Graduate Program Coordinator to develop a contract for study to complete the licensure program
- Complete EDU 600 with a grade of B or higher
- Complete at least 12 credits at undergraduate or graduate level in the subject area of license (with grades of C or higher) if not already completed in previous studies
- Complete at least 3 credits in Ethnic Studies or demonstrate ethnic studies competencies
- Complete at least 20 hours of field experience with urban youth
- Activate a subscription to the program's assessment system (see advisor for info)

Program requirements

If content coursework that is aligned with the requirements for the [BS Life Sciences Teaching](#) major has not already been completed, content courses needed to meet licensure requirements will need to be completed. In addition to completing required content and urban education coursework, the following are among the requirements for licensure program completion to earn a Minnesota grades 5-12 Tier 3 licensure:

- Completion of at least 120 hours of practicum experiences in urban middle school (60 hours) and urban high school (60 hours) classrooms in your licensure subject area.
- Completion of 12 weeks of full-time student teaching.
- Passing all required performance assessments.
- Licensure application with fee.

Following student teaching and licensure program completion, students then complete the remaining master's degree courses along with a thesis or capstone project presentation. Many students find it better to teach for a year before completing these courses and their thesis or capstone project for the master's degree.

Research options for a traditional, formal written thesis include: An extensive literature review, action research or empirical research (qualitative, quantitative or mixed methods).

Options for the capstone project presentation include: summary of an extensive literature review, summary of an action research project, or an equity proposal/plan project.

For more information about these options, see the MS Urban Education Handbook, as well as, speak with your advisor.

Note: Capstone project, if selected, requires that an additional 3 credit elective course be completed.

- [Written theses](#) of M.S. Urban Education degree earners
- [Capstone project presentations](#) of M.S. Urban Education degree earners

Mathematics Teacher Preparation for Grades 5-12 licensure: Urban Education (MS)

[Sign up and learn more about the Urban Education MS at one of our Zoom information sessions.](#)

Share your passion for learning mathematics with urban youth and make a difference. Gain a Minnesota teaching license for grades 5-12 Mathematics and your master's degree. Build upon your content knowledge and empower yourself with the multicultural teaching skills and urban field experiences you need to give urban secondary students a high-quality, equitable education. The Urban Secondary Education graduate-level licensure program within the School of Urban Education (UED) is designed to meet the needs of urban middle and high schools for teachers who can improve students' educational achievement. The UED prepares prospective secondary teachers who can use their understanding of diverse urban learners and communities along with content knowledge and build on the talents and resiliency of their students for success in school and life. Our approach to teacher education focuses on preparing diverse, reflective and resilient teachers who are outstanding in their commitment to teaching urban youth and creating equitable educational opportunities. More than any other program in Minnesota, we attract more teacher candidates who are of color, multilingual, low-income or "first generation" into teaching careers who can relate to the experiences of culturally and linguistically diverse urban youth and their communities.

Program accreditation

This program is accredited by the Minnesota Professional Education and Licensing Standards Board (PELSB) to meet the Standards of Effective Practice for Beginning Teachers as part of the requirements for being licensed to teach in a specific subject area. The School of Urban Education has not made a determination that this program meets the education requirements for licensure for any other states or US protectorate.

Enrolling in this program

Program eligibility requirements

Earned Bachelors degree or higher from an accredited institution with a GPA of 2.75 or higher.

NOTE: Students first gain admission to the University and conditional admission to start the Urban Teacher Program (UTP), and then seek full admission to the School of Urban Education by meeting the following additional requirements for secondary education licensure programs:

- Meet with an advisor or Graduate Program Coordinator to develop a contract for study to complete the licensure program
- Complete EDU 600 with a grade of B or higher
- Complete at least 12 credits at undergraduate or graduate level in the subject area of license (with grades of C or higher) if not already completed in previous studies
- Complete at least 3 credits in Ethnic Studies or demonstrate ethnic studies competencies
- Complete at least 20 hours of field experience with urban youth

- Activate a subscription to the program's assessment system (see advisor for info)

Program requirements

If content coursework that is aligned with the requirements for the [BS Mathematics Teaching](#) major has not already been completed, content courses needed to meet licensure requirements will need to be completed. In addition to completing required content and urban education coursework, the following are among the requirements for licensure program completion to earn a Minnesota grades 5-12 Tier 3 licensure:

- Completion of at least 120 hours of practicum experiences in urban middle school (60 hours) and urban high school (60 hours) classrooms in your licensure subject area.
- Completion of 12 weeks of full-time student teaching.
- Passing all required performance assessments.
- Licensure application with fee.

Following student teaching and licensure program completion, students then complete the remaining master's degree courses along with a thesis or capstone project presentation. Many students find it better to teach for a year before completing these courses and their thesis or capstone project for the master's degree.

Research options for a traditional, formal written thesis include: An extensive literature review, action research or empirical research (qualitative, quantitative or mixed methods).

Options for the capstone project presentation include: summary of an extensive literature review, summary of an action research project, or an equity proposal/plan project.

For more information about these options, see the MS Urban Education Handbook, as well as, speak with your advisor.

Note: Capstone project, if selected, requires that an additional 3 credit elective course be completed.

- [Written theses](#) of M.S. Urban Education degree earners
- [Capstone project presentations](#) of M.S. Urban Education degree earners

Social Studies Teacher Preparation for Grades 5-12 licensure: Urban Education (MS)

Want to share your passion and enthusiasm for learning social studies with an active classroom (i.e., history, political science, economics, geography, anthropology, ethnic studies, sociology) filled with urban youth? Get a Minnesota teaching license for grades 5-12 Social Studies and your master's degree. As a Social Studies teaching candidate, learn to help students who speak English as a second language (ESL), build upon your content knowledge and empower yourself with the multicultural teaching skills and urban field experiences you need to give urban secondary students a high-quality, equitable education.

[Sign up and learn more about the Urban Education MS at one of our Zoom information sessions.](#)

The Urban Secondary Education graduate-level licensure program within the School of Urban Education (UED) is designed to meet the needs of urban middle and high schools for teachers who can improve students' educational achievement. The UED prepares prospective secondary teachers who can use their understanding of diverse urban learners and communities along with content knowledge and build on the talents and resiliency of their students for success in school and life.

Our approach to teacher education focuses on preparing diverse, reflective and resilient teachers who are outstanding in their commitment to teaching urban youth and creating equitable educational opportunities. More than any other program in Minnesota, we attract more teacher candidates who are of color, multilingual, low-income or ""first generation"" into teaching careers who can relate to the experiences of culturally and linguistically diverse urban youth and their communities.

Program accreditation

This program is accredited by the Minnesota Professional Education and Licensing Standards Board (PELSB) to meet the Standards of Effective Practice for Beginning Teachers as part of the requirements for being licensed to teach in a specific subject area. The School of Urban Education has not made a determination that this program meets the education requirements for licensure for any other states or US protectorate.

Enrolling in this program

Program eligibility requirements

Earned Bachelors degree or higher from an accredited institution with a GPA of 2.75 or higher.

NOTE: Students first gain admission to the University and conditional admission to start the Urban Teacher Program (UTP), and then seek full admission to the School of Urban Education by meeting the following additional requirements for secondary education licensure programs:

- Meet with an advisor or Graduate Program Coordinator to develop a contract for study to complete the licensure program
- Complete EDU 600 with a grade of B or higher
- Complete at least 12 credits at undergraduate or graduate level in the subject area of license (with grades of C or higher) if not already completed in previous studies
- Complete at least 3 credits in Ethnic Studies or demonstrate ethnic studies competencies
- Complete at least 20 hours of field experience with urban youth
- Activate a subscription to the program's assessment system (see advisor for info)

Program requirements

If content coursework that is aligned with the requirements for the [BS Social Studies for Teaching](#) major has not already been completed, content courses needed to meet licensure requirements will need to be completed. In addition to completing required content and urban education coursework, the following are

among the requirements for licensure program completion to earn a Minnesota grades 5-12 Tier 3 licensure:

- Completion of at least 120 hours of practicum experiences in urban middle school (60 hours) and urban high school (60 hours) classrooms in your licensure subject area.
- Completion of 12 weeks of full-time student teaching.
- Passing all required performance assessments.
- Licensure application with fee.

Following student teaching and licensure program completion, students then complete the remaining master's degree courses along with a thesis or capstone project presentation. Many students find it better to teach for a year before completing these courses and their thesis or capstone project for the master's degree.

Research options for a traditional, formal written thesis include: An extensive literature review, action research or empirical research (qualitative, quantitative or mixed methods).

Options for the capstone project presentation include: summary of an extensive literature review, summary of an action research project, or an equity proposal/plan project.

For more information about these options, see the MS Urban Education Handbook, as well as, speak with your advisor.

Note: Capstone project, if selected, requires that an additional 3 credit elective course be completed.

- [Written theses](#) of M.S. Urban Education degree earners
- [Capstone project presentations](#) of M.S. Urban Education degree earners

Special Education with K-12 Licensure: Urban Education (MS)

Expand your credentials to serve the needs of students with exceptionalities for success in school and life. Gain an additional Minnesota teaching license for grades K-12 Special Education-Academic Behavioral Strategist (ABS) and your Masters degree. Our flexible program also allows you to complete only the additional K12 Special Education-ABS licensure program if you are not interested in the Masters, or only the Masters degree without licensure if you just want more understanding and skill in working with students who have mild-moderate special needs.

[Sign up and learn more about the Urban Education MS at one of our Zoom information sessions.](#)

Our approach to teacher education focuses on preparing diverse, reflective and resilient teachers who are outstanding in their commitment to teaching urban youth and creating equitable educational opportunities. While this program is primarily designed to meet the needs of urban elementary, middle and high schools for licensed Special Education teachers who can improve students' educational achievement, others who work with youth who have special needs outside of the K-12 school setting will find this concentration worthwhile in our Urban Education Masters degree.

Program accreditation

This program is accredited by the Minnesota Professional Education and Licensing Standards Board (PELSB) to meet the Standards of Effective Practice for Beginning Teachers as part of the requirements for being licensed to teach in a specific subject area. The School of Urban Education has not made a determination that this program meets the education requirements for licensure for any other states or US protectorate.

Enrolling in this program

Program eligibility requirements

Earned Bachelors degree or higher from an accredited institution with a GPA of 2.75 or higher. Students seeking additional K12 licensure must already possess a current Minnesota teaching license in another field or be pursuing another license and finish before or with the SPED-ABS licensure program.

Program requirements

For Additional K12 SPED-ABS Licensure

Most practicum experiences may be completed where a student works as a teacher. However, practicum experiences working with students who have mild to moderate disabilities are required at the elementary, middle and high school level.

In addition to completing required coursework with a cumulative GPA of 2.75 or higher and practicums, the following are among the requirements for completing the additional SPED-ABS licensure program:

Passing all required licensure exams.

Licensure application with fee.

For Initial K12 SPED-ABS Licensure

Practicum experiences working with students who have mild to moderate disabilities are required at the elementary, middle and high school level (at least 120 hours total). Student Teaching (SPED 490) includes 15 weeks, full-time and two placements at different school levels (i.e. elementary, middle or high school).

In addition to completing required coursework with a cumulative GPA of 2.75 or higher and practicums/student teaching, the following are among the requirements for program completion and K12 SPED-ABS licensure:

Passing all required performance assessments.

Licensure application with fee.

For the Master's Degree (minimum of 34 credits earned at the graduate level)

In addition to the course requirements and earning at least 34 graduate credits and a cumulative GPA of 3.0 or higher, to earn this master's degree students are required to complete a capstone project demonstrating significant mastery in understanding related to a central question on a particular topic of the students choice related to urban education. The capstone project may be a traditional, formal written thesis, or a 30-minute presentation.

Research options for a traditional, formal written thesis include: An extensive literature review, action research or empirical research (qualitative, quantitative or mixed methods).

Options for the capstone project presentation include: summary of an extensive literature review, summary of an action research project, or an equity proposal/plan project.

For more information about these options, see the MS Urban Education Handbook, as well as, speak with your advisor.

Note: Capstone project, if selected, requires that an additional 3 credit elective course be completed.

- [Formal written theses](#) completed by M.S. Urban Education degree earners
- [Presentations](#) completed by M.S. Urban Education degree earners

GRADUATE COURSES

ACCT

Courses

ACCT 510G - Advanced Financial Reporting (4 credits)

The second course in the two-course financial reporting sequence, this course emphasizes accounting theory and practice including noncurrent liabilities and owners' equity; special disclosure and reporting problems; international accounting and foreign currency translation; business combinations; and consolidated financial statement preparation and analysis.

ACCT 512G - Auditing (4 credits)

The audit of corporate financial statements by the independent registered accountant using generally accepted auditing standards of the Public Companies Accounting Oversight Board for publicly traded corporations is the focus of this course. A risk based approach is used with emphasis on both auditing concepts and audit programs.

ACCT 515G - Financial Statement Analysis (4 credits)

This course provides an in-depth study of the concepts and applications of financial statement analysis including the supply of and demand for accounting information

in financial markets and the uses of accounting information in performance evaluation, investment and credit decisions.

ACCT 520G - Advanced Strategic Management Accounting (4 credits)

This course focuses on the accountant's 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 530G - Business Taxation (4 credits)

This course focuses on identifying issues that affect the taxation of businesses. Four modules are covered: foundation of taxation, including types of taxes, structure of the income tax, taxpayers, and general concepts of income and deduction; business income and expenses; taxation of property transactions; and overview of corporations, S corporations, partnerships, and entity choice. Planning options are emphasized.

ACCT 550G - Governmental and Not-for-profit Accounting (4 credits)

Financial and managerial accounting for governmental and other not-for-profit entities are covered. Topics include: general and special funds accounting; enterprise funds; trust and agency funds; general fixed asset and long term debt groups; financial reporting; governmental costing and budgeting; public school and university accounting; hospital accounting; and accounting for selected not-for-profit organizations. This course focuses on the principles, methods, terminology, influences, and limitations of not-for-profit accounting. The course also covers the development, planning, control and managerial uses of budgeting.

ACCT 560G - International Accounting (4 credits)

This course explores in detail international financial and managerial accounting issues. Topics include: accounting systems for global business transactions; accounting organizational design; performance evaluation; pricing; control; cost allocation; foreign currency translation; consolidations; comparative multinational financial accounting principles; and multinational financial reporting issues.

ACCT 610 - Financial Accounting for Managers (4 credits)

This course meets the prerequisite requirements for undergraduate courses in financial accounting. It does not count toward your master's degree. This course covers the main issues central to financial accounting including nature measurement, valuation, and reporting concepts and issues, emphasizing management and stakeholder analysis and use of data for decision making.

ACCT 615 - Financial Accounting in Public and Nonprofit Organizations (4 credits)

This course covers the main issues central to financial accounting including measurement, valuation, and reporting, concepts and issues, emphasizing management and stakeholder analysis, and the use of data for decision making.

ACCT 620 - Management Accounting (4 credits)

This course focuses on accounting for managerial planning and control. The role of financial and nonfinancial information in a strategically focused decision environment is discussed. Emphasis is on strategic cost management and cost analysis.

ACCT 660I - Accounting Student-Designed Independent Study (SDIS) (1-8 credits)

Student-designed independent studies give Metropolitan State students the opportunity to plan their own study. This type of independent learning strategy can be useful for because it allows students: to study a subject in more depth, at a more advanced level; to pursue a unique project that requires specialized study; to draw together several knowledge areas or interests into a specialized study; to test independent learning capabilities and skills; or to use special learning resources in the community, taking advantage of community education opportunities which, in themselves, would not yield a full college competence. Students should contact their appointed advisor for more information.

ACCT 665I - Accounting Prior Learning (1-8 credits)

Credit for Prior Learning is the conditions under which students can receive college credit for prior learning obtained through nontraditional channels such as the military, the workplace, or independent study. The course for which credit is being sought must correspond in its content to a course that is currently offered at Metropolitan State University. Competence is demonstrated by passing the final examination of the corresponding course. Students should contact their appointed advisor for more information.

ACHM

Courses

ACHM 650 - Grants and Gifts for Arts and Culture (4 credits)

ACHM 650 Grants and Gifts for Arts and Culture provides knowledge and skills needed to manage grants and contracts, especially in the area of arts and cultural heritage programming, consulting, and administration. Particular attention is given to grant application and selection, documentation of activities and results, grant and contract accountability, and reporting.

ACHM 660 - Marketing and Communications Management (4 credits)

Marketing and Communications Management would prepare students to manage the design and implementation of an integrated marketing and communications

plan. This course would provide students with the knowledge and skills to position an organization in the marketplace, to determine sustainable revenue flows, and to advance participation and appreciation in all areas of arts and cultural heritage expression.

ADED

Courses

ADED 620 - Introduction to Adult Education with Emphasis on Adult Literacy (4 credits)

This course will cover various theories and approaches to adult education. Identify and assess the literacy skills needed in the workplace community and family. We will review the evolution of adult literacy in the US, and in Minnesota in particular, and will look at state and Federal programs associated with literacy and adult education. The course will also address the need for writing in plain language for low-literacy employees. Finally, the course will also analyze and assess community literacy programs and the role literacy plays in social and economic empowerment. We will also cover ways of reaching underrepresented groups. We will critically examine new social action approaches to literacy education; and related issues such as poverty and welfare, ethnicity, cultural barriers to literacy and achievement related to social class.

ADED 640 - Techniques and Approaches to Teaching Adults (4 credits)

This course deals with various advanced theories and approaches to teaching adults, paying special attention to the role of English communication for the workplace. As part of our framework, we will use major adult learning theories such as transformative, self-directed, experiential, and cooperative, in order to explore various aspects of adult development as they relate to life-long learning. The course uses extensive readings, class discussions, and site observations of adult education centers, community education, and workplace education settings to address adult teaching strategies in various environments. The course in particular will address the following topics: learning and improving English literacy as an adult; advanced approaches to teaching reading, writing and communications skills; technology as a teaching tool; teaching students with disabilities; and cultural and gender discrimination.

ADED 660 - Assessment in Adult Education with Emphasis on Adult Literacy (4 credits)

This course will focus on ways of formally and informally assessing the literacy of adult learners. Once learner needs have been identified, specific content 'materials, tools, and instructional approaches can be used to assist adult learning in various settings. We will also look at appropriate assessments for English as a foreign language; adult English literacy skills needed for work, family, community and continuing education; the uses and issues of standardized tests; assumptions about testing, cultural bias and interpretation of formal tests; test preparation programs;

and hiring discrimination caused by misuse of hiring tests. Finally, the course will also cover assessment of adult literacy using approaches such as applications and case studies; planning for work, family and community, including transition to post-secondary education career and vocational preparation; and use of formal testing for college admission, and other educational and vocational programs.

ADED 690 - Field Experience (2 credits)

This fieldwork course is designed to give learners the opportunity to connect theory with practice and develop real-world teaching experience in adult basic education settings or training. Through this hands-on experience in authentic learning situations, students deepen their commitment to life-long learning and professional development. This two (2) credit fieldwork should be tailored to your experiences and your desired professional journey.

ANES

Courses

ANES 623P - DNP Anesthesia Practicum I (1 credit)

Students build on skills developed throughout simulation to further develop integration of scientific and anesthetic principles. 'Novice' nurse anesthesia students apply evidence-based practice and safety & quality guidelines for American Society of Anesthesiologists (ASA) or Physical Status (PS) I & II. Students apply evidence-based practice, safety & quality guidelines in psychomotor skills, critical thinking and decision-making as 'novice' nurse anesthesia students. The 'novice' student requires continual verbal and physical cues from the preceptor. The student has limited theoretical knowledge and psychomotor skills and clinical judgement related to anesthesia practice. Students gain clinical experience caring for the patient with minimal to mild physiological derangements.

ANES 629 - Advanced Pharmacology for DNP Anesthesia I (3 credits)

The course focus is a comprehensive study of pharmacologic principles of non-anesthesia prescription and non-prescription medications encountered by the nurse anesthetist during provision of care. Emphasis is placed on physiologic actions, therapeutic decision making, and medication management for application in clinical practice. Biotransformation, elimination and molecular mechanisms knowledge will be used to build a scientific foundation for clinical decision-making across the lifespan. Competence Statement: Knows the pharmacologic principles of non-anesthesia medications well enough to apply to nurse anesthesia practice.

ANES 634 - Anatomy, Physiology and Pathophysiology for Nurse Anesthesia I (3 credits)

This course will combine anatomy, physiology, and pathophysiology into a 3 part series, taking place over the first 3 semesters of the program. They will cover all body systems across the lifespan, with emphasis on anesthetic considerations.

ANES 635 - Anatomy, Physiology and Pathophysiology for Nurse Anesthesia II (3 credits)

The structure of this course is examination of advanced anatomy, physiologic concepts and the complex relationships with clinical correlation across the lifespan. This is an in-depth exploration of specific human normal and abnormal physiology for health promotion and clinical correlation across the lifespan. Specific content areas include pulmonary, endocrine, genitourinary, renal, gastrointestinal, and hepatic systems' function in homeostasis and pathophysiologic adaptation in disease.

ANES 638 - Anatomy, Physiology and Pathophysiology for Nurse Anesthesia III (3 credits)

The structure of this course is examination of advanced anatomy, physiologic concepts and the complex relationships with clinical correlation across the lifespan. Specific content areas include musculoskeletal, metabolism and thermoregulation, hormones, reproductive, integumentary and immune system's function in homeostasis and pathophysiologic adaptation in disease.

ANES 644 - Principles of DNP Nurse Anesthesia Practice I (2 credits)

The course focuses on the study of applied science, biomedical equipment, and foundational principles for safe, evidence-based quality perioperative care. Focus areas will include decision-making and problem solving in perioperative preparation, management and evaluation of anesthesia delivery equipment, monitoring, basic airway management, pharmacological selection, patient risk stratification, and patient care transitions. Competence Statement: Knows and applies the science related to biomedical equipment, anesthesia delivery systems and foundational principles well enough to apply these principles to nurse anesthesia practice.

ANES 649 - Science Principles of Anesthesia (3 credits)

The course focus is on scientific principles found in chemistry and physics upon which mechanical, pharmacological and physiologic systems are explained. Students examine physics and general, organic and biochemistry concepts for clinical correlation in nurse anesthesia practice. Specific content areas include measurement, chemical and physical properties of matter, atomic and molecular structures, chemical equations and stoichiometry, reactions, energy relationships, periodicity, bonding, gas laws and solutions. Competence Statement Knows the scientific principles found in chemistry and physics as they apply to mechanical, pharmacological and physiologic systems in nurse anesthesia well enough to apply these principles in nurse anesthesia practice.

ANES 713 - Advanced Pharmacology for DNP Anesthesia II (3 credits)

The course focus is a comprehensive study of pharmacologic principles of anesthetic medications used by the nurse anesthetist during provision of care. Emphasis is placed on physiologic actions, therapeutic decision making, and medication management for application in clinical practice. Biotransformation, elimination and molecular mechanisms knowledge will be used to build a scientific foundation for

clinical decision-making across the lifespan. Competence Statement: Knows the pharmacologic principles of anesthetic medications well enough to apply to nurse anesthesia practice.

ANES 734P - DNP Anesthesia Practicum II (1 credit)

The second practicum student continues as a 'novice' learner. The student builds on practices learned in the first practicum course. The reliance on the clinical preceptor has lessened but continues to require constant supervision. Students build on skills developed in Practicum I to further develop integration of scientific and anesthetic principles. Students gain clinical experience in caring for patients with minimal to mild physiological derangements who present for emergency surgical or medical care (PS IE and IIE).

ANES 735P - DNP Anesthesia Practicum III (1 credit)

The third practicum student is termed 'Advanced Beginner'. The term reflects a student who has developed basic competency for the patient with mild physiologic derangements but is beginning to recognize potential problems and starting to demonstrate efficient time and motion behavior. Students build on skills developed in practicum II to further develop integration of scientific and anesthetic principles.

ANES 736P - DNP Anesthesia Practicum IV (1 credit)

Students build on skills developed in practicum III to further develop integration of scientific and anesthetic principles. 'Competent' nurse anesthesia students apply scientific and anesthetic principles, evidence-based practice and safety & quality guidelines to psychomotor skills, critical thinking and decision-making. Students gain clinical experience in caring for the functionally incapacitated patient who may present emergently (PS IV & IVE). The student works more independently on PS 1 and 2 patients' but requires more supervision in specialty procedures and population management.

ANES 737P - DNP Anesthesia Practicum V (1 credit)

Students build on skills developed in practicum IV to further develop integration of scientific and anesthetic principles. 'Proficient' nurse anesthesia students apply scientific and anesthetic principles, evidence-based practice and safety & quality guidelines to psychomotor skills, critical thinking and decision-making. Students in this practicum require rare supporting and directive cues from preceptors while exhibiting more confidence and application of clinical judgement. Students gain clinical experience in caring for the patient who is moribund and may present emergently, as well as the organ donor patient. (PS V, VE and VI).

ANES 738P - DNP Anesthesia Practicum VI (2 credits)

Students build on skills developed in practicum V to further develop integration of scientific and anesthetic principles. 'Expert' nurse anesthesia students apply scientific and anesthetic principles, evidence-based practice and safety & quality guidelines to psychomotor skills, critical thinking and decision-making. The term reflects a student who synthesizes the anesthetic process using analytical judgment

for all types of patients within the life span. Students gain clinical experience in caring for patients across the lifespan, special populations, and special procedures.

ANES 739P - DNP Anesthesia Practicum VII (2 credits)

Students build on skills developed in practicum IV to further develop integration of scientific and anesthetic principles. Expert nurse anesthesia students apply scientific and anesthetic principles, evidence-based practice and safety & quality guidelines to psychomotor skills, critical thinking and decision-making. Students gain clinical experience in caring for patients across the lifespan, special populations, and procedures. Competency Statement Applies the principles and practice of nurse anesthesia care well enough to assess, plan, and implement an anesthetic care plan, at an expert level, under minimal supervision of a licensed/certified anesthesia provider for patients across the lifespan and for special populations and procedures.

ANES 741 - Pre-Scholarship (1 credit)

This course focuses on building the structure of the student's DNP project. Students begin the DNP project-focused literature review and critique. Students also establish a community site that serves as the location for the DNP scholarship project. This course applies prior program content in application to a DNP scholarship project. Students may accrue up to 10 scholarship hours. Competence Statement: Know concepts from previous DNP program courses well enough to initiate a DNP scholarship project.

ANES 742 - DNP Scholarship Project Assessment (1 credit)

This course focuses on conducting a needs assessment and defining the scope of a problem at a community site that will serve as the location for the DNP scholarship project. Students accrue 40 - 50 required hours for their scholarship projects. Competence Statement: Know concepts of needs assessment well enough to identify a practice problem and the scope of a scholarship project.

ANES 745 - Principles of DNP Nurse Anesthesia Practice II (3 credits)

The course focuses on the study of safe, evidence based nurse anesthesia care management in normal human physiologic and pathophysiologic states. Anesthesia care will range from preoperative evaluation through completion of anesthesia services, including preop evaluation, deep sedation and PACU, basic regional techniques, ambulatory and office-based complications, hepatic and endocrine system. Topics of discussion include care management strategies based on ethical, scientific and pharmacologic principles, safety, quality and evidence based guidelines and cost effectiveness.

ANES 746 - Principles of DNP Nurse Anesthesia Practice III (3 credits)

The course focuses on the study of safe, evidence-based nurse anesthesia care management in normal human physiologic and pathophysiologic states, including cardiac, respiratory, endocrine, renal, genitourinary, hepatobiliary and gastrointestinal, and associated medical and surgical procedures for selected human anatomical systems. Students will formulate care management strategies

based on ethical, scientific and pharmacologic principles, safety, quality and evidence-based guidelines and cost effectiveness. Competence Statement: Knows safe, evidence-based nurse anesthesia care management well enough to apply to nurse anesthesia practice for patients with various pathophysiologic disease states.

ANES 747 - Principles of DNP Nurse Anesthesia Practice IV (3 credits)

The course focuses on the study of safe, evidence-based nurse anesthesia care management in normal human physiologic and pathophysiologic states. Anesthesia care will range from preoperative evaluation through completion of anesthesia services including peripheral and neuraxial nerve blocks, acute and chronic pain management, radiation safety, and POCUS. Topics of discussion include care management strategies based on ethical, scientific and pharmacologic principles, safety, quality and evidence-based guidelines and cost effectiveness.

ANES 748 - Principles of DNP Nurse Anesthesia Practice V (4 credits)

The course focuses on the study of safe, evidence-based nurse anesthesia care management in normal human physiologic and pathophysiologic states. Anesthesia care will range from preoperative evaluation through completion of anesthesia services, including neonatal, OB/GYN, pediatrics, obesity, geriatrics and the neurological system. Topics of discussion include care management strategies based on ethical, scientific and pharmacologic principles, safety, quality and evidence-based guidelines and cost effectiveness.

ANES 750 - DNP Scholarship I (2 credits)

This course focuses on developing a proposal for a scholarship project designed to positively influence processes, systems, communities, or policies impacting health. Students will identify theoretical underpinnings, analyze scientific evidence, and evaluate the literature applicable to the scholarship project. Students must successfully present the scholarship proposal. Students accrue 75 clinical hours related to the scholarship project.

ANES 752 - Principles of DNP Nurse Anesthesia Practice VI (3 credits)

The course focuses on the study of safe, evidence-based nurse anesthesia care management in normal human physiologic and pathophysiologic states. Anesthesia care will range from preoperative evaluation through completion of anesthesia services, including integumentary, musculoskeletal and neuroskeletal diseases, orthopedics, renal/genitourinary, psychiatric disease, hematology, extrathoracic procedures, critical illness and transplants. Topics of discussion include care management strategies based on ethical, scientific and pharmacologic principles, safety, quality and evidence-based guidelines and cost effectiveness.

ANES 760 - DNP Scholarship II (1 credit)

This course focuses on implementing a scholarship project designed to positively influence processes, systems, communities, or policies impacting health. Students will guide the scholarship project while collaborating with stakeholders, the

scholarship project mentor, and the scholarship project faculty adviser. Students accrue 75 clinical hours related to the scholarship project.

ANES 770 - DNP Scholarship III (1 credit)

This course focuses on the evaluation of a scholarship project designed to positively influence processes, systems, communities, or policies impacting health and the dissemination of the results. Students will evaluate the entire project process, present a plan for sustainability, reflect on his/her role leading the project, and demonstrate accomplishment of program objectives. Students must successfully present the final scholarship project. Students will accrue 75 clinical hours related to the scholarship project.

ANES 791 - Synthesis of Essential Anesthesia Concepts I (2 credits)

This course is the first in a series of two synthesis courses aimed to prepare the nurse anesthesia student for the National Certification Exam (NCE). It is based on directed self-study of textbook materials. This course focuses on the synthesis and integration of critical nurse anesthesia concepts into knowledge necessary for transition into nurse anesthesia practice. Competence Statement: Knows critical nurse anesthesia concepts well enough to complete the concept information sheets and SEE exam at a satisfactory level.

ANES 792 - Synthesis of Essential Anesthesia Concepts II (2 credits)

This course is the second in a series of two synthesis courses aimed to prepare the nurse anesthesia student for the National Certification Exam (NCE). It is based on directed self-study review of Anesthesia Practice Exam (APEX) Anesthesia Modules. The focus of this course is application of critical nurse anesthesia concepts necessary for transition into nurse anesthesia independent practice. Competence Statement: Knows critical nurse anesthesia concepts well enough to successfully complete the APEX anesthesia review modules at 75%.

ANES 793 - Synthesis of Essential Anesthesia Concepts III (2 credits)

The focus of this course is the synthesis and integration of critical nurse anesthesia concepts necessary for transition into nurse anesthesia, independent practice and lifelong learning. This course is the third in a series of three synthesis courses and is based on self-directed review of topics as directed by the NCE outline.

ARTS

Courses

ARTS 660I - Arts Student-Designed Independent Study (SDIS) (1-8 credits)

Student-designed independent studies give Metropolitan State students the opportunity to plan their own study. This type of independent learning strategy can be useful for because it allows students: to study a subject in more depth, at a more advanced level; to pursue a unique project that requires specialized study; to draw together several knowledge areas or interests into a specialized study; to test independent learning capabilities and skills; or to use special learning resources in

the community, taking advantage of community education opportunities which, in themselves, would not yield a full college competence. Students should contact their appointed advisor for more information.

BIOL

Courses

BIOL 511G - Freshwater Ecology and Quality (3 credits)

This course examines theory and methods central to the assessment, monitoring and maintenance of freshwater ecosystem health. Students learn and apply techniques in water quality monitoring and taxonomic methods used in the science of phycology.

BIOL 512G - Insect Ecology and Management (3 credits)

This is an advanced course in the study of insect ecology, with particular emphasis on application to the management of pest species of agricultural, medical/veterinary, and urban importance. Topics addressed include, but are not limited to: insect population dynamics and regulation, sampling techniques, insect-plant interactions, disease vector biology, theories and practices of integrated pest management (IPM) and insecticide resistance management (IRM), and insect taxonomy. Students will read and discuss primary literature articles in entomology, and will engage in active field/laboratory exercises in insect ecology and taxonomy.

BIOL 513G - Wetland Ecology (3 credits)

This course examines theory and methods central to the classification, assessment and maintenance of wetlands, with application to wetland monitoring and delineation. Students learn and apply techniques in the sampling and identification of wetland plants, macroinvertebrates, and soils.

BIOL 514G - Forest Ecology (3 credits)

This course examines theory and methods central to the assessment, classification maintenance and certification of forest health, with application to sustainable and responsible forest management. Students learn and apply techniques in forest monitoring and taxonomic methods used in the science of dendrology.

BIOL 601 - Evolutionary Ecological Applications (3 credits)

This course examines current and classic research central to the assessment, monitoring, maintenance, and management of aquatic and terrestrial ecosystems, with applications to environmental and human health. Students learn the current state of scientific knowledge, and build their skills in scientific communication through reading and discussion of the scientific literature.

BIOL 602 - Integrative Physiological Science (3 credits)

This course examines current and classic research central to the assessment, maintenance, and management of environmental and human health. Students learn the current state of scientific knowledge, and build their skills in scientific communication through reading and discussion of the scientific literature.

BIOL 621 - Graduate Internship (4 credits)

This course provides students with a work-related experience in a scientific industry, agency or organization connected to the specific field of biology they have been studying. In this experience, students will draw on their learning from the content, seminar and skills classes they have taken as part of the MS Biology program. Students planning to earn a PSM certified degree must take this course.

BIOL 622 - Graduate Thesis (4 credits)

This course provides students with an extended and focused research experience under the supervision of faculty. This course is an appropriate choice for students who have discovered an interest in pursuing a career in scientific research and/or teaching, or prefer a traditional masters-level capstone experience. Students planning to earn a PSM certified degree should not take this course.

BIOL 660I - Biology Student-Designed Independent Study (1-6 credits)

Student-designed independent studies give Metropolitan State students the opportunity to plan their own study. This type of independent learning strategy can be useful because it allows students: to study a subject in more depth, at a more advanced level; to pursue a unique project that requires specialized study; to draw together several knowledge areas or interests into a specialized study; to test independent learning capabilities and skills; or to use special learning resources in the community, taking advantage of community education opportunities which, in themselves, would not yield a full college competence. Students should contact their academic advisor for more information.

BIOL 665I - Biology Prior Learning (1-9 credits)

Credit for Prior Learning is the conditions under which students can receive college credit for prior learning obtained through nontraditional channels such as the military, the workplace, or independent study. The course for which credit is being sought must correspond in its content to a course that is currently offered at Metropolitan State University. Competence is demonstrated by passing the final examination of the corresponding course. Students should contact their appointed advisor for more information.

BLAW

Courses

BLAW 660I - Business Law Student-Designed Independent Study (SDIS) (1-8 credits)

Student-designed independent studies give Metropolitan State students the opportunity to plan their own study. This type of independent learning strategy can be useful for because it allows students: to study a subject in more depth, at a more advanced level; to pursue a unique project that requires specialized study; to draw together several knowledge areas or interests into a specialized study; to test independent learning capabilities and skills; or to use special learning resources in the community, taking advantage of community education opportunities which, in

themselves, would not yield a full college competence. Students should contact their appointed advisor for more information.

CC

Courses

CC 600 - Consortium Course: See Specific Title on Term Course (1-9 credits)

Consortium Course:

CHEM

Courses

CHEM 660I - Chemistry Student-Designed Independent Study (1-6 credits)

Student-designed independent studies give Metropolitan State students the opportunity to plan their own study. This type of independent learning strategy can be useful because it allows students: to study a subject in more depth, at a more advanced level; to pursue a unique project that requires specialized study; to draw together several knowledge areas or interests into a specialized study; to test independent learning capabilities and skills; or to use special learning resources in the community, taking advantage of community education opportunities which, in themselves, would not yield a full college competence. Students should contact their academic advisor for more information.

CHEM 665I - Chemistry Prior Learning (1-9 credits)

Credit for Prior Learning is the conditions under which students can receive college credit for prior learning obtained through nontraditional channels such as the military, the workplace, or independent study. The course for which credit is being sought must correspond in its content to a course that is currently offered at Metropolitan State University. Competence is demonstrated by passing the final examination of the corresponding course. Students should contact their appointed advisor for more information.

CJS

Courses

CJS 600 - Introduction to Graduate Studies in Criminal Justice (2 credits)

This course introduces students to writing at the graduate level. Students learn to search, retrieve, evaluate and document sources and prepare papers using writing and citation styles expected in criminal justice graduate courses. Students are also introduced to critical thinking and problem-solving on current issues in the criminal justice system and required to complete writing assignments using these skills.

CJS 610 - Applied Research Methods in Criminal Justice (4 credits)

This course will provide criminal justice practitioners with the tools to be critical consumer of research. Students will learn methods of research and how to critically analyze studies and reports. Grant writing will also be discussed in this class.

CJS 615 - Program and Policy Evaluation in the Criminal Justice System (2 credits)

Students learn to read, understand, and conduct the types of program and policy evaluations that are typically used in criminal justice agencies. At the end of the course, the student will know the vocabulary, concepts, theories, and techniques related to program and policy evaluation well enough to implement their own evaluation projects. The student will participate in both designing and conducting actual program evaluations.

CJS 620 - Reducing Crime: What Works, What Doesn't, What's Promising? (2 credits)

This course examines different strategies to reduce crime used in communities, families, schools, labor markets, places, law enforcement, and the criminal justice system. These strategies are critically examined in relation to social science theory and what the scientific evidence suggests about the effectiveness of crime prevention and intervention efforts. A key focus is whether communities can reduce violence and ensure the health and security of their residents without depending on police.

CJS 625 - Justice Transformation and Community Healing (4 credits)

This course takes a systemic, collaborative, and people-centered approach to justice, combining evidence-based and community stakeholder-driven practices that foster inclusion and authentic community building. This course raises awareness around mass incarceration, unfair sentencing practices, police violence, and the disparate impact of current justice practices across different communities. With an emphasis on community action, healing, and accountability, this course empowers students to think differently about public safety and create system change.

CJS 635 - Management within the Criminal Justice System (4 credits)

The course focuses on theories, concepts and knowledge regarding criminal justice management/supervision with major focus on leadership, motivation, interpersonal communication, conflict resolution, discipline, performance appraisals, and ethics in effective management/supervision within a criminal justice system.

CJS 640 - Managing Human Resources in Criminal Justice (4 credits)

This course focuses on the problems criminal justice professionals encounter in their duties as managers/supervisors regarding managing of human resources with a focus on: policy development; labor/management issues; labor laws; budgeting issues and concerns; supervising the difficult employee; internal discipline, recruitment, training, and retention issues; and working with minority issues and cultural differences.

CJS 645 - Leadership and Innovation in Criminal Justice (4 credits)

The course explores past and future trends, challenges, and advancements in criminal justice/law enforcement leadership. Focusing on the stories and lessons learned by leaders throughout the private, nonprofit, and public sectors; while exploring issues of ethics, diversity, and changing demographics of leadership within the criminal justice/law enforcement profession.

CJS 660I - CJS 660I Student Designed Ind Study (1-5 credits)

Student-designed independent studies give Metropolitan State students the opportunity to plan their own study. This type of independent learning strategy can be useful because it allows students: to study a subject in more depth, at a more advanced level; to pursue a unique project that requires specialized study; to draw together several knowledge areas or interests into a specialized study; to test independent learning capabilities and skills; or to use special learning resources in the community, taking advantage of community education opportunities which, in themselves, would not yield a full college competence. Students should contact their academic advisor for more information.

CJS 665 - Crisis Response, Mental Illness, and Working with Special Populations (3 credits)

This course focuses on justice system responses to victim and offender special populations, including: women; children; the elderly; LGBTQ+ people; immigrants; and people with disabilities (physical, developmental, behavioral, and sensory). This course teaches critical incident stress management for first responders and crisis intervention, de-escalation, and other skills necessary to respond to the signs of mental illness and substance use.

CJS 680 - Praxis Seminar I (4 credits)

This class represents the convergence of theory and practice in criminal justice. Students will develop a project plan/proposal and begin to work on their final master project to be continued and completed in CJS 690, Praxis II.

CJS 690 - Praxis Seminar II (2 credits)

The course is the continuation of CJS 680 and the culmination of the Master of Science degree in Criminal Justice. Students work independently with faculty to complete their individualized teaching, applied, or thesis project. Competence Statement Students will understand the interaction between theory and practice in the criminal justice system to the extent that they will be able to identify problems in need of solutions and propose research projects that address these problems. Students will determine and make progress towards their final project for their masters degree. Students can chose from 3 options: 1. Thesis 2. Applied Project 3. Teaching Preparation

COMM

Courses

COMM 533G - Theories and Explorations in Community Based Intercultural Communication (4 credits)

Theories and Explorations in Community Based Intercultural Communication has a global perspective. Study and travel abroad, as well as language study, create global citizens who see the interconnected and interdependent aspects of all who share this earth. Students research topics of interest that evolve out of their own background and academic program to better understand the social, economic, religious and political values of the host country.

COMM 650I - Communication Individualized Internship (1-9 credits)

Internships offer students opportunities to gain deeper knowledge and skills in their chosen field. Students are responsible for locating their own internship. Metro faculty members serve as liaisons to the internship sites' supervisors and as evaluators to monitor student work and give academic credit for learning. Students are eligible to earn 1 credit for every 40 hours of work completed at their internship site.

COMM 660I - Communication Graduate Student Designed Independent Studies (1-8 credits)

Student-designed independent studies give Metropolitan State students the opportunity to plan their own study. This type of independent learning strategy can be useful because it allows students: to study a subject in more depth, at a more advanced level; to pursue a unique project that requires specialized study; to draw together several knowledge areas or interests into a specialized study; to test independent learning capabilities and skills; or to use special learning resources in the community, taking advantage of community education opportunities which, in themselves, would not yield a full college competence. Students should contact their academic advisor for more information.

CRIM

Courses

CRIM 500G - Advanced Police Communications (3 credits)

This course examines the social and psychological dynamics associated with families in crisis and the police role in providing assistance in crisis situations. This course reviews best practices working with victims of crime, including family members, juveniles, and vulnerable adults and the ethical conflicts associated to working with diverse communities. The course also serves as partial fulfillment of state required learning objectives for eligibility to become a licensed peace officer in Minnesota.

CRIM 501G - Best Practices in Police Community Interaction (3 credits)

This course reviews best practices to address issues facing the police in the 21st Century with an emphasis on diversity and community oriented policing. This course

also serves to fulfill some of the state of Minnesota's learning objectives to be a police officer in Minnesota.

CRIM 502G - Advanced Ethical Policing (3 credits)

This course is to prepare future ethical leaders for a career within the law enforcement profession, with a focus in the best practices within peace leadership, the dynamics of leadership, morality and professional conduct, ethical decision making, communication, motivation, and community policing.

CRIM 620 - The Politics of Policing (4 credits)

This course examines public policy analysis for managers of law enforcement agencies. It inspects models, strategies and techniques as mechanisms to evaluate policy options and the impact of change in organizations. The course focuses on community oriented approaches to problem analysis.

CRIM 631 - Police Culture (4 credits)

This course examines the dynamics of police culture and how it influences police officers' behavior. It explores the complex interactions between police culture and issues relating to integrity for police managers. The underlying values of the police culture are examined as challenges for police supervisors developing integrity within law enforcement agencies. Issues connected to loyalty, racism, professionalism and use of force are focused on as they relate to integrity within police agencies.

CRIM 653 - Applied Police Research (2 credits)

Using both a theoretical and practical framework, students will identify a critical issue facing law enforcement. The student will research the critical issues, identifying alternatives and solutions. This course is a student designed research project to meet the special needs of the students, their agency, and/or the law enforcement profession.

CYBR

Courses

CYBR 521 - Programming and Scripting (2 credits)

This remediation course provides students with an overview of higher-level and low-level programming concepts. Specifically, C, assembly programming languages and scripting using python are discussed. Python scripting topics cover Boolean logic and Numeric Data Types, Strings, Text Files, Lists, and Dictionaries. programming structures, pointers, arrays, structure types. The students will learn how to writing and compiling c programs. The course covers how to write and debug assembly programs and utilize assembly instructions. The classes incorporate lecture with hands-on programming exercises, tests for student self-evaluation. This preparation course does not count towards credits in the graduate or undergraduate levels.

CYBR 611 - Vulnerability Discovery and Exploitation (3 credits)

Understanding vulnerability discovery and exploitation is fundamental to cyber operations, equipping professionals with the skills to identify, analyze, and mitigate

security weaknesses across various computing environments. This course provides an in-depth exploration of vulnerability analysis, emphasizing the patterns of vulnerabilities and attack methodologies to help students develop a comprehensive security mindset. Students will analyze various types of vulnerabilities, assess their root causes and impact on security, and explore exploitation techniques and mitigation strategies. Key topics include buffer overflows, privilege escalation attacks, input validation flaws, fuzzing, crash dump analysis, exploit development, and security mitigations such as DEP and ASLR. The course also delves into security design principles, guiding students to integrate proactive security measures into system architecture, software development, and risk mitigation frameworks. Through hands-on exercises, students will identify and exploit vulnerabilities in software utilizing common security mitigations, developing proof-of-concept exploits to demonstrate feasibility. Additionally, the course critically examines vulnerability disclosure ethics, analyzing the legal, ethical, and security implications of publicizing discovered vulnerabilities. By the end of the course, students will have developed the technical proficiency and strategic awareness necessary to assess and mitigate security risks, enabling them to effectively protect and strengthen system defenses in real-world environments.

CYBR 621 - Secure System Programming and OS Theory (4 credits)

Operating systems form the backbone of modern computing and play a pivotal role in cybersecurity and cyber operations. This course comprehensively introduces operating system theory while integrating essential security concepts. Students will learn core OS fundamentals' including process management, memory management, and file systems' through a combination of theoretical study and practical exercises. The curriculum includes hands-on experience with low-level programming using Assembly and C, as well as the utilization of Unix-like operating system APIs. Emphasis is placed on understanding OS architecture, identifying common vulnerabilities, and applying basic mitigation strategies through secure coding practices. This balanced approach establishes a solid foundation in OS principles and security, preparing students for more specialized studies in malware analysis, reverse engineering, and vulnerability assessments in advanced courses.

CYBR 635 - Applied Cryptography (2 credits)

Cryptography is a cornerstone of modern cybersecurity, protecting data across wireless networks, cloud computing, and next-generation applications. This course provides an in-depth exploration of advanced cryptographic techniques, focusing on their practical implementation in securing real-world systems. Students will analyze cryptographic security mechanisms in SSL/TLS, Virtual Private Networks (VPNs), military applications, cryptanalysis, and cryptographic backdoors. Emphasis is placed on evaluating cryptographic frameworks in vehicular ad hoc networks, smart grids, e-health systems, and mobile social networks. Students will also design and implement encryption-based defense strategies to enhance data confidentiality, integrity, and authentication. Additionally, the course examines the threat posed by quantum computing to modern cryptographic systems and explores post-quantum

cryptography solutions. By the end of the course, students will have the expertise to apply, evaluate, and develop cryptographic solutions to address emerging cybersecurity and privacy challenges.

CYBR 641 - Cyber Operations Fundamentals (4 credits)

Cyber operations encompass both offensive and defensive security strategies, requiring a deep understanding of network security, system vulnerabilities, and operational tactics. This course provides a comprehensive foundation in cyber operations, focusing on security principles, network architecture, protocol analysis, and strategic cyber engagements. Students will analyze fundamental cybersecurity principles and evaluate how failures in security design lead to system vulnerabilities that can be exploited in offensive cyber operations. The course covers network traffic analysis, TCP/IP protocols, and cyber operations phases, including planning, execution, authority considerations, and post-operation assessment. Students will design defensive network architectures with multi-layered security controls, ensuring mission security objectives are met. Additionally, the course examines the balance between usability and security, addressing human behavior risks that undermine system security. Emphasis is placed on ethical decision-making and professional conduct in cyber operations, ensuring compliance with legal and policy frameworks. By the end of this course, students will be prepared to analyze, defend, and strategically engage in cyber operations in real-world security environments.

CYBR 645 - Cyber Threat Hunting and Intelligence (2 credits)

In an era of sophisticated cyber threats, organizations rely on proactive threat intelligence and hunting strategies to defend against advanced network intrusions and data breaches. This course equips students with the knowledge and practical skills to collect, analyze, and apply Cyber Threat Intelligence (CTI) at tactical, operational, and strategic levels to enhance cyber threat-hunting operations and defensive cybersecurity mechanisms. Students will evaluate cyber threat intelligence frameworks, including MITRE ATT&CK, to identify adversary tactics, techniques, and procedures (TTPs) and detect advanced cyber threats. The course covers correlating Indicators of Compromise (IoCs) from multiple intelligence sources, including Open-Source Intelligence (OSINT), to strengthen proactive threat detection and response. Emphasis is placed on implementing intelligence-sharing frameworks and protocols to facilitate active cyber defense through threat-hunting and coordinated threat mitigation. Additionally, students will explore ethical considerations in cyber intelligence, ensuring compliance with legal, policy, and organizational standards when collecting, analyzing, and disseminating intelligence. By the end of this course, students will have the expertise to leverage cyber threat intelligence for proactive security measures, enhancing organizational resilience against evolving cyber threats.

CYBR 650I - Cybersecurity Individual Internship (1-5 credits)

Students obtain internships in selected areas of study to gain deeper understanding of knowledge, skills and the context of a given field. Site supervisors give guidance and

direction to customized internship projects. Faculty members serve as liaisons between the internship sites and the university, providing information to students and potential supervisors and supervising the learning experience. Students should contact the Institute for Community Engagement and Scholarship (ICES) at Metropolitan State University for more information.

CYBR 660I - Cybersecurity Student Designed Independent Study (1-5 credits)

Student-designed independent studies give Metropolitan State students the opportunity to plan their own study. This type of independent learning strategy can be useful because it allows students: to study a subject in more depth, at a more advanced level; to pursue a unique project that requires specialized study; to draw together several knowledge areas or interests into a specialized study; to test independent learning capabilities and skills; or to use special learning resources in the community, taking advantage of community education opportunities which, in themselves, would not yield a full college competence. Students should contact their academic advisor for more information.

CYBR 665 - Securing Wireless and Mobile Technologies (2 credits)

As wireless and mobile technologies continue to evolve, they play an increasingly critical role in global communications, cybersecurity, and cyber operations. This course provides an in-depth exploration of cellular and wireless network architectures, emphasizing their security features, vulnerabilities, and risk mitigation strategies. Students will analyze the core architectures and security mechanisms of various generations of cellular networks, assessing operational differences and security challenges unique to wireless environments. The course covers modern encryption standards, authentication protocols, and access control policies, equipping students with the skills to design and implement secure wireless networks. Additionally, students will assess security protocols used in wireless communications to ensure authentication, data integrity, and confidentiality. Through hands-on exercises, students will investigate and mitigate threats to wireless and mobile networks, identifying attack vectors, protocol weaknesses, and countermeasures to enhance network defense. Emphasis is placed on ethical and professional responsibility in securing wireless and mobile technologies ensuring compliance with industry standards and regulatory frameworks. By the end of this course, students will have the expertise to secure modern wireless infrastructures, defend against evolving threats, and apply cybersecurity principles to emerging mobile technologies and networks.

CYBR 671 - Digital Forensics I (2 credits)

This course explores digital forensic methodologies, legal considerations, and investigative techniques used in modern forensic analysis. Students will develop the expertise to analyze forensic images, identify suspicious or concealed files including those hidden through steganography and data obfuscation and implement advanced strategies for evidence recovery across diverse digital environments,

including Windows, macOS, smartphones, memory, and network systems. Emphasizing the use of cutting-edge forensic tools and bootable utilities, students will learn to extract and preserve digital evidence while maintaining data integrity. The course also examines contemporary methods used for hiding, encrypting, and scrambling data, equipping students with the skills to develop effective countermeasures in forensic investigations. Additionally, students will gain proficiency in preparing legally admissible documentation, maintaining a proper chain of custody, and drafting forensic reports that meet evidentiary standards. Emphasis is placed on effectively communicating findings through technical reports and courtroom presentations, ensuring clarity, precision, and compliance with legal protocols.

CYBR 672 - Digital Forensics II (2 credits)

This course provides an in-depth examination of forensic techniques for investigating digital evidence across modern operating systems, including Windows, Linux, and macOS. Students will develop expertise in analyzing file systems to identify critical forensic artifacts and data structures essential to investigations. The course covers advanced memory forensics techniques to extract and interpret volatile data, including active processes and encryption keys. Students will also conduct network forensic investigations, utilizing packet analysis and decryption techniques to uncover hidden or encrypted malicious communications. Emphasizing correlation and interpretation of forensic evidence from multiple sources, students will integrate log analysis, system artifacts, and event timelines to reconstruct digital incidents. Hands-on experience with state-of-the-art forensic tools will enable students to perform forensic acquisitions of locally attached storage devices while ensuring data integrity and image validation. Additionally, students will gain proficiency in extracting and analyzing key Windows Registry artifacts, including user activity, network configurations, and system metadata, to build comprehensive forensic timelines. Through practical exercises and case studies, students will refine their ability to conduct sophisticated digital forensic investigations and effectively communicate findings in technical reports.

CYBR 675 - Virtualization and Cloud Security (2 credits)

This course provides a comprehensive examination of virtualization architectures and cloud security, with a focus on enterprise and cloud environments. Students will analyze the security implications of hypervisors, virtual machines (VMs), networking, storage, and management interfaces, gaining an in-depth understanding of the risks and challenges associated with virtualized infrastructures. The course also explores cloud service models including Infrastructure as a Service (IaaS), Platform as a Service (PaaS), and Software as a Service (SaaS) as well as deployment strategies, evaluating security trade-offs and risk management considerations for diverse workloads. Students will gain hands-on experience in securing cloud-based workloads in environments such as AWS and Microsoft Azure, addressing deployment, configuration, scalability, and security challenges. Emphasizing compliance and governance, students will assess and apply industry security

standards, audit policies, and regulatory requirements for cloud infrastructures and virtualization technologies. Additionally, the course covers best practices for securing Web, Mobile, and Internet of Things (IoT) applications in cloud environments, ensuring robust protection against evolving threats. Through practical lab exercises and real-world case studies, students will develop the skills necessary to implement, secure, and manage modern cloud and virtualization solutions effectively, preparing them to address the dynamic security landscape of cloud computing.

CYBR 679 - Industrial Control Systems Security and Resilience (2 credits)

This course provides a comprehensive exploration of Industrial Control Systems (ICS) and Supervisory Control and Data Acquisition (SCADA) systems, which serve as the backbone of critical infrastructure across manufacturing, energy, transportation, and utility sectors. Students will develop an in-depth understanding of ICS/SCADA architectures, their operational environments, and the evolving cybersecurity threats targeting these systems. The course examines the vulnerabilities inherent in industrial automation, the complexities of embedded systems, and the security frameworks designed to mitigate attacks. Through hands-on exercises, case studies, and industry-standard tools, students will gain practical experience in securing and assessing ICS environments.

CYBR 681 - Malware Analysis and Reverse Engineering (4 credits)

The increasing interconnectedness of digital systems and the rapid evolution of malicious software (malware) pose significant threats to individuals, businesses, and critical infrastructure. As cyber threats grow more sophisticated, the ability to analyze, dissect, and reverse-engineer malware is essential for threat intelligence, incident response, and cybersecurity defense. This course provides an in-depth exploration of malware analysis and reverse engineering methodologies, equipping students with the technical skills to investigate, understand, and mitigate malicious software. Students will analyze the characteristics, propagation methods, and impact of various types of malware, assessing their persistence mechanisms and interaction with host systems and networks. Using modern forensic tools, students will apply advanced static and dynamic analysis techniques to deobfuscate and reverse-engineer malware samples. The course also covers attacker techniques designed to evade detection, including anti-disassembly, anti-debugging, anti-virtualization methods, and countermeasures for overcoming these challenges. Students will extract Indicators of Compromise (IoCs) to support threat intelligence efforts and develop skills essential for ethical and responsible malware analysis within legal and professional security research standards. Through hands-on exercises and real-world case studies, students will understand malware behavior comprehensively, strengthening their ability to defend against emerging threats and contribute to cybersecurity resilience.

CYBR 690 - Special Topics in Cyber Operations (1-4 credits)

Cyber Operations, a more specific area of cybersecurity, is a highly technical field with a hardcore focus on both cyber offense and defense strategies. This course will

cover special cyber operations topics that are not covered elsewhere in the MS Cyber Operations program. This course will provide the opportunity to keep the program current by introducing new and in-demand topics in cyber operations including but not limited to SCADA, IoT/IIoT, embedded systems, hardware reverse engineering, secure software development, programmable logic and microcontroller design, RF Analysis, Software defined Networking, etc.

CYBR 698 - Cyber Operations Capstone Project (1-4 credits)

The Cyber Operations Capstone Project is a culminating experience where students synthesize, apply, and critically evaluate cybersecurity concepts in a real-world context. Throughout the graduate program, students identify, formulate, and develop their capstone projects, producing a comprehensive, scholarly, and professional-level research project that reflects their advanced knowledge and technical expertise. This capstone follows a phased approach, where students solidify their project scope and research methodology in the initial phase and design, develop, and implement their solutions in the final phase. The project emphasizes evidence-based decision-making, integration of industry best practices, and rigorous academic research to address complex cybersecurity challenges. Students will critically analyze and synthesize relevant scholarly and professional literature, ensuring their work contributes meaningfully to the field of cyber operations. The capstone experience culminates in a formal written report and an oral defense, where students present and justify their findings, methodologies, and technical contributions before a faculty panel. Ethical reasoning, legal compliance, and professional responsibility are central components ensuring students adhere to cybersecurity standards and policies. The final project demonstrates students' ability to integrate theory, principles, methodologies, and emerging technologies to effectively solve contemporary cyber operations challenges.

DATA

Courses

DATA 611 - Data Science and Analytics (3 credits)

The purpose of this course is to provide students with a sound conceptual understanding of the role that data science and analytics play in the decision-making process. The availability of massive amounts of data, improvements in analytic methodologies, and substantial increases in computing power have all come together to result in a dramatic upsurge in the use of data science and analytical methods. This course can be taken by students who have previously taken a course on basic statistical methods as well as students who have not had a prior course in statistics. Topics include models for summarizing, visualizing, and understanding historical data to assist in gaining insights for predicting possible future outcomes using descriptive, predictive and prescriptive data analytic techniques. Examples include applications in finance, human resources, marketing, health care, supply-chain, government and nonprofits, and sports.

DBA

Courses

DBA 700 - Doctoral Seminar in the Development of Management Thought (4 credits)

This course examines the history of the development of management theory and practice and its relationship to significant issues and challenges of today's managers. The works of both classical and contemporary management theorists will be analyzed, with students developing and defending models of management practice for their use in business organizations.

DBA 705 - Foundations of Research Inquiry (4 credits)

This course introduces students to the assumptions, theories, and processes of qualitative and quantitative business research methods. It requires students to develop a preliminary prospectus for their doctoral research project, identifying a practice-anchored research problem, a brief literature review, and an appropriate research methodology.

DBA 708 - Advanced Qualitative Methodology (3-4 credits)

DBA 708 Advanced Qualitative Methodology is an extension of DBA 705 Introduction to Research Inquiry, and covers qualitative research methodologies at a deeper level. In this course students will gain practical experience by applying the procedures and techniques of various research methodologies, using both instructor-provided and student-generated data. Students will learn qualitative methodological techniques that require the collection, and analysis of data and reporting of results for qualitative studies.

DBA 709 - Advanced Quantitative Research Methodologies (3-4 credits)

DBA 709 Advanced Quantitative Methodologies is an extension of DBA 708. In this course, students will gain practical research experience by applying varying advanced quantitative methodologies using student-generated data. Students will be responsible for the design, data collection, statistical analysis, and reporting of results of their self-designed quantitative study. Students will practice such methodological processes as survey design and validation, experimental design, multilevel modeling techniques, and hypothesis testing. This course will be conducted in a seminar format in which students are actively involved with developing and presenting course content.

DBA 710 - Applied Business Statistics and Analytics (4 credits)

In this course, students apply statistical and analytical techniques used in conducting doctoral-level applied research, with emphasis on graphical, bivariate, and multivariate data analysis techniques as well research and reporting practices.

DBA 711 - Advanced Methodology (4 credits)

DBA 711 Advanced Methodologies is an extension of DBA 705 Introduction to Research Inquiry, and covers research methodology at a deeper level. In this course

students will gain practical experience by applying the procedures and techniques of various research methodologies, using both instructor-provided and student-generated data. Students will learn methodological techniques that require the collection, and analysis of data and reporting of results via such methods as bivariate, and multivariate data analysis, as well qualitative research methods to a lesser degree.

DBA 712 - Applied Research Projects Design (4 credits)

In this course, students design the research proposal for their applied doctoral research project. The proposal is an expansion of the research prospectus developed in DBA 705 Foundations of research. The proposal consists of the identification and definition of the research problem, the literature on the problem of study, and a description of the specific research methodology to be used in the research project.

DBA 720 - Accounting and Financial Policy (4 credits)

This course promotes understanding of the impact of accounting principles and valuation methods used in financial reporting and corporate financial policy making. Emphasis is placed on analysis and application of capital asset theory in policy making.

DBA 725 - Seminar in Marketing (4 credits)

This DBA Marketing Seminar course is designed to provide a deep dive into marketing theories, research methodologies, and historical trends that have influenced marketing thought and practice. This course will be conducted as an interactive marketing seminar. Students are expected to take an active role in each session, discussing assigned readings, critically evaluating their contributions, and identifying gaps in the current literature.

DBA 730 - Information Technology: Issues and Strategy (2 credits)

This course offers an in-depth understanding of the values, roles, and alignment of information technology in support of the mission of business organizations, with attention given to the relationship between strategic technology management and managerial decision making at senior levels.

DBA 740 - Global Issues in Business: A Multi-Disciplinary Approach (4 credits)

This course provides students with an in-depth understanding of international factors directly or indirectly affecting day-to-day operations and management decision making of small, mid size, and large organizations that pursue business opportunities internationally. Emphasis is placed on research, analysis, and decision making skills essential to success in an increasingly international business environment.

DBA 745 - Operations Management (4 credits)

In this course, students critically examine foundational and current research in supply chain and operations management, with special attention to rigor, relevance, theoretical foundations, and management practice.

DBA 750 - Innovative Teaching for Business Faculty and Professionals (4 credits)

This course presents relevant research and theory on curricular and teaching approaches for higher education business students and adult learners. Applied skills in areas such as course and unit development, use of alternative teaching methods, and assessment of learner outcomes will be developed. Attention to effective e-learning approaches is emphasized.

DBA 755 - Current Topics in Business Leadership (4 credits)

This course is an integrated multi-disciplinary inquiry seminar of the critical problems facing the pragmatic and academic nature of leadership theory and practice. The broad scope of this course explores the impact of leadership theory, research and practice on individual, group, and organization outcomes. This course focuses on emerging and applied research and theory in leadership.

DBA 760 - Advanced Strategic Management Seminar (4 credits)

This course assists students to understand more fully effective processes for developing and executing complex management strategies in business organizations. Emphasis is placed on researching and analyzing four significant frameworks of strategy-making, with in-depth case study research and reporting required.

DBA 795 - Directed Doctoral Research on Applied Projects (1-8 credits)

Development of DBA dissertation with faculty adviser.

DENH

Courses

DENH 600 - Foundational Concepts in Dental Therapy (3 credits)

This course investigates foundational knowledge critical for success as an advanced dental therapist including principles of biology and chemistry, fundamentals of oral and biological structures, function and inter-relationship of body systems as well as basic concepts in sociology and psychology. Students are introduced to critical thinking and problem-solving practices to aid in decision-making regarding oral health care within the context of total body health. Competence Statement: This course investigates foundational knowledge critical for success as an advanced dental therapist including principles of biology and chemistry, fundamentals of oral and biological structures, function and inter-relationship of body systems as well as basic concepts in sociology and psychology. Students are introduced to critical thinking and problem-solving practices to aid in decision-making regarding oral health care within the context of total body health.

DENH 610 - Assessment and Treatment Planning (4 credits)

This course focuses on the effect of systemic and oral diseases related to ADT care. Students learn to prioritize and modify treatment plans to meet patient needs. Students implement a comprehensive, patient-centered, problem-solving approach to clinical assessment and treatment planning. Students develop critical thinking and clinical judgment in consideration of socio-cultural, familial, environmental, and developmental influences across the lifespan. Topics include epidemiology, health-promotion, disease-prevention, and the management of common oral health problems. Case-based studies and initial exposure to clinical patient care are incorporated

DENH 620 - Principles of Pharmacology and Medical Emergencies (3 credits)

This blended/hybrid course is designed to prepare the Masters of Science Advanced Dental Therapy (MSADT) student with the pharmacology knowledge and skill necessary to think critically when providing patient-centered care. Effective care begins with sorting through the patient's medical/dental health status and pharmacological report. Based on a comprehensive analysis, the student will discern appropriate treatment modifications and necessary drug prescriptions/interventions to ensure optimal and safe patient care. Drug classes, pharmacologic effects, adverse reactions, drug contraindications and interactions will be addressed practically and reinforced through case-based learning.

DENH 625 - Evidence-Based Decision Making in Dentistry (3 credits)

This course provides the advanced dental therapy practitioner with tools to critically identify and evaluate quality research needed inform evidence-based practice decisions. Topics addressed include research methods, research question development, ethics, and epidemiology. Emphasis is placed on incorporating research and evidence-based data into diagnostic decisions, patient care, and patient education.

DENH 630 - Management of Medical Emergencies (1 credit)

This didactic and simulation laboratory based course reviews common medical and dental emergencies that may be seen in the dental setting, as well as, management protocols and prevention strategies for emergencies. This course illustrates the relationship between accurate data collection and achieving successful outcomes in the management of dental and medical emergencies. Emphasis is placed on gathering, analyzing and processing information to develop appropriate action plans. Simulation laboratory experiences of medical emergencies take place in a dental operatory.

DENH 640 - Restorative Dentistry I (5 credits)

This course focuses on theoretical and laboratory principles of operative dentistry utilizing direct placement restorative materials in the permanent dentition for adults. In a simulation laboratory setting students practice operative dentistry techniques that restore form, function, and esthetics to teeth with the purpose of

contributing to both oral and general health. Emphasis is placed on the basic principles of cavity preparation and restoration design, as well as the appropriate selection and application of direct restorative materials. Students complete at least 150 hours in simulated restorative practice.

DENH 650 - Pediatric Dentistry (4 credits)

This course builds upon the concepts and skills learned in Restorative Dentistry I. Emphasis is placed on restorative procedures for the pediatric and adolescent patient carried out in a simulation laboratory setting. Course concepts and strategies include comprehensive pediatric ADT dental care within the context of the collaborative agreement. Focus is also placed on the recognition and indications for professional referral/consultation to provide comprehensive patient care.

DENH 660 - Community-Based Primary Oral Healthcare III (4-5 credits)

This course is a variable credit option offering either 4 or 5 credits. Credits are viewable in eServices. This course consists of lecture, laboratory, and clinical components. The course addresses the basic principles of uncomplicated primary and permanent tooth exodontia, in accordance with MN Statute 150A.106, as well as dressing changes, and suture removal techniques. Indications and fabrication of soft occlusal guards, repair of defective removable prosthetics, tissue conditioning, and soft relines of removable prosthetics are also addressed. The clinical component of this course provides the oral health care practitioner student their initial advanced dental therapy clinical experiences under professional supervision by dentists. Introduction to the clinical employment of teledentistry, professional referrals/consultations, and collaborative management agreements to ensure comprehensive patient care is also emphasized.

DENH 665 - Restorative Dentistry II (6 credits)

This course focuses on the provision of primary preventive and restorative Advanced Dental Therapist services in a laboratory and clinical setting. Concentration is on development of assessment and patient-centered treatment planning and care to an advanced beginner level. Students implement the full advanced dental therapy scope of practice under the supervision of faculty providers. Students complete approximately 180 hours in clinical restorative practice.

DENH 670 - Community-Based Primary Oral Healthcare IV (4 credits)

This seminar and clinically based course provides the oral health care practitioner student with the opportunity to develop and refine their skills in providing primary and preventive oral health care to underserved patients across the lifespan within the context of advanced dental therapy scope of practice. Some of the skills this course focuses upon are the clinical development of assessment and patient-centered treatment planning skills, appropriate prescribing practices, pain management skills, restorative and preventive procedures, and non-surgical extractions as outlined in MN Statute 150A.106. The continuation of the development of teledentistry skills, professional referrals and consultations, and practicing within

collaborative management agreements are also emphasized to manage comprehensive patient care.

DENH 680 - Restorative Dentistry III (3 credits)

This course focuses on further refining skills in providing primary preventive and restorative services to patients across the lifespan in a clinical setting. Concentration is on competency in assessment and patient-centered treatment planning and care. Students implement the full advanced dental therapy scope of practice in consultation with faculty providers. Students complete approximately 190 hours in clinical restorative practice.

DENH 685 - Oral Health Literacy and Communication (2 credits)

This course will address health literacy and cultural competency within the context of providing oral health care for individuals, families and communities representing diverse backgrounds. The dental therapy student will be able to recognize barriers and implement appropriate strategies to provide equitable care for populations that may have experienced barriers to receiving care.

DENH 690 - Community-Based Externship I (3 credits)

This course provides the Advanced Dental Therapy student with their first offsite clinical experiences in delivering restorative and preventive oral healthcare services to underserved and under-represented patients across the life span. The student will provide primary preventive and restorative Advanced Dental Therapy services in various specialty dental settings in collaboration with dental preceptors. Students will complete approximately 100 hours in clinical restorative practice

DENH 693 - Advanced Dental Therapy Clinic (3 credits)

This course is the culmination and synthesis of the educational and clinical experiences for the Advanced Dental Therapy student. Students provide primary preventive and restorative dental care in order to demonstrate integration and application of independent critical thinking, problem solving skills, professional attitudes, and sound clinical judgment. This course includes planning and preparation for dental therapy board licensure exams. Competence Statement: The student will demonstrate the integration and application of independent critical thinking, problem solving skills, professional and sound clinical judgment in the provision of primary preventive and restorative advanced dental therapy skills in collaboration with supervising faculty.

DENH 695 - Community-Based Externship II (3 credits)

In this course students will demonstrate sound clinical judgement while providing oral health care services to underserved patient populations across the life span at partner clinics. The focus of this course is competent, professional dental treatment requiring in-depth understanding of comprehensive patient-centered management of oral health problems within the scope of advanced dental therapy practice in collaboration with preceptor providers.

DENH 698 - Scholarly Seminar (2 credits)

This course focuses on the integration and application of independent critical thinking and problem solving in oral health care. The student will develop a research topic on a subject relevant to advanced dental therapy practice which will culminate in one of the following: a scholarly research review paper, an original demonstration project or original research project. A public presentation of the research topic will demonstrate the student's knowledge of their subject, provide an opportunity to define their scholarly process and offer peer and professional project evaluation.

DENH 699 - Special Topics in Dental Hygiene (0-8 credit)

This independent study course is designed for oral health practitioner students and focuses on continuing development of laboratory and/or clinical skills. The student and faculty member negotiate the number of credits to be completed and the specific course outcomes and requirements to be satisfied. Through guided study the student completes these requirements. This course may be repeated. Credits do not substitute for required course work. Register by permission only.

DSCI

Courses

DSCI 620 - Project Management (4 credits)

This course provides a systematic and comprehensive overview of project leadership and management. Topics covered include all aspects of project management from project initiation issues, RFP formulation, proposal decisions, preparation, and evaluation, project planning and implementation to organization, risk assessment, negotiation, and conflict resolution. Also included are project planning techniques such as PERT, CPM, Earned Value Analysis, and project monitoring and simulation using Microsoft Project software.

DSCI 630 - Project Risk Management (4 credits)

This course provides a comprehensive study of project risk management, including concepts, methodologies, and applications. It includes systematic approaches to risk identification, risk modeling, risk impact assessment, respond planning, and documentation. Decision science methods such as System Dynamics, Monte Carlo Simulation, Decision Analysis, Probability Analysis, Analytic Hierarchy Process, and Scenario Analysis will be utilized in risk assessment. Use of computer software in risk analysis will also be emphasized.

DSCI 640 - Supply Chain Management: Concepts and Techniques (4 credits)

This course will cover the fundamental concepts in supply chain management, including the forward and backward flows of materials, information, and money. Different configurations of supply chains will be examined, along with the fit of different supply chains to different organizational environments. Techniques for analyzing supply chains and their effectiveness will be examined, including qualitative and quantitative models. Specific topics include concepts and methods

in supply chain strategies, planning and operations, inventory and information management, warehousing and materials handling systems, logistics, distribution and transportation systems, distribution strategies, supply chain design, and information technology. Integration of functional areas such as purchasing, materials management, and distribution is addressed.

DSCI 650I - Decision Sciences Individual Internship (1-4 credits)

Internships offer students opportunities to gain deeper knowledge and skills in their chosen field. Students are responsible for locating their own internship. Metro faculty members serve as liaisons to the internship sites supervisors and as evaluators to monitor student work and give academic credit for learning. Students are eligible to earn 1 credit for every 40 hours of work completed at their internship site.

DSCI 652 - Supply Chain Logistics (2 credits)

This course examines those activities involved in planning, implementing and controlling the flow of raw materials, in-process inventories, and finished goods from the point of origin to the points of consumption at the lowest total costs. Topics emphasized include inventory management, transportation, warehousing, information systems, performance measurement, materials handling, customer services, and the overall management of logistical functions.

DSCI 653 - Global Sourcing (2 credits)

Global competition makes it increasingly important for American firms to contract with foreign companies in order to establish efficient and reliable sources of industrial materials and supplies. Topics include starting a global buying program; dealing with foreign cultures, business practices, monetary systems, and related legalities; writing international purchase orders; controlling global logistics costs; and U.S. programs designed to benefit importing buyers.

DSCI 660I - Decision Sciences Student-Designed Independent Study (SDIS) (1-6 credits)

Student-designed independent studies give Metropolitan State students the opportunity to plan their own study. This type of independent learning strategy can be useful for because it allows students: to study a subject in more depth, at a more advanced level; to pursue a unique project that requires specialized study; to draw together several knowledge areas or interests into a specialized study; to test independent learning capabilities and skills; or to use special learning resources in the community, taking advantage of community education opportunities which, in themselves, would not yield a full college competence. Students should contact their appointed advisor for more information.

DSCI 665I - Decision Sciences Prior Learning (1-6 credits)

Credit for Prior Learning is the method by which students may receive college credit for prior learning obtained through nontraditional means, such as military training/experience, the workplace, or independent study. The course for which credit is being sought must correspond in its content to a course that is currently

offered at Metropolitan State University. Competence is demonstrated by passing the final examination of the corresponding course. Students should contact their academic advisor for more information.

DSCI 681 - Operations Management (4 credits)

The growing interdependence of business functions such as marketing, accounting, finance, information systems, and engineering requires effective and efficient operations management strategies and practices. The main objective of this course is to develop basic skills and knowledge necessary for managing the operations function in both manufacturing and service delivery firms. Special emphasis will be placed on contemporary issues facing operations managers such as supply chain structure and strategy, enterprise resource planning issues, product and process design, process management, value chain, and lean systems. Another objective of this course is to develop analytical skills necessary to identify and solve problems in the operations management arena.

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

The primary purpose of this course is to introduce students to overall leadership and methods and procedures for solving managerial problems in multiple knowledge management areas of project management. Students will learn the art and science of problem solving by actively participating in solving real-life problems and cases and in the execution and control of projects through simulations. Emphasis is placed on developing the appropriate knowledge and skills for dealing with complexity and uncertainty. Topics covered include decision making, prediction and forecasting, conflict resolution, scenario planning and strategic problem solving. Applications of appropriate computer software programs will also be emphasized. This course covers many important topics that are included in the Project Management Institute's examinations for certifications like PMP and CAPM. Students who wish to achieve these type of certifications will be facilitated by this course.

ECON

Courses

ECON 611 - Foundations of Economic Analysis (2 credits)

This course meets the prerequisite requirements for undergraduate courses in microeconomics and macroeconomics. It does not count toward your master's degree, but permits you to take one course instead of two undergraduate courses. The course covers the major concepts in basic economics including demand analysis, determinants of supply, price system operations and government's roles. Attention is also directed to business cycles, national income accounting, employment and fiscal policy. The course enhances your understanding of economic conditions, economic changes, and organizations' roles in the private, nonprofit and government sectors in the allocation and use of economic resources.

ECON 650I - Economics Individual Internship (1-8 credits)

Internships offer students opportunities to gain deeper knowledge and skills in their chosen field. Students are responsible for locating their own internship. Metro faculty members serve as liaisons to the internship sites' supervisors and as evaluators to monitor student work and give academic credit for learning. Students are eligible to earn 1 credit for every 40 hours of work completed at their internship site.

ECON 660I - Economics Student-Designed Independent Study (SDIS) (1-8 credits)

Student-designed independent studies give Metropolitan State students the opportunity to plan their own study. This type of independent learning strategy can be useful for because it allows students: to study a subject in more depth, at a more advanced level; to pursue a unique project that requires specialized study; to draw together several knowledge areas or interests into a specialized study; to test independent learning capabilities and skills; or to use special learning resources in the community, taking advantage of community education opportunities which, in themselves, would not yield a full college competence. Students should contact their appointed advisor for more information.

ECON 665I - Economics Prior Learning (1-8 credits)

Credit for Prior Learning is the conditions under which students can receive college credit for prior learning obtained through nontraditional channels such as the military, the workplace, or independent study. The course for which credit is being sought must correspond in its content to a course that is currently offered at Metropolitan State University. Competence is demonstrated by passing the final examination of the corresponding course. Students should contact their appointed advisor for more information.

ECON 696 - Managerial Economics and Strategy (2 credits)

This course focuses on the application of economic analysis to enterprise decision making. The basic topics include analysis of demand, costs, capitalization and strategy. The purpose is to apply economics to achieve long-run profit maximization. Students apply principles of modern strategy to real case studies.

EDU

Courses

EDU 001 - Orientation to Urban Education (credit)

This is an online, D2L course about the Urban Teacher Program (UTP) program admission process and key urban education concepts for transfer students. This course is foundational to introducing all School of Urban Education (UED) teacher candidates to the mission and vision of the UED's anti-racism advocacy that impacts equity in education. Key concepts related to the urban school experience are the guiding principles that introduce teacher candidates to authors in the field of culturally relevant pedagogy about urban education, students, families, and schools. Additionally, steps to the admissions process for entry into the UTP are covered.

Teacher candidates will receive a guided process by the instructor and UED's admissions staff for what is required (e.g., appropriate urban field hours documentation, Taskstream enrollment, a face-to-face meeting with UED's admissions academic advisor, and the required admission essay).

EDU 600 - Principles of Urban Education (4 credits)

This course is designed for graduate level study and conducted in seminar format. The purpose is to explore the impact of successful teaching of diverse students in urban classrooms. Students in the seminar will examine issues related to urban education mirrored in research, theory, and practice while looking at instructional approaches as reflected in the Standards of Effective Practice. Topics will include but not exclusive to multicultural competencies, curriculum transformation, and teacher dispositions. In addition, students will come to understand the role of the students' family, culture, social class, and ethnicity. The seminar is designed to meet several Standards of Effective Practice for the State of Minnesota Board of Teaching (BOT) (State Statute 8700.2000) for all teacher licensing programs.

EDU 606 - Urban Middle School and High School Methods -Advanced Theory and Practice (4 credits)

This course provides advanced theory and practice regarding common methods of differentiating instruction for urban middle school and high school classrooms. Post-baccalaureate urban teacher candidates learn how to create developmentally appropriate and culturally relevant unit and lesson plans that attend to the various abilities, needs, cultures, experiences, and interests of urban 5-12 students while also meeting district and state standards for learning and making interdisciplinary connections. Foundational understanding of the diverse learning styles and developmental characteristics of young adolescent and adolescent learners forms the basis upon which appropriate plans are developed and methods are employed. The inter-relationships between standards, assessment, curriculum and instruction are examined in promoting high achievement for each urban learner. Teacher candidates examine current trends and research in urban middle school and high school education along with the knowledge and skills these trends demand of effective urban educators, including teacher collaboration and teaming. Clinical field experience hours participating in an urban middle school and/or high school classroom are part of the requirements for the course.

EDU 610 - Teaching & Assessing Exceptional Urban Learners-Advanced Theory & Practice (3 credits)

This course reviews advanced theory and practice to support the education of exceptional urban and diverse learners in grades 5-12. The course will address what teachers should know about exceptional learners, including students with disabilities and students with special gifts and talents. The responsibilities of general education teachers in service to students with special needs who are included in the mainstreamed classroom will also be examined, and practice will be provided for developing lesson plans and assessments that meet the needs of students with

exceptionalities. Special education law and collaboration with special education staff will be discussed in the context of reviewing current research, issues and best practices for pre- and post-special education service needs of exceptional learners in urban public schools. Clinical field experience hours are part of the course requirements.

EDU 612 - Early Career Teacher Seminar (3 credits)

This course will provide early career teachers who are within their first five years of teaching support in creating work/life balance, implementing varied instructional strategies, honing classroom management skills, building relationships with students, families and colleagues, increasing cultural awareness and understanding the roles of building professionals. Participants will discover many ways to cultivate their resiliency in response to the many challenges early career teachers and more experienced teachers encounter. Through panel discussions, collegial support and coaching, participants will learn strategies to refuel, reenergize and reframe their passion for teaching and student success.

EDU 614 - Literacy Education in Urban Schools - Advanced Theory and Practice (3 credits)

This course explores advanced theory and practice to support academic literacy among urban learners in secondary classrooms. First, through readings, discursive presentations, and applied exercises, participants in this course will acquire techniques to assist struggling readers and writers. Alongside these skills, course participants will learn how to engage secondary urban learners in assuming responsibility for literacy self-development. Third, the course will include review and development of a variety of materials to teach diverse middle and high school students whose reading and developmental levels vary widely.

EDU 615 - Managing Learning in Urban 5-12 Classrooms-Advanced Theory and Practice (3 credits)

This course examines current theory and research on the relationship between classroom management and academic achievement to prepare prospective urban teachers for facilitating student learning in a positive classroom environment. Participants in this course will examine teacher and student classroom behaviors from a cross-cultural perspective to recognize the effects of cultural/linguistic differences in the assessment, interpretation, and planning of the instructional and social environment in a class. Students will gain understanding of individual and group motivation and behavior to create learning environments that encourage positive social interaction, active engagement in learning, and self motivation. Students will also gain understanding of how factors in students' environment outside of school may influence the classroom learning environment. A portion of this course will explore the influence of the use and misuse of drugs, and management strategies for atypical behaviors stemming from the effects of chemical dependency in adolescents. Teacher candidates will explore multiple theories, methods and strategies for integrating effective classroom management

approaches into urban middle school and high school classrooms, including collaborating with other professionals and families to ensure a positive learning environment for all. Clinical field experience hours are part of the course requirements.

EDU 630 - Historical, Cultural, and Philosophical Foundations of Urban Education (3 credits)

This course explores historical, cultural, sociological, and philosophical foundations of education in the United States with an express focus on urban education principles and practices. The metropolitan community is used as a resource for learning about the educational strengths and challenges faced by diverse groups. Students will gain understanding of the contributions and lifestyles of various racial, cultural, and economic groups in our society, including an emphasis on Minnesota-based American Indian culture, history, and tribal government. Core concepts include democracy and education, educational equity for all students, and historical as well as contemporary relationships between school and society. Emphasis is on issues of power and the educational segregation and attempted deculteralization of historically marginalized groups. Resilience and persistent struggles for equal educational opportunity in the face of oppression are also emphasized from diverse cultural perspectives. Philosophical, legal, cultural, and ethical perspectives about education will be explored as teacher candidates develop critical awareness of issues and develop their own philosophies of education.

EDU 632 - Assessing Learning in Urban Grades 5-12 - Advanced Theory and Practice (3 credits)

This course explores advanced theory and practice to support the use of assessment as a tool to guide the planning, development and implementation of curriculum and instruction. Participants will examine theories and research related to principles of learning, motivation, and multiple knowledge and skill sets. Participants will gain practical experience designing short and long-term learner outcomes and the use of various assessment tools and approaches. Teacher candidates will gain skills at identifying areas of student mastery and indicating areas of future learning. Topics include standards-based instruction, formative and summative assessment, standardized testing, validity, reliability, bias, rubrics, portfolio-based assessment, performance-based assessment and communicating with families. State and national standards and performance criteria for the evaluation of teaching will also be reviewed. Clinical field experience hours are part of the course requirements.

EDU 633 - Strategies for Transforming Education Through Absent Narratives (1-2 credits)

This graduate-level independent study is offered to participants in the MN Humanities Center's week-long educator institute to increase student engagement through absent narratives. This course will provide participants an opportunity to reflect upon and develop authentic practices with tools that guide and increase instruction in four key learning areas. The four areas of focus will be on (1) building

and strengthening relationships, (2) identifying strategies that support the power of student story, (3) creating engagements that help teacher and students learn from and with those representing diverse experiences/voices, and (4) how to connect with diverse communities in ways that amplify solutions that improve educational outcomes for students. The four key areas used to guide outcomes in this course are foundational and based on extensive research focusing on epistemology. Participants will learn to use the four key areas as essential strategies that allow for the assessment of a teacher's practice on the impact on student engagement. Participants will engage in self-reflection to identify personal areas of growth needed to fully engagement in the learning and move it past the research/discussion format to active and increased engagements.

EDU 635 - Teaching Assessing ELL Students in Content-Advanced Theory and Practice (3 credits)

This course includes an examination of theory, research, and practice regarding the process of second language acquisition and various strategies for teaching English Language Learners (ELL) subject matter content in urban K-12 classrooms. Prospective and current urban teachers will learn how to modify mainstream course materials and instructional strategies so that ELL students can engage in course content while simultaneously developing their English language skills. Course activities and expectations include demonstrating teaching strategies; developing lesson modifications; evaluating textbooks and other materials and resources available in the field; and examining issues in testing students of limited English proficiency for placement, diagnosis, exit, and evaluation. There is a requirement of a 10-hour field experience in urban setting involving classroom participant-observations and working with an ELL student.

EDU 646 - Restorative Practices in Urban Schools and Classrooms (4 credits)

This course will cover the use of restorative practices in urban classrooms and schools at large. Restorative practices are often seen as alternative ways of engaging youth who are faced with personal and environmental challenges that impact their participation in the classroom and school. Research will be reviewed including that which shows the effectiveness of restorative practices in reducing suspensions and expulsions while increasing student engagement. The historical and cultural roots of restorative practices will be examined and applied to current educational environments.

EDU 650 - Student Teaching in the Urban School (2-9 credits)

Supervised student teaching with students in an urban school required for the candidate's licensure area. This course for graduate students seeking initial licensure includes 12 full-time weeks or equivalent required for Minnesota teacher licensure, and required periodic seminars with other student teachers. ** Note: this is a variable credit course with credit range of 2 - 8, but all initial licensure candidates register for 8 credits. Individualized student teaching placements for reduced credit are

arranged for currently licensed teachers seeking to expand or add licensure through the post-baccalaureate process.

EDU 651 - Immigrants and Refugees in Urban Schools (3 credits)

This course examines the experience of students in grades K-12 who are immigrants or refugees (or their relatives) living in urban communities, particularly within the Twin Cities. The historical and contemporary push and/or pull factors that contributed to families from various countries and cultures recently coming to the United States will be examined. Important similarities and differences between the experiences and status of immigrants and refugees will also be studied. Particular challenges encountered within the U.S. will be explored, as well as examples of resiliency, achievement, and community resources. Students will gain the understanding of different cultural practices; benefits of bilingual education; how the larger community and the socio-cultural framework shape communication with parents; and how the urban environment conditions may influence learning. Critical issues in urban multilingual immigrant and refugee communities will be discussed. Graduate-level research and theoretical perspectives are part of the expectations.

EDU 652 - Theories and Methods of Language Learning (3 credits)

This course starts with the fundamentals of the first and second language acquisition, and differences between child, adolescent, and adult language acquisition. Students will learn and demonstrate strategies to develop skills in listening, speaking, reading, and writing across the K-12 curriculum. Other topics are: differences between literacy development in the first language and the second language and implications for teaching English learners; and communication techniques that enhance student learning. Students will become familiar with a variety of methods, approaches, techniques, and programs; and will investigate issues related to the full inclusion of English learners in the school setting; and that both language learning and subject matter learning are essential to student success. The teaching of reading and writing across the curriculum will be emphasized, as well as the use of technology. Urban field experience in grades K-12 is part of the course requirements.

EDU 653 - Assessment and Curriculum for English Learners in Urban Schools (4 credits)

This course includes formal and informal second language assessment techniques to determine placement and to evaluate the progress of English learners in grades K-12. It also addresses criteria for determining the readiness to enter and exit English proficiency programs. Students will gain an understanding of the characteristics and limitations of second language assessment, including the ones for placement in gifted and special education programs; they will learn item and test construction methods appropriate for students with limited English proficiency; and how to administer, interpret, and explain test results to parents and colleagues; rubrics and standards alignment with district goals. Other topics are: curriculum development related to the English learners; program planning; connecting schooling experiences

with everyday life, the workplace, and further education; involving the community; purpose of co-curricular and extracurricular activities; and best practices. Urban field experience in grades K-12 is part of the requirements. Prerequisites: Admission to the UTP; Ling 316.

EDU 654 - The Urban ESL Professional (2 credits)

This course examines the roles and responsibilities of the urban ESL teacher. Students will develop the ability to communicate successfully with English learners in grades K-12, their parents, colleagues, and urban community members. Other topics include bilingualism, multilingualism, resources for continual professional development, classroom management, and working effectively with colleagues and the community to support student learning.

EDU 656 - Elementary ESL Practicum (2 credits)

This practicum is designed to give urban teacher candidates the opportunity to be observed/assessed and reflect upon at least 80 hours of field experience working with ELL students in an urban elementary school as required for an additional license. Urban ESL teacher candidates will have the opportunity to reflectively apply knowledge, theories and skills in learned in coursework.

EDU 657 - Middle School ESL Practicum (2 credits)

This practicum is designed to give urban teacher candidates the opportunity to be observed/assessed and reflect upon at least 80 hours of field experience working with ELL students in an urban middle school as required for an additional license. Urban ESL teacher candidates will have the opportunity to reflectively apply knowledge, theories and skills in learned in coursework.

EDU 658 - High School ESL Practicum (2 credits)

This practicum is designed to give urban teacher candidates the opportunity to be observed/assessed and reflect upon at least 80 hours of field experience working with ELL students in an urban high school as required for an additional license. Urban ESL teacher candidates will have the opportunity to reflectively apply knowledge, theories and skills in learned in coursework.

EDU 660I - Education Student-Designed Independent Study (SDIS) (1-4 credits)

Student-designed independent studies give Metropolitan State students the opportunity to plan their own study. This type of independent learning strategy can be useful for because it allows students: to study a subject in more depth, at a more advanced level; to pursue a unique project that requires specialized study; to draw together several knowledge areas or interests into a specialized study; to test independent learning capabilities and skills; or to use special learning resources in the community, taking advantage of community education opportunities which, in themselves, would not yield a full college competence. Students should contact their appointed advisor for more information.

EDU 670 - Advanced Reflective Practice for Urban Educators (4 credits)

This course examines the important role of critical reflection for the professional development and effectiveness of urban teachers in their efforts to provide equitable educational opportunities and increase achievement of their diverse students. Various types of reflection will be practiced in critically thinking about the multiple and complex aspects of the teaching and learning process within a racial, socio-economic, cultural, historical, structural and systemic context. The role of urban educators as agents and leaders of change will be examined, in addition to how reflection can be used as a tool to foster change for educational equity. Reflection during the course will lead to identifying a central focus and question for thesis research.

EDU 682 - Culturally Responsive Pedagogy in Urban Schools (4 credits)

This course expands discussions of culturally responsive pedagogy by focusing specifically on the tasks and challenges on implementation. This course examines practices, strategies, and dispositions that create an inclusive classroom environment relevant to diverse students and ways in which all students learn. Teachers engage in reflection on classroom practice that promote or obstruct equal access to academic success. This means communicating with students in culturally consistent ways, developing a caring classroom environment, and working with families and communities. Classroom reaching will be examined from a culturally responsive perspective. This course aligns with the State of Minnesota policies and approaches that education be culturally responsive.

EDU 688 - Research Methods in Urban/Cross-Cultural Education (4 credits)

The course engages students in the variety of educational research designs, analyses and conceptual frameworks appropriate for research in diverse and urban educational settings. The course examines approaches to research for improving classroom or school practices and/or connections with diverse urban or cross-cultural communities. Research methods learned include responsible conduct of research and human subjects protections, quantitative, qualitative, and mixed methods along with issues of sampling, measurement, and technical adequacy of observed research results in urban educational settings.

EDU 698 - Capstone: Conducting Research in Urban Classrooms, Schools and Communities (4 credits)

This course provides both an introduction to modes of research and scholarship useful in urban education or other diverse cross-cultural educational settings and an opportunity for applying principles learned to classrooms, schools, or communities. Students develop and complete a culminating project of research to improve an aspect of teaching, student learning, a school program/initiative or a community service and share their findings with others.

ENTR

Courses

ENTR 510G - Social Entrepreneurship (4 credits)

Social entrepreneurship and innovation is a model of business where enterprise owners are using business methods to help solve social and environmental challenges while delivering a “triple bottom line” of: profits, social, and environmental considerations. Using the social enterprise model, this course differentiates between traditional entrepreneurial ventures and nonprofit organizations as well as highlights economically viable businesses adding value to society. In this evolving landscape, it is critical for students to examine the benefits and challenges of integrating social impact with enterprise profitability while exploring their own capacity as a social change agent. This course is designated as a Community Engagement course.

ENTR 660I - Entrepreneurship Student-Designed Independent Study (SDIS) (1-4 credits)

Student-designed independent studies give Metropolitan State students the opportunity to plan their own study. This type of independent learning strategy can be useful for because it allows students: to study a subject in more depth, at a more advanced level; to pursue a unique project that requires specialized study; to draw together several knowledge areas or interests into a specialized study; to test independent learning capabilities and skills; or to use special learning resources in the community, taking advantage of community education opportunities which, in themselves, would not yield a full college competence. Students should contact their appointed advisor for more information.

ESCI

Courses

ESCI 660I - Environmental Science Student-Designed Independent Study (1-6 credits)

Student-designed independent studies give Metropolitan State students the opportunity to plan their own study. This type of independent learning strategy can be useful because it allows students: to study a subject in more depth, at a more advanced level; to pursue a unique project that requires specialized study; to draw together several knowledge areas or interests into a specialized study; to test independent learning capabilities and skills; or to use special learning resources in the community, taking advantage of community education opportunities which, in themselves, would not yield a full college competence. Students should contact their academic advisor for more information.

ESCI 665I - ESCI Prior Learning (1-9 credits)

Credit for Prior Learning is the conditions under which students can receive college credit for prior learning obtained through nontraditional channels such as the military, the workplace, or independent study. The course for which credit is being

sought must correspond in its content to a course that is currently offered at Metropolitan State University. Competence is demonstrated by passing the final examination of the corresponding course. Students should contact their appointed advisor for more information.

ETHS

Courses

ETHS 001A - Study Abroad Workshop (credit)

This is a series of in-person pre-departure sessions designed to prepare you for your Summer study abroad experience. These sessions will cover essential topics such as health and safety, cultural adjustment, logistics, academic preparation, documentation, financial planning, and communication. We will also preview materials from the required textbooks and readings to help you get a head start academically.

ETHS 660I - Ethnic Studies Student Designed Independent Studies (1-6 credits)

Student-designed independent studies give Metropolitan State students the opportunity to plan their own study. This type of independent learning strategy can be useful because it allows students: to study a subject in more depth, at a more advanced level; to pursue a unique project that requires specialized study; to draw together several knowledge areas or interests into a specialized study; to test independent learning capabilities and skills; or to use special learning resources in the community, taking advantage of community education opportunities which, in themselves, would not yield a full college competence. Students should contact their academic advisor for more information.

FIN

Courses

FIN 511G - Investment and Portfolio Analysis (4 credits)

This course is to equip students with strong knowledge of the modern theory of portfolio management and its applications. The major topics to be covered are: 1. The institutional environment of investment, the financial products available and how they are traded; 2. Models used in pricing these products: fixed income, equity, and derivative securities; 3. How to design an optimal portfolio of many assets and the trade-off between risk and return.

FIN 550G - International Finance (4 credits)

This graduate course examines the same topics as FIN 550, but with greater breadth, in greater depth, and with additional assignments. It is an introduction to the international dimensions of corporate financing, investment, and risk management decisions. Topics include foreign exchange markets, international financial systems, foreign exchange rate determination, currency risk, spot and forward rates, hedging,

international monetary and trade flows, multinational capital budgeting, and cost of capital in emerging economies.

FIN 560G - Financial Markets and Institutions (4 credits)

This graduate course meets jointly with FIN 560. The course examines the same topics as FIN 560, but with greater breadth, in greater depth, and with additional assignments. This course provides an overview of financial markets and institutions. Topics include the workings of various financial markets, the functions of different types of financial institutions, and the regulatory framework for the financial sector. The course concludes with an introduction to the types of risks faced by institutions and the basic tools and concepts to manage these risks. Further, the course will include topics of current interest.

FIN 595G - Advanced Corporate Finance (4 credits)

This graduate course examines the same topics as FIN 595, but with greater breadth, in greater depth, and with additional assignments. It reinforces and expands on what is covered in FIN 601. Topics include capital budgeting, business strategy analysis, forecasting and prospective analysis, mergers and acquisitions, credit analysis, corporate financing strategies, and risk management. This course requires extensive use of spreadsheets.

FIN 601 - Financial Management (4 credits)

This course introduces the applications to financial decision-making of mathematics, statistics, economic theory, and accounting procedures. The two central ideas are time value of money and the relationship between expected return and risk, and how these ideas are used to value bonds, stocks, and other financial securities, and to make capital investment decisions. The course also includes the optimal management of the firm's assets and financing requirements.

FIN 650I - Finance Individual Internship (1-8 credits)

Internships offer students opportunities to gain deeper knowledge and skills in their chosen field. Students are responsible for locating their own internship. Metro faculty members serve as liaisons to the internship sites' supervisors and as evaluators to monitor student work and give academic credit for learning. Students are eligible to earn 1 credit for every 40 hours of work completed at their internship site.

FIN 660I - Financial Management (3 credits)

This course offering for SCSU students only: This course focuses on the optimal management of the firm's assets and financing requirements. Topics covered include: financial decision making, financial markets, risk, valuation, long and short-term financing and investing. International and ethical implications are included, and extensive use of cases and spreadsheets is required.

FIN 660I - Finance Student-Designed Independent Study (SDIS) (1-8 credits)

Student-designed independent studies give Metropolitan State students the opportunity to plan their own study. This type of independent learning strategy can be useful for because it allows students: to study a subject in more depth, at a more advanced level; to pursue a unique project that requires specialized study; to draw together several knowledge areas or interests into a specialized study; to test independent learning capabilities and skills; or to use special learning resources in the community, taking advantage of community education opportunities which, in themselves, would not yield a full college competence. Students should contact their appointed advisor for more information.

FIN 665I - Finance Prior Learning (1-8 credits)

Credit for Prior Learning is the conditions under which students can receive college credit for prior learning obtained through nontraditional channels such as the military, the workplace, or independent study. The course for which credit is being sought must correspond in its content to a course that is currently offered at Metropolitan State University. Competence is demonstrated by passing the final examination of the corresponding course. Students should contact their appointed advisor for more information.

FIN 696 - Financial Derivatives (4 credits)

Fin 696 is a finance elective course for MBA students. It discusses financial derivatives and their applications in risk management. Emphasis is placed on the role of derivatives markets in the financial system, the principles of derivative pricing, applications of derivatives in risk management, and some of the main causes of the financial crisis 2007-2010. The course also addresses the rationale for regulation in this market.

GNDR

Courses

GNDR 501G - Theories and Methodologies in Gender (4 credits)

This course studies various theoretical, historical, and research perspectives in Gender Studies. Students will employ and evaluate relevant critical theories and methods while interrogating how gender is implicated in and intermeshed with racial, ethnic, and class dynamics. The course will engage with cultural and political theories of the social construction of gender and gender difference, examining gender themes in a variety of primary and secondary materials.

GNDR 660I - Gender Studies Student Designed Independent Studies (1-5 credits)

Student-designed independent studies give Metropolitan State students the opportunity to plan their own study. This type of independent learning strategy can be useful because it allows students: to study a subject in more depth, at a more advanced level; to pursue a unique project that requires specialized study; to draw

together several knowledge areas or interests into a specialized study; to test independent learning capabilities and skills; or to use special learning resources in the community, taking advantage of community education opportunities which, in themselves, would not yield a full college competence. Students should contact their academic advisor for more information.

HIST

Courses

HIST 001A - Study Abroad Workshop (credit)

Join us for a series of in-person pre-departure sessions designed to prepare you for your Summer 2025 study abroad experience. These sessions will cover essential topics such as health and safety, cultural adjustment, logistics, academic preparation, documentation, financial planning, and communication. We will also preview materials from the required textbooks to help you get a head start academically. Our goal is to make sure you are well-equipped and confident as you embark on this exciting journey.

HIST 531G - Religion and Politics in America (4 credits)

Religion has always been deeply enmeshed in American political life, despite the American tradition of separation of church and state. Today, some fear an erosion of that separation, while others complain that we live in a “culture of disbelief “ where religion is not respected. This course examines controversies surrounding religious belief, religious practice and religious diversity in industrial America, giving students the opportunity to decide for themselves what the place of religion in modern America is and ought to be. Students of diverse religious backgrounds are most welcome, but a respect for the beliefs of others is a condition of participation. (Also listed as Hist 331, RelS 355 and RelS 555 Religion and Politics in America.)

HIST 660I - History Student Designed Independent Studies (1-8 credits)

Student-designed independent studies give Metropolitan State students the opportunity to plan their own study. This type of independent learning strategy can be useful because it allows students: to study a subject in more depth, at a more advanced level; to pursue a unique project that requires specialized study; to draw together several knowledge areas or interests into a specialized study; to test independent learning capabilities and skills; or to use special learning resources in the community, taking advantage of community education opportunities which, in themselves, would not yield a full college competence. Students should contact their academic advisor for more information.

HRM

Courses

HRM 530G - Employee Development and Training (4 credits)

This course, specifically designed for students interested in human resource management or general management, focuses on human resource development in

organizations and stresses applications to improve productivity and employee satisfaction. Topics include the evolution of training and development, needs assessment, testing for developmental purposes, the learning process, selecting proper training methods, and evaluating training and development.

HRM 566G - People Analytics (4 credits)

Data analytics is critical to HR and businesses as a part of competitive or business intelligence. In the past, HR professionals typically relied on their understanding of processes and the organization to make decisions and serve their stakeholders. For the last decade, data is increasingly available, and analytics provides a way to demonstrate the linkage between people and business outcomes (Waters et al., 2018). This course is designed to examine the use of data to understand, improve, and optimize the people side of the organization. It focuses on improving students' critical evaluation and business acumen, a part of the main core competencies for HR professionals in the Society of Human Resource Management competency model. Students will gain up-to-date knowledge in current evidence about managing people, develop skills necessary to make the most of the available analyses in people decision-making, and become more skilled analysts in incorporating people's data to inform business decisions. This course covers topics such as workforce planning analytics, performance analytics, recruitment analytics, diversity analytics, etc.

HRM 650I - Human Resources Management Individual Internship (1-8 credits)

Internships offer students opportunities to gain deeper knowledge and skills in their chosen field. Students are responsible for locating their own internship. Metro faculty members serve as liaisons to the internship sites' supervisors and as evaluators to monitor student work and give academic credit for learning. Students are eligible to earn 1 credit for every 40 hours of work completed at their internship site.

HRM 660I - Human Resources Management Student-Designed Independent Study (SDIS) (1-8 credits)

Student-designed independent studies give Metropolitan State students the opportunity to plan their own study. This type of independent learning strategy can be useful for because it allows students: to study a subject in more depth, at a more advanced level; to pursue a unique project that requires specialized study; to draw together several knowledge areas or interests into a specialized study; to test independent learning capabilities and skills; or to use special learning resources in the community, taking advantage of community education opportunities which, in themselves, would not yield a full college competence. Students should contact their appointed advisor for more information.

HSA

Courses

HSA 660I - Human Services Administration Student Designed Independent Studies (1-8 credits)

Student-designed independent studies give Metropolitan State students the opportunity to plan their own study. This type of independent learning strategy can be useful because it allows students: to study a subject in more depth, at a more advanced level; to pursue a unique project that requires specialized study; to draw together several knowledge areas or interests into a specialized study; to test independent learning capabilities and skills; or to use special learning resources in the community, taking advantage of community education opportunities which, in themselves, would not yield a full college competence. Students should contact their academic advisor for more information.

HSCD

Courses

HSCD 580G - Introduction to Counseling (1 credit)

Counseling incorporates theory and practice to foster changes in behavior. This course introduces students to counseling theory and practice and professional identity development. The fundamental knowledge and skills gained in this course help prepare students for advanced studies in substance use or co-occurring disorders counseling.

HSCD 590G - Introduction to Substance Use and Co-occurring Disorders (1 credit)

In this course, students gain an initial understanding of substance use and co-occurring disorders and how they are addressed. Emphasis is placed on understanding multiple conceptualizations of the disorders and their treatment. The fundamental knowledge gained and resources explored in this course help prepare students for advanced studies in substance use or co-occurring disorders counseling.

HSCD 600 - Foundations, Models and Evidence-Based Practices (2 credits)

This course provides an advanced survey of the history of the alcohol and drug counseling discipline, the foundations of the practice of alcohol and drug counseling, and current evidence-based practices that are informing practice and improving outcomes. Students review the historical, social, cultural, theoretical and epidemiological foundations of alcohol and drug counseling; utilize this foundation to explore the scientific research that underpins theories of addiction; explore and critique evidence-based practices and interventions that produce positive behavior change those receiving alcohol and drug counseling services; and discuss the future of the profession.

HSCD 601 - Cognitive Behavioral and Trauma-Informed Strategies (3 credits)

In this course, students explore cognitive-behavioral therapies (CBTs), trauma-informed strategies (TIS) and their application to substance use disorders counseling (SUDC) and co-occurring disorders counseling (CODC). Theory, research base and practice are all emphasized. In considering the theoretical base of CBTs and TIS, students investigate the research and service gaps in multicultural application of these interventions. The course includes a practice dimension that allows students to advance their skills in using multiple cognitive-behavioral approaches with clients in SUDC and CODC.

HSCD 602 - Advanced Motivational Interviewing: Practice and Supervision (2 credits)

This course focuses on motivational interviewing (MI) skills. Students consider the theory, research base and practice of MI. Building on this knowledge, students are guided through practice exercises and skill-building sessions. These include recording and coding of mock counseling sessions, which are designed to build student proficiency in utilization of this key component of alcohol and drug counseling.

HSCD 603 - Ethics and Professional Practice (2 credits)

This course provides advanced understanding of the ethical and professional responsibilities of alcohol and drug counselors. The course explores specific components of ethical theories, the Rules of Professional Conduct for Alcohol and Drug Counselors in Minnesota, the ethical decision-making process, and application to specific clinical cases. Emphasis is placed on thoughtful consideration of ethically ambiguous and/or morally charged situations, on engaging in dialogue with peers to help resolve them, and on each student's personal biases as they affect decision-making. Attention is also given to the role of self-care in maintaining professionalism.

HSCD 610 - Evidence-Based Group Counseling (3 credits)

In this course, students investigate group theories, dynamics and processes at an advanced level. Emphasis is placed on the foundations of group facilitation and on application of motivational interviewing skills, cognitive behavioral strategies and other evidence-based practices to group counseling. Students gain advanced knowledge and capacities in process, dynamics, developmental stages, leadership and ethical issues involved facilitating group work in substance use disorders counseling (SUDC) and co-occurring disorders counseling (CODC). Students participate in a classroom-based skills development group as part of this course.

HSCD 611 - Culturally Responsive and Anti-Oppressive Practice (3 credits)

In this course, students engage in thoughtful dialogue regarding issues of race, class, language and immigrant status in the provision of alcohol and drug counseling and co-occurring disorders counseling services. The course places the interplay of racism, classism and addiction in its historical context, and considers how institutionalized

race and class privilege manifest in current research and treatment gaps and law enforcement biases. Attention is given to the intersectionality of racism and classism with other forms of oppression, such as those based on sex, sexual and gender identity and ability. Students examine their own preconceptions and points of privilege, and evaluate methods of bridging service gaps through incremental and systemic change. Students also consider power structures in helping relationships, with the goal of creating egalitarian and empowering practices in alcohol and drug counseling and co-occurring disorders counseling.

HSCD 612 - Family Counseling (3 credits)

This course provides an advanced survey of family systems theories and family therapies. Attention is given to evidence-based practices, particularly cognitive-behavioral interventions and therapies; this includes an overview of a variety of approaches that assist families in coping with substance use and co-occurring disorders. Students engage with cross-generational issues and multicultural considerations, and review social and practice trends as relevant to family therapy. Competence Statement Students integrate knowledge of family systems theories into their understanding of substance use and co-occurring disorders service provision, and demonstrate counseling and psycho-educational skills utilized in the application of family systems therapies.

HSCD 613 - Career Development Theory and Practice (2 credits)

This course provides an overview of the major theories of career development, career choice, and decision making, emphasizing assessment, vocational guidance strategies, and sources of occupational information. Attention is paid to multicultural and gender issues related to career development and applications of career counseling. Competence Statement Students demonstrate knowledge and skills needed to assess and facilitate career development in those affected by substance use and co-occurring disorders.

HSCD 620 - Psychopharmacology (3 credits)

This course provides a broad understanding of psychopharmacology related to substance use and co-occurring disorders. Following a review of pharmacokinetics, pharmacodynamics and synaptic and behavioral mechanisms of addictive drugs, the course focuses on medications used to treat substance use and psychiatric disorders. Students distinguish among the major classes of psychotherapeutic and anti-addiction medications, and evaluate the evidence base for clinical effectiveness of psychiatric medications for co-occurring disorders and medication-assisted treatments for substance use disorders. Competence Statement Students demonstrate knowledge of the actions of addictive drugs and psychiatric and anti-addiction medications on the brain and behavior, and demonstrate application of this knowledge as would be expected in clinical settings.

HSCD 621 - Psychopharmacology I (2 credits)

This course provides a broad understanding of psychopharmacology related to substance use disorders. Following a review of pharmacokinetics,

pharmacodynamics and synaptic and behavioral mechanisms of addictive drugs, the course focuses on medications used to treat substance use disorders. Students distinguish among the major classes of addictive drugs and medications used to treat substance use disorders, evaluate the evidence base for clinical effectiveness of such medications, and engage in clinical applications of this knowledge.

HSCD 622 - Psychopharmacology II (2 credits)

This course provides a broad understanding of psychopharmacology related to psychiatric medications. Students distinguish among the major classes of psychiatric medications, evaluate the evidence base for clinical effectiveness of such medications, and engage in clinical applications of this knowledge.

HSCD 630 - Integrated Care: Screening and Assessment (3 credits)

A wide variety of screening instruments, assessment tools and diagnostic criteria are used to evaluate the nature and severity of substance use disorders (SUD) and co-occurring disorders (COD). In this course, students examine the process of screening and assessment, beginning with a consideration of counselor characteristics that influence effective engagement of clients, and of ethical concerns inherent in assessment. Screening and assessment methods are evaluated on their evidence base, with special consideration given to cultural inclusion in creating, norming and applying such methods. Students gain advanced experience in utilizing screening and assessment methods that show evidence of validity, reliability and cultural appropriateness, with particular attention to those required by the state of Minnesota for service placement. Competence Statement Students demonstrate skill in assessing substance use and co-occurring mental disorders in a highly professional, therapeutic and culturally responsive manner.

HSCD 631 - Integrated Care: Treatment and Recovery Planning (2 credits)

The development and implementation of treatment plans is considered key to effective practice of substance use and co-occurring disorders counseling. In addition, treatment planning can play a central role in advocating for and obtaining the most appropriate care for a client. This course examines both treatment (short-term) and recovery (medium- to long-term) planning, including an examination of relevant service delivery systems in Minnesota. Students examine and practice counselor characteristics and strategies that promote retention in care, plan adherence and relapse prevention. Students consider the central roles of stage of change, client autonomy, cultural appropriateness and responsiveness, and motivational enhancement in treatment and recovery planning, and engage in advanced skills-building exercises. Competence Statement Students demonstrate knowledge and skills needed to assist individuals in designing person-centered, strengths-based care plans and to complete appropriate documentation of care.

HSCD 632 - Integrated Care: Harm Reduction and Case Management (3 credits)

This course introduces the philosophical underpinnings of public health approaches to and case management of substance use and co-occurring disorders. Students

gain knowledge and understanding of the history, principles and strategies of harm reduction interventions, as well as knowledge of and proficiency in delivering specific brief interventions that have been shown to reduce both risky behavior and its consequences. Students also review the principles of and strategies for effective case management in substance use and co-occurring disorders counseling, and create a broad database of case management resources. Significant attention is paid to culturally specific considerations and strategies, and students consider issues of gender, race, class and age when reviewing access to and appropriateness of services.

HSCD 635 - Integrated Care: Advanced Practice (4 credits)

Advanced practice of co-occurring disorders counseling requires excellence in clinical skills, program innovation and application of professional ethics. In this course, students build on their coursework and practicum experiences to gain advanced proficiencies in diagnostics, evidence-based practices and ethical decision-making. Students expand their competence in assessment and diagnosis of substance use, mental health and co-occurring disorders. Students examine the advancement of practice through emerging technologies and address barriers to implementation. Case studies that present especially challenging ethical dilemmas are considered and resolved through collaborative means. Special attention is paid to the responsiveness of professional counseling practice to the needs of clients from marginalized communities.

HSCD 640 - Clinical Supervision (3 credits)

This course is designed to prepare students for effective clinical supervision in the provision of services for those with substance use and co-occurring disorders. Topics include elements of supervision, enhancing effectiveness of supervision, managing the supervisory relationship, and ethical and legal concerns that supervisors may be required to address. Consideration is given to power structures, pitfalls and cross-cultural issues encountered in supervisory relationships, and to supervision as a partnership in support of superior client care and professional goals.

HSCD 650 - Evaluation and Utilization of Research (2 credits)

This course is designed to expand understanding of formal and informal investigations relevant to alcohol and drug counseling, and to guide students in evaluating research and incorporating research results into counseling practice. Students endeavor to become proficient in searching, evaluating and critiquing scientific literature, particularly that regarding evidence-based practices and clinical outcomes evaluation in alcohol and drug counseling. Students also critically assess research with regard to the populations on which it is performed and on which its evaluation instruments are normed. This course provides the foundation for the Masters Project, as students determine the topic areas of their projects and consider how to implement them with underserved populations.

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

This course supports students in creating, carrying out and completing projects designed to improve service delivery in alcohol and drug counseling. Building on work begun in HSCD 650, students review literature relevant to their topic areas, and network with local service providers regarding opportunities for implementing their projects with underserved populations. Under faculty supervision, students design projects and implement them in clinical or community-based settings that provide services to clients with substance use or co-occurring disorders, and follow up with outcome evaluation measures.

HSCD 660I - HS/Alcohol & Drug Counseling Student Designed Independent Studies (1-8 credits)

Student-designed independent studies give Metropolitan State students the opportunity to plan their own study. This type of independent learning strategy can be useful because it allows students: to study a subject in more depth, at a more advanced level; to pursue a unique project that requires specialized study; to draw together several knowledge areas or interests into a specialized study; to test independent learning capabilities and skills; or to use special learning resources in the community, taking advantage of community education opportunities which, in themselves, would not yield a full college competence. Students should contact their academic advisor for more information.

HSCD 665I - Human Services/Alcohol & Drug Counseling Prior Learning (1-6 credits)

Credit for Prior Learning is the conditions under which students can receive college credit for prior learning obtained through nontraditional channels such as the military, the workplace, or independent study. The course for which credit is being sought must correspond in its content to a course that is currently offered at Metropolitan State University. Competence is demonstrated by passing the final examination of the corresponding course. Students should contact their appointed advisor for more information.

HSCD 680 - Practicum Preparation (credit)

Prior to entering practicum in substance use disorders (SUD) or co-occurring substance use and mental health disorders (COD) counseling, students must document readiness for clinical internship. In this workshop, participants complete necessary documentation, evaluate their self-care and support system, secure a practicum site and complete a Practicum Learning Agreement that will guide their development.

HSCD 681 - Practicum I (1-2 credits)

This series provides students with opportunities to demonstrate the advanced knowledge and skills acquired during their academic coursework and practice by implementing them in clinical or community-based settings. The practicum series requires students to demonstrate advanced competence in alcohol and drug counseling and co-occurring disorders counseling. Students find placement in

settings that provide opportunities for multicultural applications of evidence-based practices. The classroom portion of the course allows students to review and critically analyze counseling style, anti-oppressive practice, ethical issues and the practicum setting.

HSCD 682 - Practicum II (1-2 credits)

This series continues the practicum program begun in HSCD 681, and fosters greater independence in utilizing the advanced knowledge and skills acquired during their academic coursework. Students continue under site and faculty supervision as they take on advanced intern-level duties in clinical or community-based settings. Field placements allow students to complete the internship hours required for licensure as both alcohol and drug counselors and professional counselors in Minnesota, while obtaining essential mentorship and networking for employment in the field following completion of graduate studies. The classroom portion of the course allows students to review and critically analyze counseling style, anti-oppressive practice, ethical issues and the practicum setting.

HSCD 685 - Practicum (1-2 credits)

This course provides students with opportunities to demonstrate the advanced knowledge and skills acquired during their academic coursework and practice by implementing them in clinical or community-based settings. The practicum experience requires students to demonstrate advanced competence in alcohol and drug counseling and co-occurring disorders counseling. Students complete internship hours in settings that provide opportunities for multicultural applications of evidence-based practices. The classroom portion of the course allows students to review and critically analyze client case conceptualization, counseling style, anti-oppressive practice, ethical issues, personal challenges and the practicum setting.

HSCI

Courses

HSCI 605 - Health Policy and Leadership (3 credits)

This course examines the social, cultural, economic, and political variables that influence the development of health policy and the strategies that can be used to develop or revise health policy. Students study the present U.S health system to determine ways in which it may be modified to enhance population health and better meet the needs of underserved populations. Competence Statement: Knows principles and concepts related to leadership and health policy well enough to demonstrate leadership in improving the delivery of health care to diverse populations

HSCI 648 - Designing for Quality in Health Care (3 credits)

This course focuses on clinical and operational excellence and continuous improvement of quality and safety from the leadership perspective. Process improvement philosophies, approaches, models, and methods are reviewed and

applied to health care delivery. Critical communication, collaboration, and leadership skills are incorporated and evaluated throughout the course.

HSER

Courses

HSER 660I - Human Services Student Designed Independent Studies (1-8 credits)

Student-designed independent studies give Metropolitan State students the opportunity to plan their own study. This type of independent learning strategy can be useful because it allows students: to study a subject in more depth, at a more advanced level; to pursue a unique project that requires specialized study; to draw together several knowledge areas or interests into a specialized study; to test independent learning capabilities and skills; or to use special learning resources in the community, taking advantage of community education opportunities which, in themselves, would not yield a full college competence. Students should contact their academic advisor for more information.

HSTD

Courses

HSTD 660I - Human Services/Training & Adult Dvlpmn Student Designed Independent Studies (1-8 credits)

Student-designed independent studies give Metropolitan State students the opportunity to plan their own study. This type of independent learning strategy can be useful because it allows students: to study a subject in more depth, at a more advanced level; to pursue a unique project that requires specialized study; to draw together several knowledge areas or interests into a specialized study; to test independent learning capabilities and skills; or to use special learning resources in the community, taking advantage of community education opportunities which, in themselves, would not yield a full college competence. Students should contact their academic advisor for more information.

HUM

Courses

HUM 660I - Humanities Student Designed Independent Studies (1-4 credits)

Student-designed independent studies give Metropolitan State students the opportunity to plan their own study. This type of independent learning strategy can be useful because it allows students: to study a subject in more depth, at a more advanced level; to pursue a unique project that requires specialized study; to draw together several knowledge areas or interests into a specialized study; to test independent learning capabilities and skills; or to use special learning resources in the community, taking advantage of community education opportunities which, in

themselves, would not yield a full college competence. Students should contact their academic advisor for more information.

IBUS

Courses

IBUS 611 - International Business (2-4 credits)

The goal of this course is to raise your awareness and understanding of international business theory and practice needed by a company to compete successfully in the global economy. The course's specific objectives, to be achieved through written, oral, and individual research work, are as follows: Understand the theoretical principles and day-to-day practices of international business; describe and analyze the political, technological, market, cost and competitive drivers; understand the U.S. position in world trade and investment; recognize different management issues associated with a company's stage of development in its international planning; apply concepts of gender, ethnicity, ethics, and religion to intercultural business transactions, and develop skills to critically analyze and use data with an international perspective.

IBUS 613 - Topics in International Business (4 credits)

This is a topics-based course in which current themes are covered intensively. The course is divided into three parts: an integrative portion which explores business history, culture, traditions and recent economic development, assessing their impact on the business climate/environment; a social section covering negotiation skills/styles, business etiquettes and internal country resources; and a strategic section, which covers keys to success and failure for various business strategies such as joint ventures, mergers and acquisitions, wholly-owned subsidiaries, production contracts and others.

IBUS 660I - International Business Student-Designed Independent Study (SDIS) (1-8 credits)

Student-designed independent studies give Metropolitan State students the opportunity to plan their own study. This type of independent learning strategy can be useful for because it allows students: to study a subject in more depth, at a more advanced level; to pursue a unique project that requires specialized study; to draw together several knowledge areas or interests into a specialized study; to test independent learning capabilities and skills; or to use special learning resources in the community, taking advantage of community education opportunities which, in themselves, would not yield a full college competence. Students should contact their appointed advisor for more information.

IBUS 690 - Doing Business Internationally (4 credits)

This course will bring together the full range of factors influencing companies doing business across borders that were covered in the required IBUS 611; globalization, political economies, culture, ethics, legal systems, trade, investment, currency issues, market entry, production, logistics and marketing, and apply them to management

decision-making in national and regional operating environments around the world. The syllabus may be modified at short notice to accommodate current world events impacting the international business environment.

ICS

Courses

ICS 611 - Distributed Database Systems (4 credits)

This course covers the fundamental issues of distributed databases with focus on data fragmentation and allocation, query optimization and transaction processing. Topics include: Distributed database management systems architecture and design; data fragmentation, replication, and allocation; database security, authorization and integrity control; query optimization; transaction management; distributed concurrency control and replica control; distributed object database management systems; multidatabase systems.

ICS 612 - Database Security (4 credits)

Database security has an immense impact on the design of today's electronic information systems. This course will provide an overview of database security concepts and techniques and discuss new directions of database security in the context of a connected commercial world. This course provides the information needed to develop, deploy and maintain a secure database solution. It exposes the pitfalls of database design, their means of identification and the methods of exploiting vulnerabilities.

ICS 613 - Introduction to Big Data Computing Systems (4 credits)

The field of computer science is experiencing a transition from computation-intensive to data-intensive problems, wherein data is produced in massive amounts by large sensor networks, simulations, and social networks. Efficiently extracting, interpreting, and learning from very large datasets requires a new generation of data management technologies. This course gives an introduction to the Hadoop ecosystem as de facto big-data-management system and special consideration will be made to the Apache Spark data analysis framework. The fundamental concepts on which the emerging big data management systems are based are discussed first. Once a foundation is defined, technologies and algorithms that are used to work with big data sets are studied. Tentative topics covered include: distributed file system, map-reduce programming paradigm, Apache Spark basics, SparkSQL, Pig, Hive, Impala, and Scoop. The course is programming intensive and includes several programming assignment projects using the Hadoop ecosystem.

ICS 625 - Web Services and Service-Oriented Architectures (4 credits)

This course introduces XML technologies, web services and service-oriented architectures. Current approaches to web service design and implementation will be discussed. Models for designing and implementing a service-oriented architecture will be discussed. Security considerations and emerging trends will be explored. Students will implement web services.

ICS 631 - User Experience and Design Thinking (4 credits)

This course provides students with advanced knowledge and skills in designing user experience. Students learn how to discover user needs and desires, conceptualize user-centered designs, and test design solutions. Classes will cover latest industry trends, scholarship, and emerging technologies in user experience.

ICS 640 - Distributed Algorithms (4 credits)

Study of distributed algorithms that are designed to run on networked processors and useful in a variety of applications, such as telecommunications, information processing, and real-time process control. Specific algorithms studied include leader election, distributed consensus, mutual exclusion, resource allocation, and stable property detection. Both asynchronous and synchronous systems will be covered and fault tolerance will be the major theme. Algorithms will be analyzed for complexity and proofs of correctness will be studied.

ICS 650 - Simulation Modeling and Queuing Theory (4 credits)

This course is the study of fundamentals of computer simulation modeling and queuing theory at graduate level. Computer simulation can be an extremely powerful tool, yet few in industry seem well trained in the design, implementation, and interpretation of a useful simulation experiment. The instructional materials in this course are designed to familiarize the students with the use of computer simulation and queuing theory. Students will be taught to focus simulation studies on tractable and intractable questions, to draw conclusions from simulations results, and to bring these conclusions into appropriate domain context. This is a hands-on course. Students are taught simulation theory through the practice of developing models and of writing software. Examples of application areas include: Computer Networks, Bioinformatics, Public Health Issues, Trends in Education, Trends in Industry and many, many more. Topics include: Introduction to Simulation; Introduction to the Arena software package; Simulation Examples; Statistical Models in Simulation; Queuing theory and Models; Analysis of Simulation Data; Verification and validation of Simulation Models.

ICS 650I - Information and Computer Sciences Individual Internship (1-5 credits)

Students obtain internships in selected areas of study to gain deeper understanding of knowledge, skills and the context of a given field. Site supervisors give guidance and direction to customized internship projects. Faculty members serve as liaisons between the internship sites and the university, providing information to students and potential supervisors and supervising the learning experience. Students should contact the Institute for Community Engagement and Scholarship (ICES) at Metropolitan State University for more information.

ICS 652 - Artificial Intelligence and Machine Learning (4 credits)

Artificial Intelligence (AI) is the field of studying the synthesis and analysis of computational agents that act intelligently. AI has several areas of study, such as Searching, Reasoning, Learning, and Knowledge Representation. Searching helps

the agent to reason and decide what to do, to determine the sequence of actions that will take to achieve its goals. Learning is the ability of the agent to improve its behavior based on experience. And knowledge representation is used to represent the individuals and the relationships between them, so the agent will be able to represent its own reasoning and use it to build knowledge' based systems. This course focuses on searching algorithms, machine learning algorithms, and ontologies and knowledge based systems.

ICS 660I - Information and Computer Sciences Student Designed Independent Study (1-5 credits)

Student-designed independent studies give Metropolitan State students the opportunity to plan their own study. This type of independent learning strategy can be useful because it allows students: to study a subject in more depth, at a more advanced level; to pursue a unique project that requires specialized study; to draw together several knowledge areas or interests into a specialized study; to test independent learning capabilities and skills; or to use special learning resources in the community, taking advantage of community education opportunities which, in themselves, would not yield a full college competence. Students should contact their academic advisor for more information.

ICS 661 - Wireless Technologies (4 credits)

This course is a Study of the theory and methodologies used in the construction of wireless networks. Topics include: Overview of computer networks and wireless systems; cellular concepts and design fundamentals; physical layer fundamentals; data link control protocols; security related concepts including authentication and privacy with message integrity; wireless medium access control (MAC) protocols; radio resource management (power control); resource allocation and call admission control; mobility management; wireless networking; wireless LAN; wireless mobile ad hoc networks and wireless sensor networks.

ICS 662 - Distributed System Design (4 credits)

This course covers fundamental principles and theories on distributed and network operating systems, communication models, Client/Server architecture, and Peer-to-Peer paradigms. Group communication, synchronization, threads, processor allocations, fault tolerance, distributed shared memory, and case studies are also introduced.

ICS 663 - Cloud Application Design and Development (4 credits)

Through analysis of research literature, lectures, and hand-on projects, this course aims to equip students with the fundamental knowledge and skills necessary to design, develop, deploy, and manage cloud-based solutions. Topics covered include fundamental cloud concepts (e.g., virtualization, multi-tenancy, elasticity, scalability, fault tolerance, and reliability), categories of cloud services (e.g., compute, storage, networking, data management and analytics), and cloud programming models and frameworks (e.g., containers, serverless, Hadoop, and web services). Students will develop a software system utilizing cloud services provided by popular cloud service

providers (e.g., Amazon Web Services (AWS), Google Cloud Platform (GCP) or Microsoft Azure).

ICS 664 - Real Time Operating Systems (4 credits)

This course is the study of fundamentals of design and implementation of real-time operating systems. Most embedded computer systems have dedicated microprocessors as their computational and controlling elements and run real-time operating systems. This course covers concepts, programming languages, tools, hardware, and methodologies used in the construction of real-time operating systems and their peripheral components. Topics include: applications of real-time operating systems; communications between PC computers and embedded systems; fundamental concepts of scheduling (multitasking and interruptions); introduction of basic hardware components used in most real-time operating systems; Hardware description language[VHDL]; and the writing of a real-time operating system [RTOS] using industrial standard C language, debugging, and loading the code to the target hardware.

ICS 666 - Embedded Computing with Control Systems and Internet of Things (4 credits)

This course provides an introduction to embedded computing, control systems, single-board computers and microcontrollers and Internet of Things. Topics include embedded software development, networked devices, protocols and controls, security, and monitoring. This course will focus on recent research and will include a hands-on/in-class lab component, involving digital logic design and analysis and will include a multi-week group design and development project. (Prerequisite: graduate standing in computer science)

ICS 668 - Cloud Forensics (4 credits)

In this course, students will examine the scope of cloud computing and forensics as a multi-disciplinary field, including its foundations, methodologies, standards, procedures, applications, and then conduct an in-depth study and research in its challenges, impacts, and future trends through weekly exercises and discussions, extensive reading and writing, comparative analysis and research, and case studies and critiques. Competence Statement: Students in this course will study and comprehend the foundations, principles, theories, techniques and practice of this cutting edge field well enough to be able to define the scope of the field, outline the new procedures, familiar with the advanced technology, and conduct preliminary research on a self-framed emerging problem in the field.

ICS 670 - Contemporary Issues in Software Engineering (4 credits)

This course presents Software Engineering topics of interest to students in the graduate Computer Science program. Topics vary with each offering of this course, but will be related to Software Engineering concepts such as verification, validation, secure systems, quality control, or formal methods. Check the class schedule for details about topics and course prerequisites.

ICS 672 - Pattern-Oriented Software Construction (4 credits)

Object-oriented design using design patterns. Topics include: Study of creational, structural, and behavioral patterns; Applications of these patterns in the design and implementation of object-oriented systems; complete analysis, design, implementation, and refactoring of online and batch systems.

ICS 682 - Cryptography and Computer Security (4 credits)

This course will discuss a broad range of computer security issues related to cryptography and networks. Students will study the design and use of cryptographic systems and analyze cryptanalytic attacks. A history of cryptographic systems and the mathematics behind them will be covered as well. Techniques of network security, including cryptographic techniques, will be covered.

ICS 686 - Design of Information Assurance Systems (4 credits)

This course is an integrated course emphasizing the design, analysis, and implementation of software information assurance system solutions by analyzing the current information infrastructures, software design, and applying software development, programming, testing, and engineering concepts.

ICS 690 - Special Topics Computer Science: (4 credits)

This course is an in-depth study of some aspect of computer science that is not part of a regular course. Special topics courses of current interest will be offered on an occasional basis. Students may repeat ICS 690 for additional credit with advisor approval. Some topics may have prerequisites.

ICS 697 - Graduate Research Project (4 credits)

Project in Computer Science: study in a specific area in the field, identification, analysis, and solution of a problem with practical significance; preparation of a report and defense of the work; supervised by a resident faculty member of the department. Offered on the Pass/Fail basis only.

ICS 698 - Research Seminar (2 credits)

In this course, the student will perform the following activities: search the literature on specific areas, read papers in a selected area, study the methodologies used in the applied computer research, write and submit a survey paper based on the reading, and make an oral presentation of the results. It should be taken no later than the second semester.

ICS 699 - Graduate Research Thesis (4 credits)

Original and creative research in Computer Science; preparation of a thesis and defense of the work; supervised by a resident faculty member of the department. Offered on the Pass/Fail basis only.

IDST

Courses

IDST 600 - Research and Planning (4 credits)

In this course students will explore various research methods and methodologies, approaches, and ethical considerations in their research or creative projects. Among others, students are expected to engage with and identify, synthesize and evaluate relevant scholarly works. As such, the course will also emphasize the study and research skills and methods needed to conduct a final research and/or creative project. Further, students are expected to develop a focus that will provide direction and organization for their educational plans. Students will investigate courses offered throughout Metro State to shape that focus and tentatively outline final projects that will demonstrate their multidisciplinary learning. The course will introduce students to the nature of individualized study and the significance of interdisciplinary studies. During this course students will also consult with their advisor and instructor to decide whether they will pursue a Master of Arts (MA) or a Master of Science (MS). The decision will depend on the area of focus and the coursework that will be selected. While the conversation about a particular path starts in this course, students can make adjustments as they continue their coursework and through consultations with faculty. By the end of IDST600, students will submit a plan of study that outlines their focus areas and associated learning. The approval of this plan, including the relevance and appropriateness of associated learning, is at the discretion of the faculty. A faculty committee will have final approval responsibility for both students' plans and final projects, prior to registration for IDST 699.

IDST 650I - ISDT Internship (1-6 credits)

Internships offer students opportunities to gain deeper knowledge and skills in their chosen field. Students are responsible for locating their own internship. Metro faculty members serve as liaisons to the internship sites' supervisors and as evaluators to monitor student work and give academic credit for learning. Students are eligible to earn 1 credit for every 40 hours of work completed at their internship site.

IDST 660I - Interdisciplinary Studies Student Designed Independent Studies (1-5 credits)

Student-designed independent studies give Metropolitan State students the opportunity to plan their own study. This type of independent learning strategy can be useful because it allows students: to study a subject in more depth, at a more advanced level; to pursue a unique project that requires specialized study; to draw together several knowledge areas or interests into a specialized study; to test independent learning capabilities and skills; or to use special learning resources in the community, taking advantage of community education opportunities which, in themselves, would not yield a full college competence. Students should contact their academic advisor for more information.

IDST 680 - Research Methodologies and Research Ethics (4 credits)

This course explores a variety of interdisciplinary research methodologies and deals with ethical issues and the responsible conduct of research across various disciplines. It is also designed to help individualized studies students to develop a proposal for their capstone research or project. Through targeted assignments students will get feedback from faculty and peers, allowing them to use the knowledge gained from the course for the completion of their proposal. Building on students' prior knowledge of the various types of research methodologies, this course will deepen their understanding of theoretical frameworks, critical interpretation, argument construction, and various data collection and analysis methods. The course also identifies theories and ethical principles that guide researchers and applies those principles to students' professional and academic background and interests. We will discuss ethical and moral issues within scholarly work, and will explore ethically problematic areas. TEACHING APPROACHES Why does research matter and how can you use responsible research methodologies in your master's capstone? This course uses active learning to explore research methodologies and methods, data analysis, and research ethics. Students will participate in collaborative online and face-to-face activities, readings, discussions, group assignments, and presentations.

IDST 698 - Continuous Registration (1 credit)

Students will use this one credit FDIS 698 as a continuous registration credit in completing their capstone; this is only for students who have failed to complete their capstone during IDST 699 and during their extension semester. In order to register, students should be consulting with their academic adviser, and have a plan in place to complete their capstone work prior to registration. No further documentation will be necessary. This one continuous registration credit will be recorded as Pass/No credit.

IDST 699 - Individualized Studies Capstone (4 credits)

In IDST 699, students will produce a culminating work that brings together and builds upon their graduate studies journey. In this course, students focus largely on revising, refining, and completing their Capstone, which would have been drafted prior to registering for IDST 699. All Capstone Projects/Research are expected to be solidly grounded and relevant in scholarship spanning at least two well-defined academic disciplines or professional areas of expertise guided by their faculty advisor.

INFS

Courses

INFS 518G - Information Issues: (4 credits)

This course addresses issues of information access and cyberethics. These issues can include access vs. privacy or secrecy; security; the fair and unfair uses of intellectual property; free speech vs. civil rights; censorship; public policy; and the corporate

bottom line, the question of who pays for what in the transmission of information and entertainment. Note: This course is about information issues and is not a technology skills building course. This is a 4 credit course and it is assumed that students are familiar with utilizing online databases for research.

INFS 660I - Information Studies Student Designed Independent Studies (1-6 credits)

Student-designed independent studies give Metropolitan State students the opportunity to plan their own study. This type of independent learning strategy can be useful because it allows students: to study a subject in more depth, at a more advanced level; to pursue a unique project that requires specialized study; to draw together several knowledge areas or interests into a specialized study; to test independent learning capabilities and skills; or to use special learning resources in the community, taking advantage of community education opportunities which, in themselves, would not yield a full college competence. Students should contact their academic advisor for more information.

LING

Courses

LING 547G - History of the English Language (4 credits)

This course emphasizes the evolution of English in connection with historical, social, literary and linguistic forces. Topics addressed include Old English language in the Anglo-Saxon culture; the effects on English of the Norman Conquest, the Renaissance and the invention of printing; British colonialism; the spread of English to Asia, Africa and America; the modern development of the language; and underlying principles of change ruling various types of linguistic phenomena that take place during the natural historical development of a language.

LING 660I - Linguistics Student Designed Independent Studies (1-4 credits)

Student-designed independent studies give Metropolitan State students the opportunity to plan their own study. This type of independent learning strategy can be useful because it allows students: to study a subject in more depth, at a more advanced level; to pursue a unique project that requires specialized study; to draw together several knowledge areas or interests into a specialized study; to test independent learning capabilities and skills; or to use special learning resources in the community, taking advantage of community education opportunities which, in themselves, would not yield a full college competence. Students should contact their academic advisor for more information.

LIT

Courses

LIT 501G - Literary Criticism: Beginnings-1950 (4 credits)

This course provides grounding in literary theories that have been expounded from antiquity down to the recent past. The course also covers applications of these theories to particular texts. Typical questions engaged include What is literary quality and how is it recognized? Does or should literature serve moral, social or political purposes? What is literature?

LIT 502G - Literary Criticism: 1950-Present (4 credits)

This course provides grounding in literary theories that have emerged in the recent past. The course also covers applications of these theories to particular texts. Knowledge of these approaches offers students a variety of tools for analyzing texts, and makes more decipherable the scholarly discourse of the literary profession.

LIT 590G - Advanced Studies in Literature (4 credits)

Each section of this course selects a different author, topic, genre, period or issue and explores it through the literary study of texts. Course topics and class discussions are intended to engage advanced students of literature in particular, but the course is open to all interested students with appropriate preparation. The course provides an opportunity for English majors and other advanced students of literature to explore authors and topics of particular interest to them and of special significance in the discipline. See the Class Schedule for information on individual sections.

LIT 660I - Literature Student Designed Independent Studies (1-8 credits)

Student-designed independent studies give Metropolitan State students the opportunity to plan their own study. This type of independent learning strategy can be useful because it allows students: to study a subject in more depth, at a more advanced level; to pursue a unique project that requires specialized study; to draw together several knowledge areas or interests into a specialized study; to test independent learning capabilities and skills; or to use special learning resources in the community, taking advantage of community education opportunities which, in themselves, would not yield a full college competence. Students should contact their academic advisor for more information.

MAPL

Courses

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

MAPL 610 is the first required core course in the Master of Advocacy and Political Leadership (MAPL) Program. Its aim is to help student advocates understand the history of policy development in the United States and particularly in the states of Minnesota and Wisconsin. The course examines the classic study of policy development and implementation on a national basis, then looks closely at the more

ideological take on policy formulation and implementation used in the 2000s. More locally, students examine the political cultures of Minnesota and Wisconsin and hear from leaders from those states involved in policy development and implementation. Each student prepares and presents a policy change project, some action they think desirable and in the public interest.

MAPL 611 - Political and Advocacy Leadership (4 credits)

MAPL 611 is a required core course in the Master of Advocacy and Political Leadership (MAPL) Program. The course provides the knowledge and skills needed to help advocates strengthen their abilities to lead wisely, ethically and effectively in political and community settings. It provides an interdisciplinary framework to explore the principles of power and leadership, and features effective leaders from Minnesota and other states discussing their principles of leadership.

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

MAPL 612 is a core course in the Master of Advocacy and Political Leadership (MAPL) Program. This course is designed to provide students with a foundation of the history and techniques of grassroots political organizing, plus honing the writing and speaking skills needed by advocates. The focus will primarily be on the power of communication for advocates and organizers who must mobilize others and change minds.

MAPL 613 - Policy Evaluation (4 credits)

MAPL 613 is the last required core course in the Advocacy and Political Leadership (MAPL) track within the Master of Public and Nonprofit Administration Program. This course prepares students to understand and to perform program and policy evaluations. Given a defined problem, students will learn how various policy proposals might be compared and judged. Students will understand how to demonstrate the value or worth of a program or policy. They will understand how to use evaluation methods to improve programs and policy. The course will explore the complexities of evaluation and why it is important.

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

MAPL 620 is a concentration course in Master of Advocacy and Political Leadership (MAPL) Program. The course focuses on understanding the nonprofit sector and its many relationships with governments. Nonprofits and governments can be partners, adversaries, or sectors working on parallel paths. Students gain a better understanding of the nonprofit sectors history, revenue sources, historic and current relationships with government, and strategies for positioning nonprofits for leadership in nonprofit and governmental interactions.

MAPL 621 - Advocacy, Organizing and Lobbying in the Nonprofit Sector (4 credits)

MAPL 621 is a concentration course in the Advocacy and Political Leadership (MAPL) track within the Master of Public and Nonprofit Administration Program. Nonprofits are essential players in providing all people a voice at all levels of American

government. This class focuses on one level of that government, the state, and specifically will follow and engage in the work of the 2015 Minnesota State Legislative Session. Students are expected to learn how lobbying works through closely tracking specific issues and learning from the advocates and lawmakers involved in those issues. Besides following issues, students are expected to learn in class about the skills required for direct lobbying and for grassroots organizing and advocacy, about media relations on issues, and about the rules governing direct lobbying for nonprofits.

MAPL 625 - Fundraising for Nonprofits and Advocacy (4 credits)

Fundraising for Nonprofits and Advocacy offers a broad overview of fundraising tools and strategies. Students will learn about different fundraising models and develop practical skills for fundraising to support a variety of types of organizations and campaigns. The course will explore events, donor appeals, grant writing, corporate sponsorships, and online fundraising, among other topics. The course design offers flexibility for students to focus on fundraising in the issue area and organizational type of their choice; they may focus on a chosen 501c3, 501c4, PAC or political campaign.

MAPL 630 - Labor Organizing (4 credits)

MAPL 630 is a concentration course in the Advocacy and Political Leadership (MAPL) track within the Master of Public and Nonprofit Administration (MPNA) Program. The course will examine why and how working people form and join labor unions, historical background, applicable laws, basic organizing concepts, different organizing models, types of unions and how they operate, current state of the unions, challenges for organizing and innovative approaches to meeting those challenges.

MAPL 631 - Labor and the Political Economy (4 credits)

MAPL 631 is a labor concentration course in the Master of Advocacy and Political Leadership (MAPL) Program. The course will study the history and current status of collective bargaining issues through the lens of the political economy, i.e. the intersection of economics and politics. Early sessions of the course will provide a theoretical and historical grounding in basic concepts in the political economy of labor, both generally and in the specific context of the United States. In later classes, we will consider a number of contemporary political-economic issues in light of these concepts, issues like the minimum wage, the right to work, and whether employees should have any control over the compensation for and conditions of their jobs. Students will examine and debate these issues from several political-economic perspectives.

MAPL 640 - Advocacy in the Public Sector: Service in the Elective Branch (4 credits)

MAPL 640 is the first of two required segments of the Concentration, Advocacy in the Public Sector. The class prepares students who have or will have careers in the elected branches of government, at the local, regional, state or national level. Those

careers can be either as elected members of councils, boards, the Legislature or Congress themselves, or as staff to those elected. Familiarizes students with three essential skills for persons interested in such careers, instruction on understanding and using public opinion measurement, instruction on best practices for those operating as staff to elected or appointed officials, and instruction on media relations in a political setting; all three skills-oriented segments will be taught by guest lecturers with outstanding credentials; the first and last three-hour periods of the class will discuss the ethical dimensions of working in the political realm. The course is always offered in the Spring Semester, to coincide with Minnesota's legislative session.

MAPL 641 - Advocacy in the Public Sector: Service in the Executive Branch (4 credits)

MAPL 641 is a concentration course in Master of Advocacy and Political Leadership (MAPL) Program. This is the second of two required segments of the MAPL concentration, Advocacy in the Public Sector, designed for use by students wishing to work in government. This class prepares students who have or will have careers in the executive branches of government, at the local, regional, state or national levels as elected officials, as political staff to these various elected officials, or as members of the bureaucracy. Students will become familiarized with how to find and use the best administrative practices as they related to personnel, resource and information management, with special emphasis on finding innovative solutions to management problems.

MAPL 650I - Masters in Advocacy and Political Leader Internship (1-4 credits)

MAPL 690 is a required internship course in the Advocacy and Political Leadership (MAPL) track within the Master of Public and Nonprofit Administration (MPNA) Program. Students will take 180 hours of supervised direct experience with an individual or organizational sponsor in advocacy. A written agreement specifying the work the student will complete, a supervisor evaluation, and a capstone paper, evaluated by the program, that describes what the student has learned about advocating for policy change, are required at the completion of the internship credits.

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

MAPL 652 is a 4-credit core course in the Advocacy and Political Leadership (MAPL) program within the Public and Nonprofit Administration Department. This course is designed to help students connect their MAPL coursework with a community-based learning experience and with their own career goals.

MAPL 660 - The Impact of Art on Social Change Movements (4 credits)

MAPL 660 is an elective course in the Advocacy and Political Leadership (MAPL) track within the Master of Public and Nonprofit Administration (MPNA) Program. Students committed to advocacy and political leadership will build an

understanding of the importance of art in shaping political culture and major policy and political directions. We will examine the impact of art as a means of engaging the interest and influencing the political will and positions of targeted audiences.

MAPL 660I - Masters in Advocacy and Political Student-Designed Independent Study (SDIS) (1-4 credits)

Student-designed independent studies give Metropolitan State students the opportunity to plan their own study. This type of independent learning strategy can be useful for because it allows students: to study a subject in more depth, at a more advanced level; to pursue a unique project that requires specialized study; to draw together several knowledge areas or interests into a specialized study; to test independent learning capabilities and skills; or to use special learning resources in the community, taking advantage of community education opportunities which, in themselves, would not yield a full college competence. Students should contact their appointed advisor for more information.

MAPL 661 - Ethics in Policy, Politics and Advocacy (4 credits)

MAPL 661 is an elective course in the Advocacy and Political Leadership (MAPL) track within the Master of Public and Nonprofit Administration (MPNA) Program. The course will develop a shared, rudimentary ethical code for participation in advocacy and political life. The course begins by examining classical ethical theory, from Plato on. Then we examine ethics in government, looking at the systems established to insure not that actors on the governmental stage do the right thing, but rather that they avoid the appearance of a conflict. The exercise in developing the code will combine these two ethical systems, one normative and the other procedural, in a single proscriptive document. The codes development will be informed by reading a few of the major political/ethical theorists, by dialogue with some of Minnesotas leading political/advocacy figures, and by case studies.

MAPL 662 - The Legal System and Public Policy (4 credits)

MAPL 662 is an elective course in the Master of Advocacy and Political Leadership (MAPL) Program. This class prepares advocates to understand the extent to which courts - or more precisely the issues confronting our legal system -- drive policy and social change. Students will develop practical skills to seek legal remedies for their constituencies, and strategies for knowing when to choose the courts instead of the legislative process.

MAPL 663 - Campaigns and Elections (4 credits)

MAPL 663 is designed to give students an in-depth and practical look at the campaigns necessary to win elections. In combination with guest lecturers, the class will look at both local, state and national campaigns and elections. Students will examine case studies if what has and has not worked and will hear firsthand from the people who were on the scene and making decisions. Students will also be exposed to the mechanics and operation of running a campaign for local office.

MAPL 664 - Sustainable Development Policy and Advocacy (4 credits)

MAPL 664 is an elective course in the Master of Advocacy and Political Leadership (MAPL) Program. This class focuses on the politics of sustainable development specifically surrounding transit and transportation, housing, community planning, business development, and the environment. Students will develop working knowledge of the legislative and legal processes surrounding sustainable development policy making at the local/state/federal levels: how development decisions are made, when they're made, by whom they're made, and how the decision making process works. Students will develop organizing and advocacy strategies to influence that policy process.

MAPL 665I - Masters in Advocacy and Political Leader Prior Learning (1-6 credits)

Credit for Prior Learning is the conditions under which students can receive college credit for prior learning obtained through nontraditional channels such as the military, the workplace, or independent study. The course for which credit is being sought must correspond in its content to a course that is currently offered at Metropolitan State University. Competence is demonstrated by passing the final examination of the corresponding course. Students should contact their appointed advisor for more information.

MAPL 667 - Organizing and Advocacy in the Digital Age (4 credits)

MAPL 667 is an elective course in the Master of Advocacy and Political Leadership (MAPL) Program. The course examines the rapid growth of online advocacy over the last decade. Special attention will be paid to the 2004, 2008 and 2012 presidential elections. A campaign and organizational online project is utilized.

MAPL 668 - Topics in Advocacy (1-4 credits)

MAPL 668 is an elective course in the Master of Advocacy and Political Leadership (MAPL) Program. This course will provide students with in-depth insight into timely political advocacy issues of the day. Students will become proficient in the context, the arguments, and the specific techniques used to advocate for and against these specific issues.

MAPL 671 - Public Interest Negotiation (4 credits)

This class offers an introduction to the skills and basic concepts necessary for negotiation, with a focus on public interest negotiation. The course includes: lectures and readings on negotiation theory and practice; case studies of actual negotiations; and interactive negotiation exercises that will help students build negotiating skills. There are no prerequisites for this class.

MATH

Courses

MATH 605 - Analysis and Fractals (3 credits)

This graduate course studies the logical foundations of mathematical analysis using fractal examples to direct our intuition. The tools of analysis give us the machinery for constructing the most complicated mathematical objects, which are used to solve the problems in differential equations, probability, geometry, calculus and functional analysis. Learning how to construct fractals of various types helps us understand the apparatus researchers use to construct solutions to differential equations, stochastic processes, and the most difficult extremal problems. These solutions form the basis of the theories of all classical hard sciences, as well as many new fields such as signal processing, control theory and systems engineering. We will explore the topics of metric spaces and point set topology, measure theory and probability, Hausdorff dimension and chaotic dynamics. This course will serve students with a bachelor's degree in mathematics or closely related fields wishing to deepen their mathematics education, and technical professionals, high school teachers, and math instructors seeking professional development or qualifications for teaching community college courses.

MATH 611 - Data Science and Analytics (3 credits)

The purpose of this course is to provide students with a sound conceptual understanding of the role that data science and analytics play in the decision-making process. The availability of massive amounts of data, improvements in analytic methodologies, and substantial increases in computing power have all come together to result in a dramatic upsurge in the use of data science and analytical methods. This course can be taken by students who have previously taken a course on basic statistical methods as well as students who have not had a prior course in statistics. Topics include models for summarizing, visualizing, and understanding historical data to assist in gaining insights for predicting possible future outcomes using descriptive, predictive and prescriptive data analytic techniques. Examples include applications in finance, human resources, marketing, health care, supply-chain, government and nonprofits, and sports.

MATH 615 - Advanced Discrete Mathematics (3 credits)

Advanced topics in discrete mathematics and combinatorics including setting up and solving recurrence relations, finite calculus, manipulation and evaluation of sums, Möbius inversion, binomial coefficients, Fibonacci numbers, Stirling numbers, and generating functions.

MATH 620 - Stochastic Processes (3 credits)

This course will introduce the definitions, theories and applications of different stochastic processes. Topics include Markov chains, Poisson processes, renewal processes, continuous time Markov chains and Martingales.

MATH 625 - Graph Theory (3 credits)

The course covers the theory of graphs, with an emphasis on careful proofs of all given statements. Topics include matchings, connectivity, planar graphs, graph colorings, Hamilton cycles and infinite graphs.

MATH 640 - Mathematical Modeling and Its Applications (3 credits)

This course covers the techniques for construction, analysis and evaluation of mathematical models that are used to aid in the understanding of questions arising in the natural, physical and social sciences, business and engineering. Students will learn how to implement mathematical models on the computer and how to interpret and describe the results of their computational experiments.

MATH 650 - Dynamical Systems (3 credits)

This course presents a broad introduction to the subject of dynamical systems, both continuous and discrete. We analyze the existence, uniqueness, stability, and control of linear and nonlinear systems and the topics of bifurcation, flows, limit cycles, chaos, and catastrophe theory. This course will serve students with bachelor's degrees in mathematics or closely related fields wishing to deepen their mathematics education, and technical professionals, high school teachers, and math instructors seeking professional development or qualifications for teaching community college courses.

MATH 660I - Mathematics Student-Designed Independent Study (1-6 credits)

.Student-designed independent studies give Metropolitan State students the opportunity to plan their own study. This type of independent learning strategy can be useful for because it allows students: to study a subject in more depth, at a more advanced level; to pursue a unique project that requires specialized study; to draw together several knowledge areas or interests into a specialized study; to test independent learning capabilities and skills; or to use special learning resources in the community, taking advantage of community education opportunities which, in themselves, would not yield a full college competence. Students should contact their appointed advisor for more information.

MATH 671 - Number Theory (3 credits)

This course covers divisibility; congruences and residues, including the Chinese Remainder Theorem; primes and their distribution; the Euler-phi function; quadratic reciprocity; public-key cryptography, particularly the RSA cryptosystem; elliptic curves and their group structure.

MDST

Courses

MDST 520G - Digital Storytelling (4 credits)

Digital storytelling is a growing area of multimodal communication that is part of a larger movement to empower communities and voices through the use of digital

tools and platforms. Digital stories are short videos that combine narration, images (still and moving), sound effects, and music to tell a compelling story. Students will create two digital stories: a personal story and a story that promotes a cause or organization (e.g., a Kickstarter-style video). The process will include multiple rough cuts and a final version of each video, as well as extensive instructor and peer feedback.

MDST 580G - Impacts of Mediated Communication (4 credits)

This course is concerned with the differential impact communication technologies have had and continue to have on human societies. It looks at the background and impact of current and emerging technologies speculating about how these technologies will change how we communicate and how this may change how we live.

MDST 590G - Teacher Workshop in Media Literacy (4 credits)

These intensive workshops focus on a variety of topics relating to media literacy, multimedia technologies and children's television. The emphasis is on skill development and application to a K-12 audience. Topics will vary; may be taken up to three times for credit on different topics.

MDST 650I - MDST Internship (1-5 credits)

MDST Internship

MDST 660I - Media Studies Student Designed Independent Studies (1-8 credits)

Student-designed independent studies give Metropolitan State students the opportunity to plan their own study. This type of independent learning strategy can be useful because it allows students: to study a subject in more depth, at a more advanced level; to pursue a unique project that requires specialized study; to draw together several knowledge areas or interests into a specialized study; to test independent learning capabilities and skills; or to use special learning resources in the community, taking advantage of community education opportunities which, in themselves, would not yield a full college competence. Students should contact their academic advisor for more information.

MDST 690 - Big Data and the Connected Citizen (4 credits)

As consumers of media, citizens should be prepared to assess the messages they receive from sources such as social networks, broadcast, and other media. However, in contemporary society, consumers are also communicating information about themselves, most of which is harvested without their knowledge or understanding. This course prepares students to consider their position as communicators in an interconnected world, where the information they provide about themselves is stored, retrieved, analyzed and used to sell, promote, control, or otherwise influence citizen and consumer behavior.

MGMT

Courses

MGMT 600 - Practical Research Methods for Managers (2-4 credits)

This foundational course provides students with practical knowledge needed to conduct research in organizations. Major topics covered include research design, data collection and analyses, research proposal and research report. Students will gain practical experience by applying the procedures and techniques learned in this class to organizational functions, such as marketing, finance, management, and operations. This course must be taken during the first semester of MBA studies.

MGMT 620 - Organizational Behavior and Leadership (4 credits)

This course focuses on behavior in organizations as influenced by individual differences, group processes and interactions, and organizational processes. Skills and abilities essential for effective management in changing organizational contexts are emphasized. Topics examined include motivation, diversity, group development team building, power and politics, leadership, job design and organizational culture.

MGMT 635 - The Changing Nature of Management and Organizations (4 credits)

Organizations operate in a dynamic, constantly changing environment. Managers need to understand new perspectives and tools for organizational transformation, and the have the mastery of key transformational skills to be successful in this environment. This course examines these new perspectives and tools and provides students the opportunity to examine and refine their own approach to management in this dynamic environment. Topics include learning organizations, chaos theory, strategies for planned change and organizational development and other emerging issues.

MGMT 640 - Quality Improvement in Organizations (4 credits)

This course examines organizational excellence and continuous improvement of quality from the managerial perspective. Topics include customer focus and satisfaction, the role of leadership, strategic planning, management by fact, human resource development and management, process design and improvement, and their impact on business/organizational results.

MGMT 650I - Management Individual Internship (1-8 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 660 - Managing a Diverse Workforce (4 credits)

This course focuses on policies and practices for effectively managing a diverse workforce in private, public and nonprofit organizations. The current context and

historical development of equal employment opportunity, affirmative action, and diversity management are addressed. Students gain theoretical and practical knowledge to understand beliefs, attitudes, biases and prejudices to more effectively manage differences in order to enhance organization productivity.

MGMT 660I - Management Student-Designed Independent Study (SDIS) (1-8 credits)

Student-designed independent studies give Metropolitan State students the opportunity to plan their own study. This type of independent learning strategy can be useful for because it allows students: to study a subject in more depth, at a more advanced level; to pursue a unique project that requires specialized study; to draw together several knowledge areas or interests into a specialized study; to test independent learning capabilities and skills; or to use special learning resources in the community, taking advantage of community education opportunities which, in themselves, would not yield a full college competence. Students should contact their appointed advisor for more information.

MGMT 665I - Management Prior Learning (1-8 credits)

Credit for Prior Learning is the conditions under which students can receive college credit for prior learning obtained through nontraditional channels such as the military, the workplace, or independent study. The course for which credit is being sought must correspond in its content to a course that is currently offered at Metropolitan State University. Competence is demonstrated by passing the final examination of the corresponding course. Students should contact their appointed advisor for more information.

MGMT 675 - Competitive Intelligence (4 credits)

Competitive intelligence practices support the decision-making process, choice-making, action-taking, planning, and strategy development (DCAPS) via transforming data for any organization. This course as a multidisciplinary course is designed to foster students to craft competitive intelligence programs for any sized-firms in and outside of the commercial, and private sectors, and to develop implementation plans to formulate and implement intelligence-driven strategies and tactics. Students will also be introduced to the Business Wargaming tools used to formulate, test, and implement strategies.

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

As the capstone course for the M.B.A. program, students integrate analytical tools and knowledge from the various functional areas of management, previous graduate courses, work experience and strategic management theories. Case studies and readings provide students the opportunity to analyze past and current strategies and to formulate and implement new strategies for various types of organizations. Prerequisite: Completion of all Phase I courses.

MGMT 7000 - Business Architect Certificate Program (credit)

The Business Architect Certificate Program (BACP) is designed to enhance the understanding and skills of business professionals who are in roles utilizing the framework and methodology of business architecture to improve enterprise-level and business-unit performance. The curriculum was developed by a team of expert practitioners affiliated with the Twin Cities Business Architecture Forum, to address the primary goal of improving each participant's capacity to articulate and achieve the benefits possible from the effective application of principles and techniques within a specific context. Learners who successfully complete the program receive a Business Architect Certificate from Metropolitan State University. BACP is a comprehensive approach to the discipline of business architecture structured around four modules that cover the key concepts and competencies needed for effective advocacy and deployment within an organization. The program is typically taught by four different instructors, each with a different perspective and background that contributes to a broader understanding of the discipline. In addition, the highly interactive nature of the program draws upon the experience of participants from a variety of industries and business environments, further enriching your learning experience and expanding your professional network. The modules include: Introduction: Overview, skills, concepts, models, applications, roadmaps ~ Identifying the Current State ~ Defining the Future State ~ Launching Business Architecture/Being a Business Architect.

MGMT 7001 - Project Management Institute Theory and Application Certificate (credit)

During this 5- day hands-on, interactive certificate, participants will learn all they need to know to take the PMP/CAPM exam. An iPad simulation immerses participants in the project management situations they will need to navigate the exam. Because participants actually experience the PMBOK, they leave with the knowledge, tools, and techniques to take the new situational exam and improve the performance of their future projects. Breathe life into your PMBOK study, gain a thorough understanding PMI theory, and depart prepared to take the PMP/CAPM exam.

MGMT 7002 - Knowing the Risks of Opportunity (credit)

Students will apply four powerful tools to identify the risks and opportunities in an example project and conduct a risk identification and analysis session. Next, you will develop a risk prioritization scheme and plan the most effective methods to respond to the risks when they occur. Manage the impacts to the project objectives through continuous monitoring. Even spending a minimal amount of time on risk management will impress your leaders and have your team prepared, ahead of the game, and achieving results.

MGMT 7006 - Why Business Architecture (credit)

The lesson that seems to be learned over and over is that IT enterprise should not drive business; business should drive business. To that end, business architecture

and business architects look beyond the role of IT and enterprise to provide transparency to all the aspects of a business to align strategic objectives with tactical demands. In this workshop, understand the framework of business architecture and the emerging role of the business architect.

MGMT 7007 - Capability Mapping: Use the Right Resources on the Right Things at the Right (credit)

When asked the question, what does your organization do? You may respond with a litany of products and services, or perhaps, a fine-tuned elevator speech on your mission. A Capability map shows what your organization actually does to build the products or provide the services. The map will not tell you How it is done, but it will help you map the complexity of the processes and systems that make-up your organization. Although complex, mapping makes it easier to see redundancies that exist in a current state so that you can align resources and transition to a future state. An organizational capability map combined with a solid maturity assessment allows an organization to focus on the things that will be most impactful to the strategy. This critical focus helps the organization invest the right resources and energy on the right things at the right time.

MGMT 7009 - Leading Stakeholders Through Change (credit)

Gaining and keeping the support of key stakeholders is essential to the success of any change initiative or project. This course connects change theory to communication strategies to help you identify and analyze your key stakeholders and determine the messages they need to hear, when they need to hear them, and the best mode of communication to use. If you are using the same email to report to every stakeholder, you are probably missing opportunities to keep stakeholders invested and enthusiastic about your initiatives and projects.

MGMT 7010 - PMP/CAPM Test Prep Workshop (credit)

During this 5-day, hands-on, interactive workshop, participants will learn all they need to know to pass the PMP®/CAPM® exam. Experienced PMP® instructors express concepts, tools and techniques, and facilitate group discussion. Working in teams, participants put project management concepts, tools and techniques to use through practical exercises within the context of the simulation.

MGMT 7011 - Project Risk Management (credit)

Designed as a broad (not deep) introduction to project management and skills necessary to successfully execute projects, this course is an overview of the What, Why, When, Who and How of Project Management

MGMT 7015 - Getting Past No (credit)

Most of the work day may be described as trying to get things from others: a task completed, a form filled out, a signature, a decision...Learn how to use your personal power over position power to influence situations. Understand the five steps of negotiation so that you can quickly connect for a 'yes,' to what you need to get the job done rather than a 'no.'

MGMT 7016 - Emotional Intelligence (What is it?) (credit)

Explore your own emotional intelligence and how to consider the emotional intelligence of those you work with in order to improve relationships and results (based on Daniel Goldman's work).

MGMT 7017 - Critical Success Factors of Being a Good Delegator (credit)

Learn why people do not like to delegate, when and what to delegate, who to delegate to, and the proper way to delegate work, whether to someone you supervise or someone you lead on a project or a peer. Delegate work in a manner that increases quality, increases success, and builds trust for future collaborations.

MGMT 7019 - Meeting Customer Expectations (credit)

Understand the dynamics of customer satisfaction. Identify your customers (both internal and external). Define the five customer expectations and ensure understanding of your customer need and communicate them to business partners.

MGMT 7021 - Business Writing1: Grammar and Punctuation (credit)

Brush up on grammar and punctuation rules you may have not studied since high school. Rules will be explained with minimal specialized terminology and with plenty of concrete practice to cement your understanding and ensure your written communications are on a business professional level.

MGMT 7022 - Project Management Basics 1: Charter and Scope (credit)

Introduction to project management theory, specific project skills, identify cope projects, project resources before starting. Clearly articulating a project plan will enable a leader to initiate a project, monitor and adjust during the project, and close the project with success.

MGMT 7025 - Business Writing 3: Advanced (credit)

Gain techniques to shape the tone of your message to management change, handle difficult situations, and propel projects.

MGMT 7026 - Project Management Basics 3: Stakeholders (credit)

There are different types of stakeholders and each have something at stake often times at odds with what someone else wants from the project.

MGMT 7027 - Project Management Basics 4: Communications (credit)

This course will explain how to create a communication plan that aligns the message to the stakeholder, sponsor, or project team members and is delivered at the right time in the right way for the best response.

MGMT 7028 - Project Management Basics 5: Risk (credit)

Understanding and prioritizing risks to build a reasonable response plan ' assurance that you will be ready to handle obstacles that threaten your project success without wasting time on unlikely scenarios.

MGMT 7029 - Getting Started with Quality Improvement (credit)

Participants will learn how Quality Improvement, Lean, and Process Improvement relate. We will provide training and practice on QI tools used to gather input in a neutral setting and how tools connect to specific situations.

MGMT 7030 - Managing Your Work: How to Get Your Work Done (credit)

Moving into a leadership role brings many new challenges - including how to manage those who were once your peers.

MGMT 7032 - Serving Students Well in the Most Difficult Situation (credit)

As student service roles become more complex with software and procedural changes along with having to do more with fewer resources, our own capacity to handle stressful situations also decreases. This can lead to simple miscommunication or simple conflict escalating into combative, sometimes even unsafe, situations.

MGMT 7033 - Getting Buy-In for Just About Anything (credit)

Motivating people with logic and reason using research and data can only move you so far down the change path; at some point, you need to manage the emotions that come with it.

MGMT 7041 - Running a Meeting (credit)

Running a quality meeting that produces actionable items begins long before anyone arrives at the meeting. The preparation for the meeting is more important than the meeting itself. Learn how to analyze situations to determine the need for a meeting, establish the meeting purpose before inviting participants, properly prepare to get what you need from the meeting and manage meeting follow-up on actionable items.

MIS

Courses

MIS 600 - Management Information Systems (4 credits)

Management Information Systems (MIS) evolved from essentially an organization's support operation to a strategic element of an organization's life and survival. This course explores information systems' new and expanding roles in the enterprise. Models examined showing how new technologies are assimilated into the organization, how to plan for systems within the overall strategic management process, assess the risk in system development projects, and become a "sophisticated user " of information systems. Traditional and new technologies are utilized. The course also includes a solid review of the strategic and tactical impact of computers, networks and new technologies. . This course broadens understanding of the design and implementation of various computerized information systems to support management decision making and evaluation, and prepares the student to integrate new technologies and configurations into the management process.

MIS 621 - Information Systems Analysis and Design (4 credits)

This course presents approaches and methods for the analysis and design of IT applications. It also covers different methods for creating graphical models of IT project requirements. System development life cycle (SDLC) and alternate development approaches to information systems development are examined in detail. The course provides students with critical tools and representations (both traditional and object-oriented) for eliciting and documenting user requirements and for developing effective applications that meet organizational technology needs. Students work individually and in teams on assignments and projects. The roles of open-source software, component-based development and service oriented architecture in systems development are also examined.

MIS 628 - Applications Development I (4 credits)

This course provides an overview of applications development methods for managers of information systems. The course assumes no previous programming experience. Students will learn how to develop and revise applications. Students will gain experiential learning with application tools and learn about application development methodologies. Students will also experience the prototyping process and learn about the future paradigms of application development.

MIS 635 - Management and Use of Databases (4 credits)

This course provides an overview of applications development methods for managers of information systems. The course assumes no previous programming experience. Students will learn how to develop and revise applications. Students will gain experiential learning with application tools and learn about application development methodologies. Students will also experience the prototyping process and learn about the future paradigms of application development.

MIS 643 - Telecommunications and Internet Management - Part One (2 credits)

This course will cover a range of Internet and telecommunications services, applications and the management of telecommunications operations within a business enterprise. It will address the impact of various telecommunications services on day-to-day business operations and analyze the productivity and revenue-enhancement potential available to business. This course is targeted at students who are working business managers with a need to understand the impact of the new and emerging telecommunications services and how they can be harnessed to add value to business operations.

MIS 650I - Management Information Systems Individual Internship (1-8 credits)

Internships offer students opportunities to gain deeper knowledge and skills in their chosen field. Students are responsible for locating their own internship. Metro faculty members serve as liaisons to the internship sites' supervisors and as evaluators to monitor student work and give academic credit for learning. Students are eligible to earn 1 credit for every 40 hours of work completed at their internship site.

MIS 653 - Supply Chain Information Systems (4 credits)

This course examines the use of information technology to improve efficiency and effectiveness in the corporate supply chain. Topics covered include key information technologies in supply chain management: Collaborative Planning Forecasting and Replenishment, Electronic Procurement, Inventory management technology (including auto-identification for inventory such as Bar Codes and RFID tags), Labor Management and Manufacturing Execution systems along with Shipping/Transportation Management and Asset Maintenance technologies. Hands-on exercises with actual ERP software will be used as well. Prerequisite: MIS 600.

MIS 660I - Management Information Systems Student-Designed Independent Study (SDIS) (1-8 credits)

Student-designed independent studies give Metropolitan State students the opportunity to plan their own study. This type of independent learning strategy can be useful for because it allows students: to study a subject in more depth, at a more advanced level; to pursue a unique project that requires specialized study; to draw together several knowledge areas or interests into a specialized study; to test independent learning capabilities and skills; or to use special learning resources in the community, taking advantage of community education opportunities which, in themselves, would not yield a full college competence. Students should contact their appointed advisor for more information.

MIS 662 - Management of Distributed Computing (4 credits)

Surveys of the skills desired by potential employers of graduate management students indicate that use and understanding of technology and its impact is highly valued. In this course you have the opportunity to examine technical architecture and build your skills while learning how to incorporate technology into your management "portfolio." The course uses case studies to review state-of-the-art equipment in each of the basic software and hardware families, while emphasizing management models and higher-level analysis using the computer. Practical projects are assigned giving students real-world opportunities to use these tools to enhance their work and build productivity. Participants will complete a comprehensive and highly practical class project and final exam.

MIS 663 - Strategic Management of Technology and Innovation (4 credits)

Management of technology and the innovative process have only recently been recognized as important managerial functions. As more organizations in the marketplace are technology-driven they need to know the methodologies and models developed to help modern managers evaluate the vast array of technologies they face, determine which ones have promise and which should be ignored, and how to profit from them in new product development. The class also explains linking business and technology strategy, new product design, building and fostering an innovative environment within your organization, and the nature of technological entrepreneurship.

MIS 665 - Systems Design and Decision Support (4 credits)

New systems design approaches and techniques are providing extraordinary strategic opportunities to organizations that recognize and implement them. This course shows students state-of-the-art systems design from a managerial perspective rather than a strictly technical approach. Managers who wish to get the most out of new and existing information systems and technical people who wish to see where systems may be going have the opportunity to do so in this class. Beyond current approaches, students are also presented with basic information on new technologies including artificial intelligence and expert systems, which many believe will play a critical role in future systems.

MIS 665I - Management Information Systems Prior Learning (1-5 credits)

Credit for Prior Learning is the method by which students may receive college credit for prior learning obtained through nontraditional means, such as military training/experience, the workplace, or independent study. The course for which credit is being sought must correspond in its content to a course that is currently offered at Metropolitan State University. Competence is demonstrated by passing the final examination of the corresponding course. Students should contact their academic advisor for more information.

MIS 667 - Telecommunications and Internet Management (4 credits)

This course explores the range of available network and telecommunications technologies and how they can be used to facilitate information access and dissemination at all levels of an organization and through the Internet. Trends of telecommunications services are analyzed. Telecommunications trends in the United States and Europe are addressed in detail. A range of emerging telecommunications services is explored as well as how such services radically alter the ways that organizations gather information for decision making. The widespread use of mobile technologies, the cloud and the World Wide Web has required many changes both in architecture and concept. The student learns how to manage these new environments.

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

This course provides students with techniques and strategies to work on complex business problems while exercising strong critical thinking skills. It also helps them develop potential solutions. This course then focuses on how to take the results of students' professional work and present complex material in a manner that helps them clearly explain and market their information.

MIS 673 - Knowledge Management (2 credits)

This course is designed to define the role of Knowledge Management (KM) in organizations, various components needed to manage knowledge in an organization, leadership skills required to lead a KM initiative, evaluation of existing KM tools and systems, the difference between KM and data management, content management, and information retrieval. It gives special attention to management information systems theories in the organizational setting including: transaction

processing, operational reporting, decision support systems and executive information systems. It emphasizes the human aspects of change management, training and implementation with some attention to the role analytics plays to support decisions. The course includes case analysis from texts and real world examples.

MIS 675 - Risk Analysis in Information Technology (2 credits)

Any IT development project contains significant risks. However, keeping the status quo is also risky in rapidly changing technological and competitive environments. This course is designed to familiarize the student with risk analysis concepts derived from many sources including financial, actuarial and statistical studies, insurance and risk analysis, software quality assurance methodologies, management and audit trails and many others. Student will learn to assess the risk in an information systems portfolio and develop strategies for managing the many risk types discussed:
Prerequisites: MIS 600.

MIS 676 - Legal Environment in IT (4 credits)

This course explores social, legal, legal-ethics, political, constitutional and economic implications of computing from a business point of view. It covers the issues individuals face as members of a technological society and offers guidance for professionals in computer-related fields. One of the book's goals is to develop computer professionals who understand the implications of what they create and how it fits into society at large. The class covers legal aspects of privacy and personal information, encryption and interception of communications, freedom of speech in cyberspace, intellectual property, computer crime, computers and work, broader issues on the impact and control of computers, and professional ethics and responsibilities.

MIS 679 - Seminar in Management Information Systems (1-4 credits)

This capstone course for the MIS concentration looks at the field's cutting-edge issues and information systems' future in organizations. The class uses the seminar format in which presentation of the material is integrated with innovative student projects. The course examines the challenges of MIS in the 1990s including re-engineering the firm; developing productivity strategies including computer assisted systems engineering (CASE) and object-oriented programming systems (OOPS); creating user productivity strategies, decision support and executive information systems; connectivity approaches; and exploring resulting ethical implications of information systems issues. Students have the chance to work in depth on information systems topics of interest.

MIS 680 - Introduction to Information Assurance (4 credits)

Modern organizations operate in a net-centric world. New information technologies arrive at lightning speed, allowing us to share information across town, across the country, and around the world faster than ever before. Organizations in both the public and private sectors organizations suffer from not realizing the value of the information assets they manage. This class will present and provide an introduction

to information assurance (IA) and explore a wide range of business services and how they are impacted by IA issues. Topics covered include: How to assess risks and develop a security policy for operational integrity. Learning outcomes for this course include: Defining the roles and responsibilities of technical and non-technical participants in Enterprise systems development and utilization; The applications of information technology in business organizations and managerial decision making; Knowing associated ethical and societal implications; Understanding how emerging technologies pose risks to organizations; and Defining how providing information assurance solutions will keep our information systems safe from harm. At the macro level, the course will also address national security considerations.

MIS 681 - Enterprise Security Management (4 credits)

Organizations with computer networks, Web sites, and employees carrying laptops and mobile devices face an array of security challenges. Among other things, they need to keep unauthorized people out of the network, thwart Web site hackers, and keep data safe from prying eyes or criminal hands. This course provides a high-level overview of these challenges. This course is not for the hard-core IT security engineer who works full time on networks. Instead, it is aimed at the nontechnical executive with responsibility for ensuring that information and assets stay safe and private. The course presents a guide to Thwarting Data Thieves and Hackers and covers the following technical issues in a nontechnical manner: -The concept of “defense in depth” -Network design -Business-continuity planning -Authentication and authorization -Providing security for your mobile work force -Hackers and the challenges they can present -Viruses, Trojans, and worms But it doesn’t stop there. The course goes beyond the technical and covers highly important topics related to data security like outsourcing, contractual considerations with vendors, data privacy laws, and hiring practices.

MIS 682 - Analysis of Strategic and Tactical Security IT Planning (4 credits)

This course is designed to provide students and practitioners a framework to build and implement an IT security strategy that is aligned with their business needs. A key element of Security is developing and implementing these strategies. In the course, you will learn about: 1. Advanced concepts and principles of strategic planning for IT Security. 2. Applications of risk principles, security policies to improve operational integrity are learning outcomes for this course. 3. Roles and responsibilities of technical and non-technical participants in Enterprise systems development and utilization. 4. Applications of information technology in business organizations and managerial decision making, and associated ethical and societal implications. 5. Emerging technologies and the risks they pose to organizations.

MIS 684 - MIS Auditing and Security Controls (4 credits)

This course is designed to present the elements of an integrated security compliance platform from a technical and legal perspective. Issues such as provide risk assessment, legal compliance, identity management, provisioning, access management, and monitoring and audit activities will be discussed.

MIS 685 - Data Mining Tools (2 credits)

This course introduces how analytics and Data Mining tools can be used to solve business problems like Best Next Offer, Customer Retention, Customer Potential Life Time Value estimation, Market Basket analysis, etc. This course gives students an opportunity to exercise advanced Data Exploration and Mining software. Introduction to Data Mining tools/solutions evaluation is also part of this course.

MIS 686 - Advanced Data Mining Tools (2 credits)

The course gives students an opportunity to start with several Business Problems which require Data Mining techniques like classification, estimation, clustering. Students are supposed to research on Data Mining vendors/tools to find Strengths & Weaknesses for selected Data Mining tools. Students are supposed to use 5 groups of Data Mining tools selection criteria: Hardware/OS/Networking, Data reparation/Manipulation, User Interface/Model Output, Algorithms & Manageability, Support/Documentation/Training. The course gives students an opportunity to exercise advanced Data Exploration and Mining software (developed by Synera Systems, Inc.) to analyze Retail Customer Behavior. Students are supposed to use a macro language to document Data Quality problems. Introduction to E-Customer Behavior is also a part of this course.

MIS 687 - Business Analytics (4 credits)

The improvement in computing and information management technology created opportunity for organizations to generate, store, and process huge amount of data which is being generated in every seconds. Business Analytics provides organizations a new, efficient way to intelligently use those data by combining it with sophisticated analytics. With Business Analytics, organizations can take advantage of data with leveraging and turning it into actionable intelligence that can be used to support reasoned decisions. This course is designed to provide an introduction to the concepts of Business Analytics and its applicability with real world data in a business environment. Students will gain experience using several cutting-edge software in Business Analytics to support business decision making. Students will also be familiarized with the overall life cycle of Business Analytics project (identify the problem, describe the data, analyze the data, interpret the results, and make recommendations) through three different modules: ' Module 1 - Business Analytics Fundamentals: Concepts ' Module 2 - Business Analytics Fundamentals: Basic predictive analytics ' Module 3 - Business Analytics in Actions: Applications, and practical insight

MIS 688 - Predictive Analytics (4 credits)

Currently, enterprises across almost every industry are seeking talent for predictive analytics. Predictive analytics helps connect data to effective action by drawing reliable conclusions about current conditions and future events. Coupled with other types of analytics available (i.e., Descriptive, Diagnostic, and Prescriptive analytics), enterprises can make predictions and then proactively act upon that insight to drive better business outcomes and achieve measurable competitive advantage.

Naturally, such demand is met with creative and critical thinking professionals that have been prepared with theories that can be put into practice. The Predictive Analytics course offering includes modules, activities and projects that are structured for following topic objectives: *Understanding the different purposes of analytics (i.e., Diagnostics analytics for data discovery *Why did it happen?, Predictive analytics for forecasting, and simulation *What will happen?, and Prescriptive analytics for planning, and optimization * What should we do?) to choose appropriate analytic techniques for decision making. * Teaching the skills needed to understand the integration of resources (i.e. people, processes, technologies and facilities) to decision making based on predictable data patterns and trends. * Building the skills to apply business intelligence, machine learning, decision science, knowledge discovery, and business performance management to obtain business insight that is linkage to foresight. * Development of knowledge to broker content from multiple sources and systems, integrate into a common vocabulary that is universally meaningful for enterprise economic growth.

MIS 689 - Applied Artificial Intelligence (AI) for Business (4 credits)

Artificial Intelligence (AI) involves the simulation of human intelligence in machines, enabling them to think, learn, and make decisions. This course offers a comprehensive exploration of AI technologies and their applications in business. Students will examine the five primary types of AI used in business information management, with a focus on their practical applications in core business functions such as marketing, finance, and customer service. Through hands-on projects, students will engage with functional, interactive, and analytical AI tools to solve real-world business challenges. No prior programming experience is required.

MIS 693 - Advanced Supply Chain Information Systems (2 credits)

Beginning where MIS 653/MKTG 653 Supply Chain Management/ Logistics Management leaves off, this course examines the use of information technology to improve efficiency and effectiveness in the corporate supply chain. Topics covered include the strategic role of key information technologies in business-to-business e-commerce; efficient customer response; enterprise resource planning; the virtual value chain.

MIS 694 - Cyber Ethics (2 credits)

With Information Technology playing an ever greater role in organizations, and the widespread availability of technology with the ability to collect and create information on everyone, many new ethical issues have been created. This course will frame many current ethic issues in IT and help the student develop methods of analyzing and dealing with these issues in real world situations. Topics may include issues such as privacy, copyright and intellectual property, employee monitoring approaches, multinational information flows, corporate intelligence and others. Hacking, computer security, viruses and other acts of destruction will be reviewed from an ethical perspective.

MIS 699 - Integrative Capstone Project (4 credits)

Two cohorts per term will be formed to do systems projects, one of which will be Web-based. Twin Cities organizations will be solicited for systems development or other related projects. Resident faculty will oversee teams. Group project and individual reports will be created. Clients' perceptions will be determined. This experience will give the students many networking opportunities in addition to the critical opportunity to apply what they have learned in a rigorous way. Theory and practice will merge to meet the fast-paced requirements of a real world IS environment. When the cohort successfully completes its project, its members will have valuable experiences to draw on for years to come.

MKTG

Courses

MKTG 600 - Marketing Management (4 credits)

This course examines activities through which organizations provide goods and services to serve the needs of the marketplace. Some of the topics included are analysis of internal and external factors of an organization that contribute to a successful marketing campaign, consumer behavior, positioning, , setting marketing objectives, designing marketing strategies and tactics, integrated marketing communications, pricing, and elasticity of demand.

MKTG 642 - Design and Management of Advertising Programs (4 credits)

Management of advertising programs requires strategic planning for both digital and traditional media to achieve organizational goals. Topics include positioning, audience analysis, product and market research, creative strategies, copywriting, content strategy/development, design and production. Focused primary and secondary research is added to collect and analyze data on particular marketing challenges in today's marketplace such as ethics, rhetorical theory, and multigenerational, monocultural or multicultural audiences.

MKTG 650I - Marketing Individual Internship (1-8 credits)

Internships offer students opportunities to gain deeper knowledge and skills in their chosen field. Students are responsible for locating their own internship. Metro faculty members serve as liaisons to the internship sites' supervisors and as evaluators to monitor student work and give academic credit for learning. Students are eligible to earn 1 credit for every 40 hours of work completed at their internship site.

MKTG 660I - Marketing Student-Designed Independent Study (SDIS) (1-8 credits)

Student-designed independent studies give Metropolitan State students the opportunity to plan their own study. This type of independent learning strategy can be useful for because it allows students: to study a subject in more depth, at a more advanced level; to pursue a unique project that requires specialized study; to draw together several knowledge areas or interests into a specialized study; to test independent learning capabilities and skills; or to use special learning resources in

the community, taking advantage of community education opportunities which, in themselves, would not yield a full college competence. Students should contact their appointed advisor for more information.

MKTG 6652 - MEM: Supply Chain Management (3 credits)

This course examines those activities involved in planning, implementing and controlling the flow of raw materials, in-process inventories, and finished goods from the point of origin to the points of consumption at the lowest total costs. Topics covered include strategic planning; forecasting; inventory management; transportation modes, services, and rates; warehousing; information systems; performance measurement; quality; materials handling; customer services; identification of all components of the supply chain and the overall management of logistical functions. This course leads into MIS 653 Supply Chain Information Systems.

MKTG 690 - Strategic Marketing Planning (4 credits)

This course covers marketing planning from mission statement to budgets. It extends and builds upon the planning methods introduced in Marketing Management. Particular emphasis is placed upon environmental scanning, competitive analysis, comparisons of alternative strategies and the organizational activities required to implement the plan. The planning methods and procedures discussed are equally applicable for organizations operating in the economy's private, not-for-profit and government sectors.

MLS

Courses

MLS 001A - Study Abroad Workshop Pre-Departure Information Sessions (1 credit)

This is a series of in-person pre-departure sessions designed to prepare you for your Summer study abroad experience. These sessions will cover essential topics such as health and safety, cultural adjustment, logistics, academic preparation, documentation, financial planning, and communication. We will also preview materials from the required textbooks and readings to help you get a head start academically.

MLS 600 - Introductory Seminar (4 credits)

The seminar will address aspects of theory, method, research, and knowledge formation in selected disciplines within communications, humanities, and social sciences. The course will move from the study of selected disciplines to an interdisciplinary study of the connections among disciplines and the implications for each student's program of study and final research project.

MLS 620 - Master of Liberal Studies Explorations (4 credits)

The MLS Explorations, a requirement within Metropolitan State's MLS degree program, brings students and faculty together to explore topics of consequence that

relate to a common theme. The MLS program requires an introductory seminar, MLS 600 that introduces students to graduate study and helps them formulate a focus in the MLS program. Students then complete at least three MLS 620 explorations that, with electives and a capstone, comprise their MLS program.

MLS 620A - Master of Liberal Studies Explorations (4 credits)

The MLS Explorations, a requirement within Metropolitan State's MLS degree program, brings students and faculty together to explore topics of consequence that relate to a common theme. The MLS program requires an introductory seminar, MLS 600 that introduces students to graduate study and helps them formulate a focus in the MLS program. Students then complete at least three MLS 620 explorations that, with electives and a capstone, comprise their MLS program.

MLS 660I - Master of Liberal Studies Student Designed Independent Studies (1-5 credits)

Student-designed independent studies give Metropolitan State students the opportunity to plan their own study. This type of independent learning strategy can be useful because it allows students: to study a subject in more depth, at a more advanced level; to pursue a unique project that requires specialized study; to draw together several knowledge areas or interests into a specialized study; to test independent learning capabilities and skills; or to use special learning resources in the community, taking advantage of community education opportunities which, in themselves, would not yield a full college competence. Students should contact their academic advisor for more information.

MLS 690 - Master of Liberal Studies Capstone Course (4 credits)

The MLS Capstone, a requirement within Metropolitan State University's MLS degree program, revolves around the facilitation and completion of students' self-directed Capstone Projects. Students identify and develop their interdisciplinary capstone projects throughout the MLS program, and must have an approved MLS Capstone Project Proposal before enrolling.

MPNA

Courses

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

MPNA 600 Practical Research for Public Administration and Non-profit Management is a two credit elective that prepares students in the MPNA program in writing, mathematics and statistical skills at the graduate level. These skills, as the title suggests, will serve as practical foundation for more rigorous efforts that students engage in all of the other courses taken throughout the Master's program.

MPNA 620 - Leading Public Service Organizations (4 credits)

This course introduces MPNA, MPA, MNLM, and other Metro State graduate students who are interested in public service to the theories and best practices of leading and

managing public service organizations. This course will adapt the study of leadership and organizations to the unique obligations, functions, processes, and public values and societal outcomes that govern the decisions of the government and nonprofit sectors. Public service is the result of the work of local, state, and federal government; regional compacts or special districts; tribal governments; nonprofit organizations and social enterprises; partnerships between government and business; and international linkages (that are necessary for solving global problems like pandemics and climate change). The public service perspective is evident when government and civil society collectively marshal efforts to respond to human-made (9-11 Terrorist Attacks, Aurora, Colorado Theater Mass Shooting) and natural (Hurricane Katrina and Hurricane Sandy) disasters and public health emergencies (COVID-19 outbreak). The public service sector does not shut down during times of wars, terrorist attacks, disasters, and public health emergencies and epidemics. Public service organizations are fundamentally different from profit-seeking firms. They are organized to provide socially valuable goods and services, e.g., public education, social services for the unemployed and the homeless, child protection services, crime-fighting, disaster response, natural resource and environmental protection, climate change response, homeland security, and public health emergency response. They are, above all, governed by our democratic and rights-based traditions and culture. Accordingly, the government and the nonprofit sectors operate under greater public scrutiny and with unique public expectations for openness, transparency, honesty, accountability, public deliberation, citizen engagement, fairness and equity, and the pursuit of other public values that we deem important as a society. Government and many nonprofits, the most important actors in the public service sector, work hand-in-glove to deliver vital public goods and services and engage citizens and volunteers towards public ends. This course focuses on how public and nonprofit managers and leaders mobilize resources to achieve important public purposes. Students will be exposed to insights and best practices, with emphasis on public service, and learn the skills to develop into a capable leader.

MPNA 635 - Economic Reasoning for Public Administrators and Nonprofit Managers (4 credits)

This course introduces MPNA, MPA, MNLM, and other Metro State graduate students to the application of the principles and methods of economic analysis to the policy, management, and operational decisions faced by public administrators, nonprofit managers, social entrepreneurs, and other public service professionals. Public and nonprofit organizations (hereinafter referred to as not-for-profit organizations) are fundamentally different from profit-seeking firms. They are organized to provide socially valuable goods and services (e.g., public education, social services for the unemployed) independent of the revenues they receive from the sale of their products. While surpluses and profits can support their social missions, not-for-profit organizations do not intend to maximize these surpluses/profits. Because not-for-profit organizations use scarce resources from taxpayers, donors, volunteers, and other external stakeholders, they also operate under greater public scrutiny and with

unique public expectations for openness/transparency, honesty, accountability, and fairness. This course will explain how managers and leaders of public agencies, nonprofit organizations, and social enterprises can apply economic analysis and reasoning in the complex task of effectively providing social goods and services, taking into primary consideration the fundamentally different social and political goals, internal constraints, and external authorizing environments faced by not-for-profit organizations. MPNA 635 will also improve the economic literacy of public and nonprofit professionals in discussing and defending their respective positions on a public policy issue or controversy. Competence Statement Students will understand the fundamental concepts and methods of economic analysis and critically appraise and adapt them to the context of policy analysis, public administration, nonprofit management, social entrepreneurship, political advocacy, criminal justice and law enforcement, and other related public service professional fields.

MPNA 660 - Strategic Human Resources Management: Public and Nonprofit (4 credits)

Strategic human resource management includes the following major components, with specific attention to the unique environment and challenges facing public and nonprofit professionals: a strategic perspective that connects HR management with the organization's mission; labor relations; compensation; benefits management; recruitment and selection; performance management; and an additional focus on organizational/program/project management to align the organization's human resources with overall organization goals and priorities.

MPNA 660I - Master of Public and Nonprofit Admin Student-Designed Independent Study (1-6 credits)

Student-designed independent studies give Metropolitan State students the opportunity to plan their own study. This type of independent learning strategy can be useful for because it allows students: to study a subject in more depth, at a more advanced level; to pursue a unique project that requires specialized study; to draw together several knowledge areas or interests into a specialized study; to test independent learning capabilities and skills; or to use special learning resources in the community, taking advantage of community education opportunities which, in themselves, would not yield a full college competence. Students should contact their appointed advisor for more information.

MPNA 665I - Master of Public and Nonprofit Admin Prior Learning (1-5 credits)

Credit for Prior Learning is the method by which students may receive college credit for prior learning obtained through nontraditional means, such as military training/experience, the workplace, or independent study. The course for which credit is being sought must correspond in its content to a course that is currently offered at Metropolitan State University. Competence is demonstrated by passing the final examination of the corresponding course. Students should contact their academic advisor for more information.

MPNA 680 - Information Management, Evaluation, and Public Accountability (4 credits)

This course focuses on knowledge management, organizational learning, e-governance, accountability, and evaluation in the strategic management of information. Important themes include strategies for organizational learning and knowledge sharing-including communities of practice.

MPNA 690 - Public Ethics and the Common Good (2 credits)

Public Ethics and the Common Good brings together into one course the four essential elements of ethical organizational management: development of a code of ethics and standards of professional conduct, instituting systematic training and enforcement on ethical expectations, ethical leadership to incorporate these expectations into the lived culture of the organization, and commitment to corporate responsibility for the common good that meets the demands of procedural and distributive justice.

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

The Capstone course for the MPNA program seeks to integrate learning from earlier course work and focus that learning on issues facing our diverse communities. Attention is given to the capacities of professionals in the government and nonprofit sectors to deal effectively with community issues, and the relationships between leadership/management practices and community development. The course includes both case studies as well as a major Capstone project, including direct community engagement for those who wish to have this opportunity.

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

This course explores a variety of contemporary issues in public administration and nonprofit management in greater detail. The focus keeps changing to keep pace with new issues and new circumstances.

MUSC

Courses

MUSC 533G - Applied Guitar Study III (4 credits)

This private study course is designed for students who wish to learn to play the steel string or classic acoustic guitar. It accommodates beginning, intermediate and advanced experience levels and past experience with the guitar. Students study hand positions, fingering technique, music notation and other fundamentals. They are introduced to a variety of musical styles and have an opportunity to concentrate on one particular style. Students must have access to a guitar. Level is determined by instructor through audition or interview.

NPM

Courses

NPM 600 - Nonprofit Governance and Management (4 credits)

This foundational course explores the challenges of leading and working in today's nonprofit organizations. Topics include leadership, management, ethics and values, board governance, human resources management, and constituency building. It also includes an examination of the theory, history and development of nonprofit. Students examine in depth current issues confronting nonprofit organizations.

NPM 650 - Fundraising for Nonprofits and Advocacy (4 credits)

Fundraising for Nonprofits and Advocacy offers a broad overview of fundraising tools and strategies. Students will learn about different fundraising models and develop practical skills for fundraising to support a variety of types of organizations and campaigns. The course will explore events, donor appeals, grant writing, corporate sponsorships, and online fundraising, among other topics. The course design offers flexibility for students to focus on fundraising in the issue area and organizational type of their choice; they may focus on a chosen 501c3, 501c4, PAC or political campaign.

NPM 660I - Nonprofit Management Student-Designed Independent Study (SDIS) (1-8 credits)

Student-designed independent studies give Metropolitan State students the opportunity to plan their own study. This type of independent learning strategy can be useful for because it allows students: to study a subject in more depth, at a more advanced level; to pursue a unique project that requires specialized study; to draw together several knowledge areas or interests into a specialized study; to test independent learning capabilities and skills; or to use special learning resources in the community, taking advantage of community education opportunities which, in themselves, would not yield a full college competence. Students should contact their appointed advisor for more information.

NPM 672 - Nonprofits and Social Change (4 credits)

Multiple perspectives of the role of nonprofit organizations in social change are presented in this course. It includes planning models and tools, strategy design, constituency building, training, proposal writing, program management and evaluation. Ethics and value in nonprofit operations are also covered.

NPM 675 - Nonprofit Financial Management (4 credits)

This course provides a comprehensive approach to successfully managing the finances of nonprofit organizations, with particular attention to the principles of budgeting (capital and operating), financial statements, cash management, basic accounting and auditing principles, and investment practices. Emphasis will be placed on the unique position of nonprofit organizations and their complex interrelationships with both the public and private sectors.

NURS

Courses

NURS 002 - School of Nursing Advising and Clinical Coordination (credit)

This course is to be used in the cohort advising model to provide students with a variety of information throughout their program. All pre-practicum information and background study information will be found here as well as other advising resources. Multiple members of SON will use this course as a communication mechanism and to collect required paperwork. The audit grade will be given after students have started their background study and pre-practicum requirements. However, the course will remain active throughout the student's program.

NURS 600P - Intensive Practicum III (2 credits)

This clinical course provides nursing students with experiences in adult mental health and pediatric care. Students provide holistic nursing care that is safe, person-centered and culturally-sensitive care for individuals and families from diverse backgrounds. Experiential learning focuses on application of evidence-based practice, clinical decision making, delegation, advocacy, interpersonal communication, and interprofessional collaboration in complex healthcare systems.

NURS 601 - Nursing Science (3 credits)

This course focuses on the elements of nursing science and their interrelationships. Theories, philosophies and models that inform evidence-based nursing practice and their application to research and practice are systematically examined. Selected nursing theories are analyzed and critiqued, including their relevance to diverse client populations. The nursing metaparadigm is examined, with students reflecting on their own professional beliefs and values. Competence Statement: Knows concepts well enough to analyze and evaluate the underlying structures and elements of select nursing philosophies, models and theories, and comprehend the appropriate application of such to nursing practice.

NURS 602 - Ethical Dimensions for Advanced Nursing Practice (2 credits)

This course focuses on the theory and skills that prepare nurses to be competent leaders in ethical decision-making. Content includes clarification of values, analysis of ethical dilemmas, ethical decision making, and application of ethical standards including interprofessional considerations. Students examine ethical dimensions related to advanced nursing practice. Competence Statement: Knows ethical theories and principles well enough to assume leadership in developing a plan of action to manage ethical dilemmas in advanced nursing practice.

NURS 603 - Advanced Integrative Nursing Care (2 credits)

This course focuses on advanced aspects of integrative nursing care to promote holistic health and wellness. Integrative concepts and principles are explored. A holistic assessment approach is utilized to assist in synthesizing inter-relationships between core course concepts. Students evaluate evidence related to integrative therapies and their application to clinical practice and self-care. Competence

Statement: Synthesizes course concepts and principles well enough to apply appropriate advanced integrative approaches that promote holistic health and wellness.

NURS 604 - Evidence-Based Practice (3 credits)

This course examines the application of evidence-based practice in nursing. Quantitative and qualitative research approaches, methodologies, and techniques of data analysis are addressed. Synthesis of evidence and critical appraisal skills are applied.

NURS 605 - Health Policy and Leadership (3 credits)

This course examines the social, cultural, economic, and political variables that influence the development of health policy and the strategies that can be used to develop or revise health policy. Students study the present U.S health system to determine ways in which it may be modified to enhance population health and better meet the needs of underserved populations. Competence Statement: Knows principles and concepts related to leadership and health policy well enough to demonstrate leadership in improving the delivery of health care to diverse populations

NURS 607 - Family Health Nursing (3 credits)

This course focuses on family nursing. Major theoretical foundations are presented including family systems, development, structure-function, and stress. Issues related to contemporary families are explored including gay and lesbian families, responses to grief and loss, family violence, and socio-cultural influences. The clinical decision making skills of assessment, diagnosis, intervention, and evaluation are applied to families experiencing a transition or a chronic health problem. Students will work with a family whose cultural, racial, or lifestyle background is different from their own. Graduate students will evaluate the effectiveness of family nursing interventions.

NURS 608 - Epidemiology (2 credits)

This course focuses on the principles of epidemiology as a basis for advanced nursing practice with populations at risk. Students gain an understanding of epidemiology as the science of public health and community health nursing by examining the range of health problems and diseases affecting diverse cultures, races and ethnic groups. Upon completion of the course, students can apply the fundamentals of epidemiology to the structuring of health promotion interventions for high-risk groups.

NURS 608P - Population Health Practicum (1 credit)

This practicum provides students with a guided experience in the application of epidemiological and population health concepts presented in NURS 608. Students work to design a community-based, culturally relevant health promotion, disease prevention or management plan. Students create and present a patient education offering, community service message or a communication strategy related to their

plan. Practicum experiences are individually designed through the use of learning contracts in consultation with the NURS 608P instructor.

NURS 609 - Pharmacology for Advanced Nursing Practice (3 credits)

This course focuses on foundational principles of pharmacokinetics and pharmacodynamics. Indications, efficacy, therapeutic effects, and adverse effects of selected drugs will be examined, compared and contrasted. Utilizing critical thinking skills, the student will incorporate evidence-based, ethical, and holistic principles into pharmacotherapeutic decision making.

NURS 610 - Pathophysiology for Advanced Nursing Practice (3 credits)

This course focuses on advanced concepts of physiologic and pathophysiologic mechanisms which cause alterations in biological processes and affect homeostasis. The etiology, pathogenesis, clinical manifestations, and treatment options of specific diseases and conditions will be examined.

NURS 614 - Geriatric Nursing (2 credits)

This course focuses on issues related to the provision of holistic nursing care to the aging population. Emphasis is placed on health promotion, chronicity, and cultural aspects of aging, and end-of-life care. Current theories of aging are examined. Graduate students will further analyze issues related to geriatrics in their advanced nursing practice specialty.

NURS 615 - Advanced Health Assessment: Adult and Older Adult (1 credit)

This course focuses on the knowledge and skills of history taking, physical examination, and critical thinking related to interpreting normal and abnormal findings in the health of adults and the elderly. Relevant anatomy and physiology are reviewed for interpreting body system assessments.

NURS 615L - Advanced Health Assessment Lab: Adult and Older Adult (1 credit)

This laboratory experience focuses on the application of the skills taught in N615. Students will practice interview and physical exam techniques in simulated clinical settings. Demonstration of a complete physical exam is required for course completion.

NURS 616 - Health Assessment for Advanced Nursing Practice (2 credits)

This course focuses on the advanced, comprehensive assessment of individuals across the lifespan. A holistic, nursing theoretical framework provides the structure for the course. The course builds on the students' knowledge and skills of basic physical assessment, anatomy and physiology, and provides a foundation for the advance practice nurse to evaluate the health of individuals across the life span. The course emphasizes documentation, and practice skills necessary for advanced communication, biopsychosocial and physical assessment, critical diagnostic reasoning, and clinical decision-making. Students acquire advanced knowledge and skills through a case based, problem focused learning framework that integrates

theoretical, empirical, and experience-based practical knowledge. Competence Statement: Knows the principles of holistic health assessment well enough to apply these skills and techniques in a simulated setting.

NURS 616L - Health Assessment for Advanced Nursing Practice Lab (1-2 credits)

This laboratory experience focuses on the application of skills taught in N616. Students will practice interview skills, physical exam techniques and assessments across the lifespan. Demonstration of complete physical exam is required for course completion. Competence Statement: Knows the skills and techniques of a holistic assessment well enough to obtain a complete health history perform an age appropriate complete physical exam and problem focused physical exam, and provide age appropriate health promotion and anticipatory guidance across the lifespan.

NURS 617 - Advanced Health Assessment (1 credit)

This course focuses on using clinical reasoning. Students will incorporate principles of advanced health assessment to case-based learning across the lifespan. This course builds on NURS 325: Essential Concepts of Health Assessment. Competence Statement: Knows the skills and techniques of advanced health assessment well enough to recognize and predict the presence of signs and symptoms related to alterations in normal body functions.

NURS 618 - Advanced Pathophysiology (1 credit)

Using clinical reasoning students will incorporate principles of advanced pathophysiology to case-based learning across the lifespan. This course builds on concepts from 410 Essential Concepts of Applied Pathophysiology. Competence Statement: Knows the principles of advanced pathophysiology well enough to recognize and predict presence of signs and symptoms related to alterations in normal body functions and to intervene to restore homeostasis.

NURS 619 - Advanced Pharmacology (1 credit)

Using clinical reasoning students will incorporate principles of advanced pharmacology to case-based learning across the lifespan. This course builds on concepts from NURS306 Principles of Pharmacology I, NURS404 Principles of Pharmacology II, and NURS405 Principles of Pharmacology III. Competence Statement: Knows the principles of advanced pharmacology well enough to anticipate therapeutic benefits and potential adverse events of pharmacologic interventions.

NURS 621 - Primary Care Nursing I (3 credits)

This course introduces the application of nursing science in evidence-based primary prevention, risk assessment and health maintenance across the lifespan. Students learn the management of select common acute health condition. Students utilize assessment and diagnostic reasoning skills in the interpretation of subjective and

objective data. Students develop differential diagnosis skills and begin to develop individualized holistic treatment plans.

NURS 621P - Primary Care Nursing I Practicum (2 credits)

This clinical practicum course builds on the clinical reasoning skills learned in N616L and facilitates application of content of NURS 621. In a clinical setting serving clients across the lifespan, student will perform histories and physicals, determine differential diagnoses, and develop holistic plans of care under the guidance of a preceptor. Accurate interpretation of clinical data, appropriate prescribing practices, and accurate documentation of patient encounters is fostered. A minimum of 175 clinical hours with approved preceptor(s) are required.

NURS 622 - Primary Care Nursing I: Foundations of ANP/GNP (4 credits)

Serving as the foundation for ANP/GNP practice, this course focuses on health promotion and risk factor identification for adults/older adults and management of selected common acute and chronic health concerns of adults/older adults in the context of family-centered and population-based care. Common concerns of the geriatric population and frail elderly are also addressed. Students will utilize critical thinking skills as they study clinical presentations, engage in development of differential diagnoses, determine the implications of clinical data, and plan holistic therapeutic interventions that will optimize client/family health. Evidenced based clinical practice guidelines are utilized to guide ANP/GNP practice. Selected roles of the advanced practice nurse and common issues encountered in practice are addressed.

NURS 622P - ANP/GNP Foundations Practicum (2 credits)

This clinical practicum course builds on the history and physical skills learned in the simulated setting of N 615/615L and facilitates application of content in N 622. In a clinical setting(s) serving adults and older adults, ANP/GNP students will perform histories and physicals, determine differential diagnoses, and plan and implement holistic plans of care under the guidance of a preceptor. Accurate interpretation of clinical data, appropriate prescribing practices, and accurate documentation of patient encounters is fostered. A minimum of 200 collaborative clinical hours with an approved preceptor(s) are required.

NURS 623 - Advanced Integration of Pathophysiology, Pharmacology and Health Assessment (2 credits)

This course focuses on advanced synthesis of principles and content of pathophysiology, pharmacology and health assessment in the analysis of complex health issues in acute care nursing practice.

NURS 623L - Advanced Integration: Pathophysiology, Pharmacology, Health Assessment Lab (1 credit)

This course focuses on synthesis and application of principles and concepts in pathophysiology, pharmacology and health assessment in the analysis of health issues of adults in nursing practice. Students demonstrate clinical judgement that

builds upon previous coursework in pathophysiology, pharmacology and health assessment. By understanding these principles, students will assess and anticipate an individual's physiologic responses to initiate appropriate independent and collaborative nursing interventions. Clinical decision-making frameworks are used to promote individualized modifications for clients with diverse cultural backgrounds and diverse health care needs. This course is part of a competency-based nursing curriculum leading to the Master of Science degree in nursing (MSN).

NURS 623P - DNP Anesthesia Practicum I (1 credit)

Scientific and anesthetic principles, evidence-based practice and safety & quality guidelines provide the frameworks for development of psychomotor skills, critical thinking and decision-making for the “novice “ nurse anesthesia student in simulated and structured perioperative learning experiences. Learning experiences will begin with simulated encounters and will evolve to structured immersion in a clinical setting. Competence Statement: Knows the principles and practice of nurse anesthesia care well enough to assess, plan, and implement a basic anesthetic care plan, at a novice level, under total supervision of a licensed/certified anesthesia provider.

NURS 627 - Applied Pharmacology for Advanced Nursing Practice (1 credit)

This course builds on the knowledge learned in N609 and focuses on applying principles of pharmacology, including pharmacokinetics and pharmacogenomics, through case study methodology. Particular attention will be paid to polypharmacy and drug interactions applied to specific clinical presentations through case study analysis and application

NURS 628 - Family Health Promotion and Health Maintenance (2 credits)

This course focuses on advanced nursing practice with emphasis on family and individual health promotion and maintenance for the Family Nurse Practitioner. Major theoretical foundations are presented including the Shuler Nurse Practitioner Practice Model, and Health Promotion Model. Students apply theories and concepts to health maintenance assessment, risk mitigation, therapeutic communication, genetics/genomics screening and planning. Focus is placed on use of the clinical decision-making process for the assessment and plan for advance practice nurses.

NURS 636 - Labs and Diagnostics for Advanced Practice Nursing (1 credit)

This course focuses on the knowledge needed to interpret common laboratory and diagnostic tests encountered in advanced practice nursing. Content includes recognizing, analyzing and interpreting normal and abnormal laboratory and diagnostic findings within the context of patient care. Attributes, strengths and limitations of common diagnostics are reviewed to guide clinical decision-making. Competence Statement: Knows interpretation of common laboratory and diagnostics tests well enough to apply to the provision of care as an advanced practice nurse.

NURS 637 - Informatics for Advanced Nursing Practice (2 credits)

This course focuses on the use of health care informatics and technology in advanced nursing practice. The development of the science of informatics and information systems is reviewed. The use of information systems to communicate, document and bill for patient care is explored. Information systems are used to analyze practice outcomes at the individual and practice group levels compared to national standards and critique the systems. Challenges and opportunities to improve health through the use of information systems and technology are explored. Competence Statement: Knows information systems and technology well enough to be utilized to improve patient care outcomes and health care systems.

NURS 638 - Applied Health Assessment for Advanced Practice Nursing (2 credits)

This course focuses on applying knowledge learned from NURS 616/616L Health Assessment for the Advance Practice Provider and associated lab course. Students must demonstrate the ability to perform clinically appropriate examination skills based on a variety of commonly encountered primary care complaints, including special populations and patients across the lifespan. Students will assess, analyze, and organize data gathered through health history taking and examination exhibit the ability to synthesize and present the patient case in preparation for starting Family Nurse Practitioner clinical rotations.

NURS 639P - Intensive Practicum II (2 credits)

This clinical course provides nursing students with experiences in obstetrics, hospice, and palliative care. Students provide holistic nursing care that is safe, person-centered and culturally sensitive care for individuals and families from diverse backgrounds. Experiential learning focuses on application of evidence-based practice, clinical decision making, delegation, advocacy, interpersonal communication, and interprofessional collaboration in complex healthcare systems.

NURS 641 - Primary Care Nursing II: Adult and Older Adult Health (4 credits)

This course focuses on the primary care of adults and elderly clients experiencing developmental, acute and chronic health concerns. Students will gain knowledge of the etiology, differential diagnoses, clinical findings, and management of common conditions affecting these age groups. Content includes age-appropriate health promotion activities.

NURS 641P - Adult and Older Adult Clinical Practicum (2 credits)

This clinical practicum focuses on the continued development of history taking and physical examination skills. Seminars focus on the advancement of differential diagnostic and critical thinking skills through case study examination, documentation review, and discussion. Students integrate knowledge of family, culture, holism, community, and caring as they plan holistic care for clients in clinical settings. Issues that arise from the clinical setting regarding advanced practice

nursing roles will be addressed. This course includes a minimum of 200 clinical hours.

NURS 642 - Primary Care Nursing III: Children and Family Health (4 credits)

This course focuses on the primary care of infants, children, and adolescents experiencing developmental, acute and chronic health concerns within the family context. Student will gain knowledge of the etiology, differential diagnoses, clinical findings, and management of common conditions affecting these age groups. Content includes age-appropriate health promotion activities. This course is a requirement for students in the FNP program.

NURS 642P - Children and Family Health Clinical Practicum (2 credits)

This clinical practicum focuses on adept history taking and physical examination skills for clients across the lifespan with an emphasis on pediatric populations. Seminars focus on the advancement of differential diagnostic and critical thinking skills through case study examination, documentation review, and discussion. Students integrate knowledge of family, culture, holism, community, and caring as they plan holistic care for clients in clinical settings. Issues that arise from the clinical setting regarding advanced practice nursing roles will be addressed. This course includes a minimum of 200 clinical hours.

NURS 643 - Advanced Practice Nursing: Management of Complex Illness (3 credits)

This course focuses on developing advanced skills in primary care management of adult and older adult clients with complex, multi-symptom illnesses. Etiology, clinical presentation, differential diagnoses, and management issues are addressed. The primary care provider's role as case manager of the person with complex, debilitating illnesses will be addressed. This course is a requirement for students in the ANP program.

NURS 643P - Complex Illness Clinical Practicum (2 credits)

This clinical practicum focuses on the management of complex, multi-system illness of adults and older adults. Seminars focus on the advancement of differential diagnostic and critical thinking skills through case study examination, documentation review, and seminar discussion. Students integrate knowledge of family, culture, holism, community, and caring as they plan holistic care for clients in clinical settings. Health promotion needs appropriate to the client's complex needs are addressed. Students will consult with the instructor to determine how many credits for which to register. One credit is equivalent to a minimum of 100 clinical hours.

NURS 646 - Informatics for Nursing Practice (2 credits)

This course explores health informatics and how it is used in nursing practice for the advancement of safe and quality care. Students will examine theories used to plan, implement and evaluate health information systems. Data management and use of

standardized classification systems and reference terminologies are analyzed to enhance outcomes of care. Ethical and legal concerns related to health information systems are explored. Competence Statement: Upon completion of this course, the student will know concepts well enough to evaluate health information systems to enhance outcomes of care.

NURS 647 - Leadership in Health Care Systems (3 credits)

This course focuses on the theoretical foundations necessary to provide leadership within teams/groups/systems related to continuous improvement of quality and safety influencing health outcomes. Leadership and quality improvement philosophies, approaches, models, and methods are analyzed. Students apply relevant leadership techniques and strategies which emphasize ethical and critical thinking, interdisciplinary collaboration and communication, and systems based analysis.

NURS 648 - Leadership, Quality, and Finance in Nursing (4 credits)

This course focuses on the theoretical foundation needed for a generalist master's degree graduate to be a leader/advocate/change agent in a variety of health care settings. Topics include leadership, health care quality/safety, health care finance, professional development, policy, and human resource management.

NURS 656 - Population Health (3 credits)

Course Description: This course focuses on the role of the professional nurse in working with diverse individuals and populations for health promotion and disease and injury prevention. Emphasis is placed on advocacy and social justice in working with marginalized and vulnerable populations for health equity. Population health tenets incorporate a public health nursing model of care that is holistic to identify social determinants of health, risk/protective factors, and in response uses culturally congruent evidence-based guidelines which contribute to improved health outcomes. Students explore the role of the public health nurse in emergency preparedness and crisis response. Competence Statement: Applies the public health nursing process at three levels of practice; individual/family, community, and systems to protect and promote the health of populations using a holistic, ethical, and interprofessional approach for reducing health disparities and capitalizing on asset/strengths within communities.

NURS 656P - Intensive Practicum IV (2 credits)

This course provides community based clinicals for applying the public nursing process at three levels of practice: individual and family, community, and systems, using a collaborative and interprofessional approach. Emphasis will be on advocacy and social justice for marginalized populations and health equity. Students will apply the public health nursing process, focusing primarily on the community level of practice. Students will be working with at risk populations to address the social determinants of health and the provision of appropriate community based services that are valuable and culturally congruent.

NURS 660I - Nursing Student-Designed Independent Study (SDIS) (1-8 credits)

Student-designed independent studies give Metropolitan State students the opportunity to plan their own study. This type of independent learning strategy can be useful because it allows students: to study a subject in more depth, at a more advanced level; to pursue a unique project that requires specialized study; to draw together several knowledge areas or interests into a specialized study; to test independent learning capabilities and skills; or to use special learning resources in the community, taking advantage of community education opportunities which, in themselves, would not yield a full college competence. Students should contact their academic advisor for more information.

NURS 661 - Principles of Anesthesia Practice I (1 credit)

This course presents the physiology or various positions for anesthesia, various care plans, and the importance of universal precautions. Competence Statement: Knows the physiology behind surgical patient positioning, the various anesthesia care plans, and the importance of universal precautions.

NURS 662 - Principles of Anesthesia Practice II (2 credits)

This course focuses on the administration of general anesthesia with emphasis on gas machines, vaporizers, monitoring devices, anesthesia delivery systems, and basic and advanced airway management utilized by nurse anesthesia providers. Competence Statement: Knows the proper assembly, function, and troubleshooting techniques of the anesthesia delivery device. Knows the materials, skills, and attributes of basic and advanced airway anatomy and techniques.

NURS 663 - Professional Aspects of Anesthesia I (1 credit)

This course presents a series of topics related to and surrounding the professional discipline of Nurse Anesthesia. Competence Statement: Knows the history of anesthesia as it relates to the practice of nurse anesthesia. Knows the regulatory process as they relate to CRNA practice, as well as the basic elements of the AANA, the professional association for CRNAs and SRNAs, and how the AANA promotes the nurse anesthesia practice. Knows basic legal concepts related to healthcare and how they relate to nurse anesthesia practice.

NURS 664 - Chemistry, Physics, and Math for Anesthesia Professionals (5 credits)

Aspects of inorganic and organic chemistry, biochemistry, and physics, which are applicable to the science and practice of anesthesia are presented. Includes the application of learned principles to various aspects of anesthesia practice. Topics include: the chemistry and physics of anesthetic agents, accessory drugs, therapeutic agents, explosion hazards, and electrical safety. Competence Statement: Knows the concepts of chemistry and physics as it relates to anesthetic practice.

NURS 665 - Advanced Physiology and Pathophysiology for Nurse Anesthesia I (6 credits)

Aspects of anatomy, physiology, and pathophysiology that are relevant to the science and practice of anesthesia are presented. Topics include cell physiology, the nervous system, and the cardiovascular system. Competence Statement: Knows the fundamental physiology and pathophysiology of cell physiology, the nervous system, and the cardiovascular system.

NURS 666 - Advanced Pharmacology for Nurse Anesthesia I (2 credits)

This course is an introduction to specific anesthetic drugs and their clinical use by the anesthesia provider. Competence Statement: Knows specific anesthesia drugs and their use.

NURS 667 - Advanced Health Assessment for Nurse Anesthesia (1 credit)

This course focuses on the development of advanced practice nursing skills in health assessment; including assessment of all human systems, advanced assessment techniques, diagnosis, concepts, and approaches from an anesthetic perspective. Competence Statement: Knows the principles of advanced health assessment from an anesthetic perspective.

NURS 668 - Principles of Anesthesia Practice III (1 credit)

This course presents concepts of pre-, intra-, and post-anesthesia patient assessment, basic physiologic monitoring, and MRI safety. A central line insertion workshop is utilized to instruct students on proper sterile technique and central line insertion. Competence Statement: Knows the concepts and use of perioperative anesthesia monitors, pre-, intra-, and post-operative assessment, and MRI safety.

NURS 669 - Advanced Physiology and Pathophysiology for Nurse Anesthesia II (6 credits)

This course continues the in-depth analysis of the body systems relevant to the science and practice of anesthesia. Topics include respiratory, endocrine, and excretory systems. Competence Statement: Knows the fundamental physiology and pathophysiology of the respiratory, endocrine, and excretory systems.

NURS 670P - Nursing Leadership Practicum I (2 credits)

This practicum focuses on the development of the nurse leader/manager through the application of nursing and leadership/management theory and research in improving the delivery and/or outcomes of health care. A project topic is identified, analyzed, and a plan for change or improvements developed. Learning needs are identified and personal objectives are negotiated with a mentor, emphasizing preparation for advanced leadership and management responsibilities. This practicum experience includes a minimum of 200 hours at an approved clinical site. Competence Statement: Knows principles of leadership, management, nursing, and other health disciplines well enough to evaluate health care systems and to propose an organizational or clinical improvement project in an identified setting.

NURS 671 - Advanced Pharmacology for Nurse Anesthesia II (5 credits)

This course presents pharmacological principles as applied to the clinical practice of anesthesia. Topics include pharmacodynamics, anesthetic agents, accessory drugs, and drug interactions. Competence Statement: Knows specific anesthesia drugs and their use and interactions.

NURS 672 - Professional Aspects of Anesthesia II (1 credit)

This course presents a continuation of topics directly related to the discipline of nurse anesthesia. Competence Statement: Knows the importance of wellness to healthcare workers. Knows the risk factors, pathophysiology and signs and symptoms of substance use disorder. Knows the appropriate strategies for successful intervention, treatment and recovery/aftercare.

NURS 673P - Anesthesia Clinical Practicum I (1 credit)

Course Description: This is the first in a series of six clinical practicum courses. In this practicum, students observe and then practice beginning skills in assessment, planning, and implementation/delivery while being continuously monitored and mentored by licensed/certified anesthesia providers in MSA member hospitals throughout the Twin Cities. Students complete a minimum of 120 hours of supervised practicum as a student nurse anesthetist. Competence Statement: Knows the principles and practice of nurse anesthesia care well enough to assess, plan, and implement a basic anesthetic care plan, at a beginner level, under total supervision of a licensed/certified anesthesia provider.

NURS 674 - Principles of Anesthesia Practice IV (1 credit)

This course presents advanced concepts of practice including anesthesia techniques for orthopedic, abdominal, and head and neck surgery. Competence Statement: Knows the anesthesia implications for orthopedic, abdominal, and head and neck surgery.

NURS 675 - Principles of Anesthesia Practice V (4 credits)

This course presents advanced concepts of anesthesia practice including anesthesia techniques including pediatrics, obstetric, neurological, and regional anesthesia. Competence Statement: Knows the anesthesia implications for pediatric, obstetric, neurological, and regional anesthesia.

NURS 676 - Principles of Anesthesia Practice VI (1 credit)

This course presents advanced concepts of cardiovascular anesthesia. Competence Statement: Knows the anesthesia implications for cardiovascular anesthesia.

NURS 677 - Statistics and Research for Nurse Anesthesia (3 credits)

The methods of descriptive and experimental research, the study of statistical procedures, and development of research methodology will be presented. Competence Statement: Knows the principles of statistics and research methodology.

NURS 678 - Professional Aspects of Anesthesia III (1 credit)

This course presents a continuation of topics directly related to the professional discipline of nurse anesthesia Competence Statement: Knows the various ethical theories and their relation to healthcare, medical research, and nurse anesthesia practice in a variety of practice settings. Knows the quality of care provided by CRNAs as shown through research.

NURS 679P - Anesthesia Clinical Practicum II (1 credit)

Course Description: This is the second in a series of six clinical practicum courses. In this practicum, students utilize didactic knowledge and psychomotor skills to augment beginning skills in assessment, planning, and implementation/delivery while being continuously monitored and mentored by licensed/certified anesthesia providers in MSA member hospitals throughout the Twin Cities. Students complete a minimum of 120 hours of supervised practicum as a student nurse anesthetist. Competence Statement: Knows the principles and practice of nurse anesthesia care well enough to assess, plan, and implement an anesthetic care plan, at an advanced beginner level, under total supervision of a licensed/certified anesthesia provider.

NURS 680 - Foundations of Nursing Education (3 credits)

This course provides an introduction to the foundational concepts that influence or support nursing education. Students explore the social, economic, or institutional forces that influence nursing and higher education, including concepts. Students study teaching and learning theories, including theories about learning styles, and examine how these theories may be applied to a diverse population of nursing students. Students explore the status and utility of evidence-based teaching strategies for nursing education.

NURS 681 - Innovative Teaching Strategies (3 credits)

The course provides learners the opportunity to explore and implement a variety of teaching/learning strategies to meet the needs of diverse student groups in nursing education. Students apply and modify teaching strategies based on educational theories and evidence-based educational practices that were learned in NURS 682: Curriculum Design and NURS 683: Assessment and Evaluation in Nursing Education. This course is designed to provide students with experiential learning opportunities focused on planning, application, modification, and evaluation of contemporary student-centered instructional methods. Problem-based learning, distance education, and other evidence-based approaches to learning are reviewed. Course content continues to build nurse educator knowledge and competencies identified by the National League for Nursing. This course is foundational for the practicum course.

NURS 682 - Curriculum Design and Evaluation (3 credits)

This course focuses on the development and evaluation of curriculum for nursing education. Students will apply current theories and explore trends in curriculum development and evaluation, program and course development, curriculum implementation, and evaluation processes. Concepts will be applied to a variety of

situations ranging from the creation of a new curriculum to the refinement of courses. In addition to classroom and online activities, students will participate in experiential learning in department and university curriculum activities.

NURS 683 - Foundations in Program Evaluation for Nursing Education (3 credits)

This course introduces concepts and principles of program assessment and evaluation and applies them to nursing education settings. Students also examine current research in program assessment and evaluation in order to create, implement and critique program evaluation methods and plans. Students also consider how the mission and program evaluation activities of the parent institution influence nursing education program goals, evaluation, policies, and procedures.

NURS 684 - Interprofessional Care Collaboration (1 credit)

Students from medicine, nursing, pharmacy, and social work collaboratively focus on the foundational knowledge of HIV prevention and care and develop the ability to work as a member of an interprofessional collaborative healthcare team. Learners explore options for involvement in HIV care as part of their healthcare career. The focus is on lifelong learning related to HIV care and interprofessional collaborative practice. Students will have a four-hour shadowing experience as part of the class.

NURS 684P - Practicum in Nursing Education (2 credits)

This practicum provides students with a guided experience in the processes of teaching and student evaluation in a classroom or clinical setting. Students will apply the teaching/learning concepts studied in NURS 682 and NURS 683 in a selected nursing course. Students will work with a preceptor in the planning and implementation of curriculum or a course, specifically including the evaluation of learning outcomes of students who are participating in course room or real/simulated clinical settings. Practicum experiences will be individually designed through the use of learning contracts in consultation with the N 684P instructor and preceptor. The student completes at least 200 practicum hours in the educational site under the supervision of the preceptor. Competence Statement: Knows and can apply principles of teaching and learning well enough to teach in classroom/online or in clinical settings, and evaluate students.

NURS 685P - Practicum in Clinical Teaching (1 credit)

This practicum provides nurse educator students with a guided experience in the process of laboratory, simulated and clinical teaching and student evaluation. Students will apply the teaching/learning concepts studied in NURS 681 and NURS 682 to a selected nursing educational activity. Students will work with a preceptor in the planning and delivering the nursing course throughout the semester. Student practicum experiences will be individually designed through use of learning contracts in consultation with the NURS 685P instructor.

NURS 686 - Instructional Design (1 credit)

This course examines the learning process and how it influences instructional design. Topics include current trends in instruction and evaluation; and planning for the teaching and learning process. Competence Statement: Knows the basic elements of the learning/education process, including learning styles/models/theories and taxonomies. Knows the basic elements of a teaching/learning project.

NURS 687 - Anesthesia and Uncommon Diseases (1 credit)

This course presents advanced concepts of uncommon disease processes and the implications for anesthetic care. Competence Statement: Knows the anesthesia implications for uncommon disease processes

NURS 688P - Anesthesia Clinical Practicum III (2 credits)

Course Description: This is the third in a series of six clinical practicum courses. In this practicum, students combine intermediate didactic knowledge and psychomotor skills in assessment, planning, and implementation/delivery of perioperative anesthesia care under close supervised monitoring and mentoring by licensed/certified anesthesia providers in MSA member hospitals throughout the Twin Cities. Students complete a minimum of 240 hours of supervised practicum as a student nurse anesthetist. Competence Statement: Knows the principles and practice of nurse anesthesia care well enough to assess, plan, and implement an anesthetic care plan, at an intermediate level, under close supervision of a licensed/certified anesthesia provider.

NURS 689P - Anesthesia Clinical Practicum IV (4 credits)

This is the fourth in a series of six clinical practicum courses. In this practicum, students combine advanced intermediate didactic knowledge and psychomotor skills in assessment, planning, and implementation/delivery of perioperative anesthesia care under some supervised monitoring and mentoring by licensed/certified anesthesia providers in MSA member hospitals throughout the Twin Cities. Students complete a minimum of 240 hours of supervised practicum as a student nurse anesthetist. Competence Statement: Knows the principles and practice of nurse anesthesia care well enough to assess, plan, and implement an anesthetic care plan, at an advanced intermediate level, under some supervision of a licensed/certified anesthesia provider.

NURS 690P - Capstone Practicum (5 credits)

This precepted clinical capstone course focuses on coordination and provision of holistic nursing care for one or more clients. It is designed to provide students with an intensive practice immersion to facilitate transition to the role of the professional nurse. Students are precepted by an experienced nurse with on-going guidance from faculty. Students demonstrate leadership skills through collaboration and development of an evidenced-based clinically-based project. Competence Statement: Knows concepts well enough to demonstrate holistic evidence-based nursing care for complex or multiple clients across the lifespan.

NURS 692 - Theories of Management and Leadership for Nurse Anesthesia (1 credit)

This course is designed to educate the student in current theories and approaches to management and leadership. Competence Statement: Knows the current theories and approaches to leadership and management.

NURS 693 - Scholarly Paper Seminar (2 credits)

This seminar provides students with the opportunity to utilize critical thinking skills through application of a scholarly inquiry process to a topic related to nursing practice, nursing education, or leadership/management. Students conceptualize and refine their topic through discussions with a nursing faculty member and fellow students. The final product is a focused critical review of the literature on a topic that is relevant to advanced practice nursing, nursing education, or leadership/management. Competence Statement: Knows the process of scholarly inquiry well enough to write a focused critical review of the literature on a topic that is relevant to advanced practice nursing, nursing education, or leadership/management. Learning Objectives 1. Apply a scholarly inquiry process to a topic of interest to nursing. 2. Discuss strategies for developing and writing an effective critical literature review. 3. Write a focused critical literature review on a topic that is relevant to advanced practice nursing, nursing education, or leadership/management.

NURS 694P - Anesthesia Clinical Practicum V (3 credits)

Course Description: This is the fifth in a series of six clinical practicum courses. In this practicum, students combine advanced didactic knowledge and psychomotor skills in assessment, planning, and implementation/delivery of perioperative anesthesia care under occasional supervised monitoring and mentoring by licensed/certified anesthesia providers in MSA member hospitals throughout the Twin Cities. Students complete a minimum of 240 hours of supervised practicum as a student nurse anesthetist. Competence Statement: Knows the principles and practice of nurse anesthesia care well enough to assess, plan, and implement an anesthetic care plan, at an advanced level, under occasional supervision of a licensed/certified anesthesia provider.

NURS 695P - Anesthesia Clinical Practicum VI (2 credits)

This is the sixth in a series of six clinical practicum courses. In this practicum, students combine competent, advanced didactic knowledge and psychomotor skills in assessment, planning, and implementation/delivery of perioperative anesthesia care under minimal supervised monitoring and mentoring by licensed/certified anesthesia providers in MSA member hospitals throughout the Twin Cities. Students complete a minimum of 240 hours of supervised practicum as a student nurse anesthetist. Competence Statement: Knows the principles and practice of nurse anesthesia care well enough to assess, plan, and implement an anesthetic care plan, at a competent, advanced level, under minimal supervision of a licensed/certified anesthesia provider.

NURS 696 - Comprehensive Care Seminar (2 credits)

This seminar course provides a foundation to the role transition from student to professional nurse. Emphasis is placed on synthesizing theories, principles, concepts and skills from nursing and other disciplines as a basis for implementing holistic nursing care directed toward healing in the human health experience. Students demonstrate integration of theoretical knowledge and clinical decision making in simulated complex clinical experiences and presentations. Competence Statement: Knows the art and science of the nursing discipline well enough to make the clinical judgments that ensure the provision of safe, holistic care required of an entry-level professional nurse.

NURS 697 - Intensive Review for Certification (1 credit)

This intensive certification review course is designed to prepare graduates of the DNP FNP program for the national board certification offered by AANP or ANCC. This class focuses on preparing students to apply their clinical knowledge of the population; focus of family and individual across the life span: pediatrics, obgyn, adolescent, adult, and geriatric primary care. This review course provides interactive modules through APEA to help prepare for and pass the FNP board certification exam.

NURS 698 - Research Presentation (3 credits)

In this course, the student will prepare literature-based papers that examine and analyze anesthesia-related topics. The papers will be in a publishable format using American Psychological Association (APA) style, 6th edition. The student will present and defend their paper before a faculty committee and students. Competence Statement: Knows the process of identifying anesthesia practice issues, conducting literature searches, evaluating literature research, synthesizing the material, presenting it in written form, and disseminating it in oral form to an audience.

NURS 699 - Topics in Nursing (0-6 credit)

This independent study is designed for transfer students whose course or courses from another college or university fulfills some but not all of the requirements of a Metropolitan State graduate nursing course. The student and faculty evaluator negotiate the number of credits to be completed and the specific course objectives and requirements to be satisfied. Through guided study, the student completes these requirements. Register by permission only.

NURS 700 - Advanced Nursing Science (3 credits)

This course focuses on the philosophy of science in nursing and its application to practice inquiry and practice knowledge development. Theories, models, and concepts that inform advanced nursing practice are systematically examined and evaluated. Students analyze the foundations of middle-range theories and explore application of theory to doctoral advanced nursing practice.

NURS 703 - Research Methodology and Advanced Evidence-Based Practice (3 credits)

This course focuses on developing a quality improvement proposal based on current healthcare and client problems, guided by clinical expertise and reasoning, using the best available evidence. Students will explore the impact of bias on research and strategies to minimize the effect. Students will evaluate quantitative and qualitative nursing and healthcare research reports. Students will appraise scientific nursing and healthcare literature using analysis and synthesis skills.

NURS 706 - Organizational and Systems Leadership (4 credits)

Organizational and systems leadership skills critical for culturally sensitive nursing practice to improve healthcare and outcomes are enhanced. Focus is on transformational leadership, measurement of outcomes, data driven decision-making, and the business realities of leading within healthcare.

NURS 708 - Epidemiology and Population Health (3 credits)

This course focuses on analyzing epidemiological, biostatistical, environmental, and other appropriate scientific data related to population health. The student applies this knowledge to develop a plan to improve population health status. The intervention plan addresses health promotion and disease prevention efforts related to health inequity for diverse populations. A global perspective of population health is incorporated into advanced nursing practice roles. This course includes 50 practicum hours in population health assessment and intervention planning. Competence Statement: Knows the concepts and principles of epidemiology, prevention, and population health well enough to develop a evidence based intervention for a vulnerable population related health issue.

NURS 708 - Global Health and Epidemiology: A Population-Based Approach (3 credits)

This course focuses on analyzing epidemiological, biostatistical, environmental, and other scientific data related to population health at both local and global levels. Students apply this knowledge to develop evidence-based plans aimed at improving population health outcomes. The intervention plan addresses health promotion and disease prevention efforts, with a particular focus on health inequities affecting diverse populations worldwide. A global perspective on social determinants of health, emerging infectious diseases, climate change, and transnational health challenges is integrated into advanced nursing practice roles.

NURS 722 - Primary Care II (3 credits)

This course utilizes the Shuler Nurse Practitioner Practice Model and other nursing theories to focus on evidence-based prevention concepts, health maintenance, diagnosis, and management of specific health conditions. Students demonstrate increasing proficiency in assessment and diagnostic reasoning skill through the interpretation of subjective and objective data.

NURS 722P - Primary Care II Practicum (2 credits)

This clinical practicum course builds on the skills learned in N621P and facilitates application of content in N722 with a focus on clinical decision making skills. In a clinical setting serving clients across the lifespan, students focus on the advancement of differential diagnostic and critical thinking skills. Students integrate knowledge of family, culture, holism, community, and caring as they plan holistic care for clients in clinical settings. A minimum of 175 clinical hours with an approved preceptor(s) are required.

NURS 723 - Primary Care Nursing III: Pediatrics (3 credits)

This course utilizes the Shuler Nurse Practitioner Practice Model and other theories to focus on evidence-based health maintenance, treatment and management of specific health conditions in pediatrics. Students will continue to demonstrate increasing proficiency in assessment and diagnostic reasoning skills in the interpretation of subjective and objective data in pediatrics.

NURS 723P - Primary Care Nursing III Practicum (2 credits)

This course focuses on practicum which includes enhancement of history taking and physical examination skills in addition to introduction of new pediatric concepts. The course focuses on the advancement of clinical reasoning through case study examination, documentation review, and discussion with a pediatric focus. Students integrate knowledge of family, culture, holism, community, and caring as they plan holistic care for clients in clinical settings across the lifespan. Issues that arise from the clinical setting regarding advanced practice nursing roles will be addressed. This practicum includes a minimum of 175 clinical hours with approved preceptor(s) with an emphasis in pediatrics.

NURS 724 - Primary Care Nursing IV: Complex Care (3 credits)

This course focuses on developing advanced skills in primary care management of adult and older adult clients with complex, multi-system illnesses. Etiology, clinical presentation, differential diagnoses, disease management issues, and ongoing health promotion/disease prevention will be addressed utilizing an evidence-based framework for providing complex care based in systems biology, healthy aging theory, and advanced practice nursing theory. Health disparities, based in racism, ethnicity, poverty, and structural violence, their effects on physical and mental health, and the DNP prepared advanced practice nurse's responsibility to combat these disparities will be addressed along with the DNP role in providing case management for persons with complex, debilitating illnesses.

NURS 724P - Primary Care Nursing IV: Complex Care Practicum (2 credits)

This clinical practicum focuses on the management of complex, multi-system illness of adults and older adults. The course focuses on the advancement of differential diagnostic and critical thinking skills through case study examination, critical self-evaluation, documentation review, and seminar discussion. Students integrate knowledge of nursing science, social science, biological science, biomedicine, ethics, public and community health, mental health, integrative and functional care

systems, and trauma-informed care as they plan holistic care for adult and older adult clients with complex, multi-system illnesses in the clinical setting. Health promotion needs appropriate to the client's complex needs are also addressed. The student transitions from the student FNP role to independent novice FNP role. 175 Clinical hours with an approved Preceptor(s) is also required.

NURS 730 - Information Systems Technology for Improving Health (2 credits)

This course aligns with the American Nurses Credentialing Center (ANCC) 2021 Essentials Informatics and Health Care Technologies by addressing key competencies required for advanced level nurses in the digital health landscape. The course focuses on information systems used to collect, store, manage, and disseminate information to improve health care outcomes. Further, learn technologies to manage and improve the delivery of safe, high quality, and efficient health care services in accordance with best practice and professional and regulatory standards.

NURS 731 - Scholarly Teaching and Learning in Nursing (3 credits)

This course prepares graduate nursing students to become skilled educators in academic, clinical, and community settings. It emphasizes educational theories, instructional strategies, curriculum development, assessment methods, and the integration of technology, equipping students to effectively teach and lead in nursing education.

NURS 737P - DNP Anesthesia Practicum V (1 credit)

Students build on skills developed in practicum IV to further develop integration of scientific and anesthetic principles. 'Competent' nurse anesthesia students apply scientific and anesthetic principles, evidence-based practice and safety & quality guidelines to psychomotor skills, critical thinking and decision-making. Students gain clinical experience in caring for the functionally incapacitated patient who may present emergently (PS IV & IVE). Competence Statement: Applies the principles and practice of nurse anesthesia care well enough to assess, plan, and implement an anesthetic care plan, at a 'competent' level, under minimal supervision of a licensed/certified anesthesia provider for the PS IV & IVE patient.

NURS 738P - DNP Anesthesia Practicum VI (2 credits)

Students build on skills developed in practicum V to further develop integration of scientific and anesthetic principles. 'Proficient' nurse anesthesia students apply scientific and anesthetic principles, evidence-based practice and safety & quality guidelines to psychomotor skills, critical thinking and decision-making. Students gain clinical experience in caring for the patient who is moribund and may present emergently, as well as the organ donor patient. (PS V, VE and VI). Competency Statement: Applies the principles and practice of nurse anesthesia care well enough to assess, plan, and implement an anesthetic care plan, at a 'proficient' level, under some supervision of a licensed/certified anesthesia provider of the PS V, VE and VI patient.

NURS 739P - DNP Anesthesia Practicum VII (2 credits)

Students build on skills developed in practicum IV to further develop integration of scientific and anesthetic principles. 'Expert' nurse anesthesia students apply scientific and anesthetic principles, evidence-based practice and safety & quality guidelines to psychomotor skills, critical thinking and decision-making. Students gain clinical experience in caring for patients across the lifespan, special populations, and procedures. Competency Statement Applies the principles and practice of nurse anesthesia care well enough to assess, plan, and implement an anesthetic care plan, at an 'expert' level, under minimal supervision of a licensed/certified anesthesia provider for patients across the lifespan and for special populations and procedures.

NURS 741 - Pre-Scholarship (1 credit)

This course focuses on building the structure of the student's DNP project. Students begin the DNP project-focused literature review and critique. Students also establish a community site that serves as the location for the DNP scholarship project. This course applies prior program content in application to a DNP scholarship project. Students may accrue up to 10 scholarship hours. Competence Statement: Know concepts from previous DNP program courses well enough to initiate a DNP scholarship project.

NURS 742 - DNP Scholarship Project Assessment (1 credit)

This course focuses on conducting a needs assessment and defining the scope of a problem at a community site that will serve as the location for the DNP scholarship project. Students accrue 40 - 50 required hours for their scholarship projects. Competence Statement: Know concepts of needs assessment well enough to identify a practice problem and the scope of a scholarship project.

NURS 746 - Principles of DNP Nurse Anesthesia Practice III (3 credits)

The course focuses on the study of safe, evidence-based nurse anesthesia care management in normal human physiologic and pathophysiologic states, including cardiac, respiratory, endocrine, renal, genitourinary, hepatobiliary and gastrointestinal, and associated medical and surgical procedures for selected human anatomical systems. Students will formulate care management strategies based on ethical, scientific and pharmacologic principles, safety, quality and evidence-based guidelines and cost effectiveness. Competence Statement: Knows safe, evidence-based nurse anesthesia care management well enough to apply to nurse anesthesia practice for patients with various pathophysiologic disease states.

NURS 747 - Principles of DNP Nurse Anesthesia Practice IV (3 credits)

The course focuses on the study of safe, evidence-based nurse anesthesia care management in normal human physiologic and pathophysiologic states including skin, musculoskeletal, metabolic, neurologic, cardiovascular, peripheral vascular, as well as difficult airway and otolaryngology diseases, and associated medical and surgical procedures for selected human anatomical systems. Students will formulate care management strategies based on ethical, scientific and pharmacologic principles, safety, quality and evidence-based guidelines and cost effectiveness.

Competence Statement: Knows safe, evidence-based nurse anesthesia care management well enough to apply to nurse anesthesia practice for patients with various pathophysiologic disease states.

NURS 748 - Principles of DNP Nurse Anesthesia Practice V (4 credits)

The course focuses on the study of safe, evidence-based nurse anesthesia care management in special populations. The course concentrate on normal human physiologic and pathophysiologic states. Age-related populations included are gerontology, obstetrics, neonatal and pediatric patients. Anesthesia care covering traumatic injuries and other specific conditions is included. Students formulate care management strategies based on ethical, scientific and pharmacologic principles, safety, quality and evidence-based guidelines and cost effectiveness. Competence Statement: Knows safe, evidence-based nurse anesthesia care management well enough to apply to nurse anesthesia practice for patients across the lifespan with and without various pathophysiologic disease states.

NURS 749 - Health Systems Quality, Project, and Resource Management (3 credits)

This course focuses on developing and leading people toward the accomplishment of organizational goals and managing project resources within health systems. Process improvement methodologies and implementation science frameworks are applied to strengthen students' ability to design and manage projects. Application of concepts related to project planning, resource management, and project oversight within the health care environment are applied to a quality improvement project.

NURS 750 - DNP Scholarship I (2 credits)

This course focuses on developing a proposal for a scholarship project designed to positively influence processes, systems, communities, or policies impacting health. Students will identify theoretical underpinnings, analyze scientific evidence, and evaluate the literature applicable to the scholarship project. Students must successfully present the scholarship proposal. Students accrue 75 clinical hours related to the scholarship project.

NURS 751 - Health Policy and Advocacy (3 credits)

This course focuses on the analysis of regulations and policies that impact health and health care. Students analyze health issues and the social, economic, and political implications of current and proposed policies. Students compare health policies and health outcomes to evaluate alternative approaches to advancing health equity. Students learn to develop and pursue appropriate strategies to influence policymakers and educate others. Competence Statement: Knows the principles and concepts of health policy well enough to provide leadership to design, implement, and advocate for policies that advance health.

NURS 752 - Principles of DNP Nurse Anesthesia Practice VI (3 credits)

The course focuses on the study of safe, evidence-based nurse anesthesia care management in acute and chronic pain, radiological principles, and safe practices in

non-operating room anesthesia experiences. Competence Statement: Knows safe, evidence-based nurse anesthesia care management well enough to apply to nurse anesthesia practice for patients with various pathophysiologic disease states and pain clinic management.

NURS 757 - Innovations in Practice and Leadership (3 credits)

In this course, students will gain the knowledge, skills, and ethical comportment necessary for the doctorally prepared nurse to lead within organizations. The course is designed to equip the student with strategies needed to excel in a wide range of settings by applying leadership principles and theories to real-world situations focused on fostering diversity, equity, inclusion, civility, resiliency, and well-being.

NURS 757P - Innovations in Practice and Leadership Practicum (1 credit)

In this course, students will utilize the knowledge, skills, and ethical comportment from NURS 757 at a practicum site. In partnership with a preceptor, students will collaborate on innovative projects for clinical partners. The course has a minimum of 45 practicum hours.

NURS 760 - DNP Scholarship II (1 credit)

This course focuses on implementing a scholarship project designed to positively influence processes, systems, communities, or policies impacting health. Students will guide the scholarship project while collaborating with stakeholders, the scholarship project mentor, and the scholarship project faculty adviser. Students accrue 75 clinical hours related to the scholarship project.

NURS 770 - DNP Scholarship III (1 credit)

This course focuses on the evaluation of a scholarship project designed to positively influence processes, systems, communities, or policies impacting health and the dissemination of the results. Students will evaluate the entire project process, present a plan for sustainability, reflect on his/her role leading the project, and demonstrate accomplishment of program objectives. Students must successfully present the final scholarship project. Students will accrue 75 clinical hours related to the scholarship project.

NURS 790 - Continuing Clinical Scholarship (1-3 credits)

This course is to be used for registration while the DNP student is actively working with a clinical scholarship instructor/capstone project advisor. The student and faculty member negotiate the number of credits to be completed and the specific course outcomes and requirements to be satisfied. The course allows continuing enrollment for clinical scholarship study when not registered for other clinical scholarship courses.

NURS 791 - Synthesis of Essential Anesthesia Concepts I (2 credits)

This course is the first in a series of two synthesis courses aimed to prepare the nurse anesthesia student for the National Certification Exam (NCE). It is based on directed self-study of textbook materials. This course focuses on the synthesis and integration

of critical nurse anesthesia concepts into knowledge necessary for transition into nurse anesthesia practice. Competence Statement: Knows critical nurse anesthesia concepts well enough to complete the concept information sheets and SEE exam at a satisfactory level.

NURS 792 - Synthesis of Essential Anesthesia Concepts II (2 credits)

This course is the second in a series of two synthesis courses aimed to prepare the nurse anesthesia student for the National Certification Exam (NCE). It is based on directed self-study review of Anesthesia Practice EXam (APEX) Anesthesia Modules. The focus of this course is application of critical nurse anesthesia concepts necessary for transition into nurse anesthesia independent practice. Competence Statement: Knows critical nurse anesthesia concepts well enough to successfully complete the APEX anesthesia review modules at 75%.

NURS 799 - Topics in Nursing (1-4 credits)

This independent study is designed for DNP students. The student and faculty evaluator negotiate the number of credits to be completed and the specific course objectives and requirements to be satisfied. Through guided study, the student completes these requirements. Register by permission only.

PADM

Courses

PADM 600 - Public Administration Foundations (4 credits)

This course familiarizes students with the historical and contemporary place of government institutions in the United States and the State of Minnesota. It provides an intellectual perspective on public administration that traces major theories associated with the field and the political, economic and social context within which they developed. The unique challenges of leadership and management in the public sector is also addressed.

PADM 650 - Public Policy Analysis (4 credits)

Policy analyses in the public sphere differs from the private because of the political context and process. Core of the course is understanding the importance of how a problem is defined and then comparing and evaluating alternative approaches to solve public problems. This course will help students to better understand, design, implement and evaluate policies and programs. Various forms of analyses are used including economic, quantitative, political and historical.

PADM 660I - Public Administration Student-Designed Independent Study (SDIS) (1-8 credits)

Student-designed independent studies give Metropolitan State students the opportunity to plan their own study. This type of independent learning strategy can be useful for because it allows students: to study a subject in more depth, at a more advanced level; to pursue a unique project that requires specialized study; to draw together several knowledge areas or interests into a specialized study; to test

independent learning capabilities and skills; or to use special learning resources in the community, taking advantage of community education opportunities which, in themselves, would not yield a full college competence. Students should contact their appointed advisor for more information.

PADM 675 - Public Finance (4 credits)

This course explores how the operations and services of public agencies are financially managed and paid for. Students examine taxes and government budgets from legal, economic and political perspectives. The main taxes of the American system-income, sales and property-as well as fees, intergovernmental transfers, economic development, education finance and public borrowing are covered on the tax side. On the spending side, students prepare and implement mock budgets. Current topics in government spending and taxation are also examined.

PHIL

Courses

PHIL 660I - Philosophy Student Designed Independent Studies (1-9 credits)

Student-designed independent studies give Metropolitan State students the opportunity to plan their own study. This type of independent learning strategy can be useful because it allows students: to study a subject in more depth, at a more advanced level; to pursue a unique project that requires specialized study; to draw together several knowledge areas or interests into a specialized study; to test independent learning capabilities and skills; or to use special learning resources in the community, taking advantage of community education opportunities which, in themselves, would not yield a full college competence. Students should contact their academic advisor for more information.

PHYS

Courses

PHYS 665I - Physics Prior Learning (1-9 credits)

Credit for Prior Learning is the conditions under which students can receive college credit for prior learning obtained through nontraditional channels such as the military, the workplace, or independent study. The course for which credit is being sought must correspond in its content to a course that is currently offered at Metropolitan State University. Competence is demonstrated by passing the final examination of the corresponding course. Students should contact their appointed advisor for more information.

POL

Courses

POL 660I - Political Science Student Designed Independent Studies (1-5 credits)

Student-designed independent studies give Metropolitan State students the opportunity to plan their own study. This type of independent learning strategy can be useful because it allows students: to study a subject in more depth, at a more advanced level; to pursue a unique project that requires specialized study; to draw together several knowledge areas or interests into a specialized study; to test independent learning capabilities and skills; or to use special learning resources in the community, taking advantage of community education opportunities which, in themselves, would not yield a full college competence. Students should contact their academic advisor for more information.

PRSP

Courses

PRSP 001 - Creative Learning Strategies Workshop (credit)

This free, one-session informational workshop introduces students to forms of creative learning. Facilitators provide both an overview of creative learning strategies and the role they can play in your education, as well as “break-out “ sessions during which students can develop specific learning goals to be achieved through student-designed independent study, prior learning assessment or theory seminar strategies. Students may attend one or more of the “break-out “ sessions offered after the overview.

PRSP 002 - College of Individualized Studies Degree Plan Updating Workshop (credit)

This free, one-session workshop is an opportunity for students to revise “old “ degree plans completed in the Perspectives or Individualized Educational Planning (IEP) course. It is also for students who completed Perspectives at one time when a College of Individualized Studies individualized degree plan was not required, or who have made substantial changes in the focus of their original degree plan.

PSYC

Courses

PSYC 010 - Psychology Internship Group Meetings (credit)

These meetings are required as part of the individual psychology internship experience. Meetings help students plan their internships and gain from their experiences by reflecting on their learning. Note: These meetings are required as part of the individual psychology internship experience. The two meetings help students plan their internships and gain from their experiences by reflecting on their learning.

PSYC 020 - Getting Credit for What You Know in Early Childhood (credit)

See online class schedule for additional information.

PSYC 030 - Early Childhood Studies Internship Meetings (credit)

See online class schedule for additional information.

PSYC 560 - Friday Forum Topics (0-2 credit)

The Friday Forum series, which the Metropolitan State University Psychology Department cosponsors with the Minnesota Psychological Association, is being offered for academic credit by Metro State. Each forum is on a topic of current professional importance in the field of psychology. Descriptions and dates of offerings are published in the Class Schedule and Catalyst. Note: At least 12 credits in psychology, human services, or social work prior to registration.

PSYC 562G - Working with Diverse Communities (1 credit)

These seminars are open to current students as well as professionals who work or plan to work with diverse communities. Each seminar is focused on one specific issue in a community. The seminars provide opportunities for concentrated learning of issues and culturally specific knowledge relevant to working in diverse communities.

PSYC 580G - Community Change Practicum (1-4 credits)

Community engagement strategies are forefront in efforts to prevent problems in living and promote healthy communities. Students in this course will improve their analytical and practical capacity to promote comprehensive approaches to community wellness that bridge excluded cultural communities into civic processes, organizations and systems. Students will engage in community-based projects at various levels of development.

PSYC 601 - Psychology in the Public and Community Interest (3 credits)

This course provides an advanced survey of theories, methods, and research relevant to community and applied social psychology. Community and applied social psychology seek to understand social-psychological processes between people and their environments in order to better understand a diversity of social phenomena; facilitate psychological competence and empowerment; design and carry-out effective interventions and prevention programs; and promote social change. Along with an historical overview, issues such as social-ecological theory, social problem definition, diversity, ethics, and empowerment will be addressed.

PSYC 602 - Prevention Theories and Strategies (4 credits)

This course provides an advanced survey of theories and approaches to preventive psychology. Students will develop knowledge and skills that can be used in helping individuals, communities and organizations work to prevent issues such as violence, HIV/AIDS, substance abuse, child abuse, obesity, and other behaviorally based social, mental health, and health issues. Emphasis is placed on developing knowledge and skills relevant to creating and adapting prevention programs for use in culturally

diverse communities. Topics may include: stress and coping theory/research; social support and mutual help interventions; prevention theory, research, and strategies; health promotion and other community/social change strategies.

PSYC 603 - Advanced Social Psychology and Applications (4 credits)

An examination of the theoretical and empirical literature in social psychology focusing on social cognition, judgments and decision making, stereotyping and prejudice, interpersonal relationships, personality and the self, group processes, and social learning. Emphasis will be placed on how theories can be applied to issues and problems.

PSYC 604 - Attitudes and Social Influence (3 credits)

This course examines theory, research and application in attitudes and social influence. Topics covered include attitude formation, attitude measurement, persuasion and attitude change, group and normative influences, cognitive consistency influences, attitude strength and resistance to influence.

PSYC 608 - Psychology and the Law (4 credits)

This course addresses some of the major issues arising from the interaction of law and the mental health system. Following a legal system overview, topics include civil commitment, legal and policy issues affecting the community mental health system, mental health considerations in the criminal justice process, and malpractice and other legal concerns affecting mental health professional practice.

PSYC 610 - Applied Research Methods (4 credits)

The course will present a wide variety of research designs, analyses and conceptual approaches appropriate to improving our general understanding of behavior and social problems in communities. Methods such as experimental, quasi experimental, survey research, interview and observational may be covered along with issues of sampling, measurement, reliability and validity.

PSYC 611 - Advanced Lifespan Developmental Psychology (3 credits)

Lifespan developmental psychology reviews a variety of advanced concepts, theories and principles of human development from conception, prenatal development, and young adulthood through late adulthood. This course will emphasize the cognitive, physical and social aspects of development from a topical approach and review important contemporary as well as classic theories addressing lifespan development. Discussions will include a variety of contemporary topics of developmental psychology (i.e., Gender differences in behaviors, ADHD; Childhood obesity, styles of play and cultural parenting practices) from a variety of scholarly journal articles. Other key topics that will be addressed include research design in developmental psychology, maturation, cross-cultural topics relative to parenting and lifespan development, human growth experiences and the various stages of physical development as key components influencing human behaviors.

PSYC 614 - Group Dynamics and Processes (4 credits)

Students learn advanced theory and practice of group membership skills, including group development, roles, norms and leadership responsibilities. Students also learn to apply social psychological strategies when working/consulting with community groups e.g. situational leadership styles and roles, interpersonal communication styles, conflict management, problem solving, feedback skills, facilitation, and group activity planning, presentation and processing.

PSYC 615 - Qualitative Methods and Analysis (4 credits)

This course introduces students to classical and contemporary research within the qualitative (or interpretive) paradigm of social science. This course uses hands-on experience in the practicalities of a variety of methods for conducting qualitative and non-intrusive research.

PSYC 618 - Program Evaluation (4 credits)

Learn how to utilize research skills in the applied area of program evaluation, including conceptualization, roles as evaluators, planning and implementing an evaluation, as well as analyzing and reporting results to stakeholders and participants. The strengths and weaknesses of various quantitative and qualitative methods of program evaluation are discussed, emphasizing an awareness of and sensitivity to potential cultural, class, and gender differences in the evaluation process. Students engage in a community-based program evaluation hands-on project.

PSYC 620 - Grants in Community-based Practice (3 credits)

This course will provide an in-depth study and practice of effective grant writing principles. Students will gain an understanding of how to evaluate grant funding opportunities, how to partner with communities and collaborating agencies in the grant proposal process, how to assemble the grant proposal team and garner necessary resources, and how to prepare an effective proposal. This course will offer an opportunity for students to evaluate grant-funding opportunities and develop an actual grant proposal.

PSYC 643 - Personnel and Industrial Psychology (4 credits)

This course focuses on principles and techniques of personnel and industrial psychology with an emphasis on applications of scientific psychology to business and organizational settings. Topics include: psychology as a science and professional practice issues; employee selection, psychological testing, performance appraisal, and training and development; leadership in organizations; motivation, job satisfaction and job involvement; organizational structure; work conditions, engineering psychology, employee safety and health, and work stress; and consumer psychology. This graduate course is appropriate for psychology students interested in or working in human service and other organizational settings.

PSYC 646 - Health Psychology (4 credits)

This course will provide an advanced survey of the field of health psychology, which is concerned with the roles of behavioral/lifestyle, psychological, and social/cultural factors on health/wellness, illness and chronic disease. The course will address four general subject areas: 1) attitudes, behavior, and lifestyle factors affecting disease prevention and development; 2) stress and the related psychological and social processes associated with disease development and progression; 3) social and psychological factors involved in the illness experience; and 4) long-term social and psychological implications of chronic illness (e.g., heart disease, cancer).

PSYC 648 - Psychopathology (3 credits)

In this course, students gain advanced understanding of the etiology and treatment of psychopathology/psychiatric disorders as viewed from several theoretical perspectives. Assessment and diagnostic tools are reviewed, preparing students to apply this information in clinical practice. The overlap between psychopathology/psychiatric disorders and substance use disorders is described. The widely used DSM diagnostic system will be critically examined in terms of both its evidence base and its multicultural relevance.

PSYC 655 - Health Promotion and Health Policy (3 credits)

This course will offer an overview of innovative models that promote work with community leaders and policy makers to adopt positive health practices and effective health policies. Students will gain an understanding of the relationship of social factors to health, an understanding of health disparities among marginalized communities, and an understanding of community-based programs that are effective in influencing health behavior and health policy. Models for community organizing and community building for health will be presented and analyzed.

PSYC 660I - Psychology Student Designed Independent Studies (1-9 credits)

Student-designed independent studies give Metropolitan State students the opportunity to plan their own study. This type of independent learning strategy can be useful because it allows students: to study a subject in more depth, at a more advanced level; to pursue a unique project that requires specialized study; to draw together several knowledge areas or interests into a specialized study; to test independent learning capabilities and skills; or to use special learning resources in the community, taking advantage of community education opportunities which, in themselves, would not yield a full college competence. Students should contact their academic advisor for more information.

PSYC 665I - Psychology Prior Learning (1-8 credits)

Credit for Prior Learning is the conditions under which students can receive college credit for prior learning obtained through nontraditional channels such as the military, the workplace, or independent study. The course for which credit is being sought must correspond in its content to a course that is currently offered at Metropolitan State University. Competence is demonstrated by passing the final

examination of the corresponding course. Students should contact their appointed advisor for more information.

PSYC 670 - Program Design and Community Intervention (4 credits)

This course is intended to enhance both practical and theoretical skills in program design and community intervention. Participants will examine the elements of design and practice from a 'bottom-up' lens, a community intervention practitioner lens, and from a broader socio-political lens. Fieldwork is incorporated into the course to nurture all participants' capacities as reflective practitioners.

PSYC 672 - Political Psychology (4 credits)

This course offers a broad overview of political psychology, a field that uses methods and theoretical ideas from psychology as tools to help understand political processes, with a focus on the individual. Concepts from psychology, such as personality, cognition, the dynamics of social groups, attitudes, and the ways in which emotion affects decision making, are applied to issues within politics, including the media and political advertising, race relations, the perceived legitimacy of government institutions, conflict and conflict resolution, and the formation of opinions and ideologies. In addition, by describing political psychology experimentation in detail, the course teaches about how the scientific method can be applied to the study of politics.

PSYC 681 - Cross-Cultural Psychology (4 credits)

This course offers a broad overview of cross-cultural psychology, a field that uses methods and theoretical ideas from psychology as tools to help understand cultural effects on human psychology, with a focus on the individual. It will examine psychological diversity and the links between cultural norms and individual behavior. It will also examine the ways in which particular individual human activities are influenced by social and cultural forces. Concepts from psychology, such as cognition, intelligence, emotion, motivation and behavior will be investigated and applied to issues in human development, social perception, social interaction and psychological disorders. In addition, by describing cross-cultural psychology experimentation in detail, the course teaches about how the scientific method can be applied to comparative methods that establish psychological universals.

PSYC 687 - Environmental Psychology (4 credits)

This course explores psychological perspectives and methods being applied to environmental problems in the modern world. The ways humans have impacted and been impacted by natural and built environments are examined. Topics include weather and climate, disasters and toxic hazards, territoriality and crowding, urban and rural environments, planning and designing spaces for human behavior, and building sustainable environments. The application of attitudinal, humanistic, cognitive, behavioral and political approaches to environmental problems are discussed.

RELS

Courses

RELS 535G - Religion and Politics in America (4 credits)

Description pending

RELS 660I - Religious Studies Student-Designed Independent Study (1-4 credits)

Student-designed independent studies give Metropolitan State students the opportunity to plan their own study. This type of independent learning strategy can be useful for because it allows students: to study a subject in more depth, at a more advanced level; to pursue a unique project that requires specialized study; to draw together several knowledge areas or interests into a specialized study; to test independent learning capabilities and skills; or to use special learning resources in the community, taking advantage of community education opportunities which, in themselves, would not yield a full college competence. Students should contact their appointed advisor for more information.

SPED

Courses

SPED 600 - Foundations of Teaching Urban Learners with Exceptionalities (3 credits)

The course shall provide students with an overview of student exceptionality: students with disabilities and students with gifts and talents. Special emphasis will be placed on characteristics of exceptional children; the legal aspects of educating students with disabilities; and assessment, instructional, and collaborative strategies. An important outcome of this course is to foster participant dispositions toward appreciating the diverse talents of all learners with exceptionalities and to value flexibility and collaboration in adapting instruction for urban students with diverse needs. The content and skills learned and practiced in this course are designed to meet Minnesota standards of effective teaching practice in the area of special education. This course contributes to the mission, vision, and guiding principles of the Metropolitan State Urban Teacher Program. In addition the course is designed for students to integrate knowledge through content reflection and discussion and skill development through course assign

SPED 601 - Applying Behavioral and Learning Principles in Urban Settings (3 credits)

This course is designed for special education professionals to build knowledge and skill in examining the characteristics and risk factors leading to chronic learning, behavioral, and mental health issues of diverse urban students with disabilities. Participants will learn mediating practices that support students with disabilities from an ecological perspective that examines, service integration, and individual social integration supports that promote lifelong social and academic learning. Students enrolled in this course fulfill requirements toward teacher certification in

special education. Competence Statement: Participants in this course will develop content and skills well enough to meet Minnesota standards of effective teaching practice in the area of special education regarding knowledge and practice in federal and state law as well as pedagogy and professional responsibility in serving children and adolescents with disabilities.

SPED 602 - Legal, Political, and Ethical Issues in Urban Special Education (3 credits)

Students in this course examine, discuss, and practice the elements of special education law, litigation, ethics of professional practice in special education and how these elements affect the identification, eligibility determination, planning, programming, and instruction of diverse student with disabilities. Attention is paid to the social and political issues and contexts affecting such services, especially regarding the differences and similarities that would facilitate the involvement of students with disabilities and their families from diverse ethnic/racial, linguistic, and social, gendered, and socio-economic backgrounds. Topics include the rights and responsibilities of students, parents, and educators, due process, data privacy safeguards, ethical practices, and effective communication strategies for working with diverse students with disabilities and their families.

SPED 610 - Supporting Inclusive Education through Differentiation and Technology (3 credits)

This course will familiarize students with the legal guidelines and required technology practices governing the use of technology devices and accommodations for individual with disabilities in school settings. Components include (a) current legislation governing uses of technology for students with disabilities (b) practices in the use of assistive technology and services in the classroom, (c) implications of technology use for students with various forms of disability, (d) assessment of student needs for “high “ and “low’ technology use in the classroom, and (e) methods for using computer-based planning and data recording in special education.

SPED 611 - Urban Special Education Practicum and Seminar (1-2 credits)

This field experience practicum is a co requisite of SPED 603: Special Education Assessment designed to give special education teacher candidates the opportunity to document and reflect upon at least 30 contact hours of field-based educational assessment of diverse youth with disabilities in a linguistically, economically, and ethnically diverse urban elementary, middle school, or high school. Most of the field experience hours will be determined by field-based assignments required in UTP SPED courses, especially SPED 603 or SPED 601 for conducting a variety of special education assessments. However, field experiences can include work needed for other SPED courses as needed to fulfill field experience requirements. Urban SPED teacher candidates will have opportunity to apply knowledge, theories and skills in their placement(s) as they progress through coursework. Successful completion of this practicum is a prerequisite for student teaching. Prerequisite(s): SPED 600:

Foundations of Urban Special Education. Co requisite: SPED 603: Special Education Assessment. Other Information: Full admission to Urban Special Education Program or Department approval required to register. Students may register for 0, 1 or 2 credit(s) depending on personal circumstances; but the practicum requirements are the same. Placements are made or approved in collaboration with the instructor of SPED 603 and the Urban Teacher Program Field Experience Coordinator. Participation in 4 reflective seminars with other students is also required for this course and will be held in connection with SPED 603.

SPED 620 - Collaboration and Transition Practices in Special Education (3 credits)

This course will prepare urban special education teacher candidates in the development of individualized education programs, the management of teaching and learning for individualized instruction, and the implementation of models for collaboration with general educators, parents, and specialists including instructional assistants, cultural liaisons and language interpreters in urban settings. Participants will learn basic principles of group process, problem solving, decision making, collaboration, and teamwork for IEP development. Case management and collaboration processes will be integrated with computer-based systems for creating and managing IEPs including the potential for asynchronous electronic collaboration models. Students will create and differentiate between annual goals and learning objectives for instructional planning to promote educational achievement of students with high-incidence disabilities.

SPED 630 - Characteristics of Diverse Urban Learners with Mild/Moderate Disabilities (3 credits)

This course will prepare educators and other professionals in advanced theory and practice to support the education of exceptional urban and diverse learners with mild to moderate forms of emotional or behavioral disorders, specific learning disabilities, developmental cognitive disabilities, autism spectrum disorders, and other health disabilities. The course will include characteristics of students from prevalent categories of mild to moderate exceptionality; the legal aspects of addressing students with mild/moderate disabilities, and assessment, instructional, and collaborative strategies in the knowledge and practice for managing the teaching and learning of culturally and linguistically diverse exceptional students in urban schools and other cross-cultural educational settings. Finally, students will learn models of culturally and linguistically responsive practices in the context of emerging models of special education and general education class-wide and school-wide systems.

SPED 633 - Assessment in Urban Special Education (4 credits)

This course will introduce students to the basic psychometric foundations of standardized and classroom-based assessment to inform data-based decision-making about exceptionality, eligibility, and educational programming for students with disabilities. Students in this course will learn models of educational assessment,

practice methods of observation in classroom and clinical education settings, and administration of standardized assessments of academic achievement. Participants will be introduced to methods of providing and promoting assessment accommodations, adaptations, and modifications for a range of diverse learners including the use of interpreters and assistive technologies. Finally, this course will be technology-enhanced in the following areas: (1) incorporate knowledge about technology-based program planning solutions in special education (2) use of online methods and materials to enhance instruction between class times and to compensate for potential class period interruptions. Co-Requisite: SPED 611'Practicum in Special Education Assessment (2 credits).

SPED 640 - Interventions: Mild Disabilities (4 credits)

This course will prepare special education teacher candidates seeking special education licensure' Academic & Behavior Specialists, Emotional/Behavioral Disabilities, and Learning Disabilities' in academic interventions and practices for differentiating instruction of diverse urban educational settings. Participants will develop a working knowledge of instructional methods, curricula, materials, skills; and strategies from which to draw when designing and implementing reading/writing/math and content area instruction to meet the needs of individual students with disabilities for differentiated instruction in resource and general education settings including settings in bilingual education, English as a second language programs, and other general education configurations for supporting a diversity of students. Methods will include instruction in literacy across the curriculum, mathematics, social studies, science, and study skills. Students will also learn approaches to adapting evidence-based instruction for addressing the needs of culturally and linguistically diverse learners with disabilities. A field experience practicum, SPED 650, in a special education classroom working with students with disabilities is a co-requirement of this course in each area of licensure sought. It is the focus of this course to adapt to the licensure interests of teacher candidates in each licensure field in the School of Urban Education's special education teacher program. Field experiences and assignments in this course will be designed to meet the requirements of licensure candidates in their respective fields.

SPED 650 - Advanced Urban Special Education Teaching Practicum (0-2 credit)

This practicum is a culminating and integrative field experience prior to student teaching that is taken together with the course, SPED 609 Special Education Instructional Methods for Diverse Urban Students with Disabilities toward meeting requirements of the special education license Academic and Behavior Specialist.

SPED 660I - Special Education Student-Designed Independent Study (SDIS) (1-4 credits)

Student-designed independent studies give Metropolitan State students the opportunity to plan their own study. This type of independent learning strategy can be useful for because it allows students: to study a subject in more depth, at a more

advanced level; to pursue a unique project that requires specialized study; to draw together several knowledge areas or interests into a specialized study; to test independent learning capabilities and skills; or to use special learning resources in the community, taking advantage of community education opportunities which, in themselves, would not yield a full college competence. Students should contact their appointed advisor for more information.

SPED 690 - Graduate Practicum: Mild Disabilities (3 credits)

Supervised student teaching with students in urban special education elementary to high school (grades K to 12) individualized for post-baccalaureate special education teacher candidates required for Minnesota teacher licensure in Academic and Behavior Specialist. Periodic seminars with other student teachers and a standards-based electronic assessment review are also required for course completion.

SSCI

Courses

SSCI 501G - Great Ideas: Classics of Social Science (4 credits)

The social sciences have been shaping views of the human condition for more than 150 years. This seminar explores those ideas that continue to engage and perplex thoughtful observers of social life. Students become acquainted with writing by major thinkers like Karl Marx, Max Weber, Emile Durkheim, Georg Simmel, Sigmund Freud, Ruth Benedict, Frantz Fanon and Hannah Arendt. The course addresses the social and historical roots of the great ideas as well as the moral aspirations and creative impulses of these social scientists.

SSCI 512G - Qualitative Research Methods (4 credits)

This course examines research methods that produce descriptive data, primarily people's observable behavior, and their spoken and written words. Methods explored include fieldwork, participant observation, interviewing, focus groups, and archival research. Students learn how to design a study, collect and analyze data, and write up the findings. Experiential activities enhance classroom learning.

SSCI 660I - Social Science Student Designed Independent Studies (1-6 credits)

Student-designed independent studies give Metropolitan State students the opportunity to plan their own study. This type of independent learning strategy can be useful because it allows students: to study a subject in more depth, at a more advanced level; to pursue a unique project that requires specialized study; to draw together several knowledge areas or interests into a specialized study; to test independent learning capabilities and skills; or to use special learning resources in the community, taking advantage of community education opportunities which, in themselves, would not yield a full college competence. Students should contact their academic advisor for more information.

STAT

Courses

STAT 621 - Advanced Biostatistics in Health Research (3 credits)

This course is the application of statistical knowledge in reading, evaluating, and utilizing research findings. Students will know and understand the advanced statistical methods applied in the health sciences, and the students will develop the skills required to critique research, especially nursing research, and to have an understanding of the fundamental requirements of conducting their own research studies.

STAT 660I - Statistics Student Designed Independent Studies (1-5 credits)

Student-designed independent studies give Metropolitan State students the opportunity to plan their own study. This type of independent learning strategy can be useful because it allows students: to study a subject in more depth, at a more advanced level; to pursue a unique project that requires specialized study; to draw together several knowledge areas or interests into a specialized study; to test independent learning capabilities and skills; or to use special learning resources in the community, taking advantage of community education opportunities which, in themselves, would not yield a full college competence. Students should contact their academic advisor for more information.

TCID

Courses

TCID 001 - Industry Standard Tools for Technical Communication Workshop (credit)

This workshop assists graduate students in the MS Technical Communication program in acquiring skills and knowledge of professional tools.

TCID 531G - Advanced Writing (4 credits)

This course focuses on the theory and practice of writing across genres. The course examines what genre is and why 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 532G - Writing about Place (4 credits)

This course explores questions such as, How does place shape you and how do you shape place? How do we see nature in urban environments? How is place ironic or ridiculous? Students use memory, imagination, research, experience and analysis to write about places important to them. Students work toward achieving advanced skills in creative nonfiction, an individual written voice, and a thoughtful approach to place, nature and environment.

TCID 564G - Foundations of Learner Experience Design (4 credits)

This course is designed to provide an introduction to Learner Experience Design, which brings together principles of design and learning to create effective interactive training and learning experiences. The course draws on fields such as instructional design, user experience design (UXD), and learning and development. Students learn concepts and techniques to prepare them to analyze learners and learning situations and to choose appropriate strategies in order to create interactive, engaging, and effective learning experiences

TCID 571G - Advanced Editing (4 credits)

In this course, students hone and refine editing skills on a variety of levels. Topics include electronic editing, using electronic resources, dynamics of the editor-writer relationship, editing information graphics, advanced copyediting and developmental editing. Class exercises cover grammar, punctuation, and usage issues. Each student works with a writer to edit and develop an original text.

TCID 572G - Document Design (4 credits)

This course teaches students a systematic procedure for researching, designing, editing and evaluating documents that convey specialized information. The primary focus is on effective design of layout and information, whether documents are paper or electronic. Document types discussed include promotional publications, proposals and various kinds of product literature.

TCID 574G - Usability and User Experience (4 credits)

This course focuses on usability and user experience for technical and information products. Students learn concepts, principles, processes, and methods of usability and user experience. Students work in teams and conduct a usability study systematically to improve an information product. Topics also include usability in business and organizational settings, usability workflow and governance. Students will also interact with user experience professionals.

TCID 575G - Environmental Communication (4 credits)

This course focuses on environmental communication which encompasses a multidisciplinary viewpoint. The course helps students understand how environmental issues and conflicts develop, the values underlying the perspectives on these issues, how these values are presented, and the scientific and technical information involved in understanding environmental communication.

TCID 583G - Writing Major Projects (4 credits)

This independent study examines the principles and techniques of writing substantial professional or creative projects such as longer business documents, articles, grant applications, proposals, and works of fiction or creative non-fiction. Through consultations with the instructor, students determine their specific organizational or stylistic problems. Evaluation is based on written projects. Students should have in mind a writing project of either one long piece or several short ones on related topics. Course may be repeated for credit. Graduate status required.

TCID 599G - Advanced Topics (1-4 credits)

This course presents topics of interest to students in the graduate and undergraduate technical communication programs. Topics vary with each offering of this course. Check the class schedule for details about topics and course prerequisites.

TCID 631 - User Experience and Design Thinking (4 credits)

This course provides students with advanced knowledge and skills in designing user experience. Students learn how to discover user needs and desires, conceptualize user-centered designs, and test design solutions. Classes will cover latest industry trends, scholarship, and emerging technologies in user experience.

TCID 650I - Technical Communication and Interaction Design Individualized Internship (1-8 credits)

Students obtain internships in selected areas of study to gain deeper understand of knowledge, skills and the context of a given field. Site supervisors give guidance and direction to customized internship projects. Faculty members serve as liaisons between the internship sites and the university, providing information to students and potential supervisors and supervising the learning experience. Students should contact the Institute for Community Engagement and Scholarship (ICES) at Metropolitan State University for more information.

TCID 660I - Technical Comm and Interaction Design Student Designed Independent Studies (1-8 credits)

Student-designed independent studies give Metropolitan State students the opportunity to plan their own study. This type of independent learning strategy can be useful because it allows students: to study a subject in more depth, at a more advanced level; to pursue a unique project that requires specialized study; to draw together several knowledge areas or interests into a specialized study; to test independent learning capabilities and skills; or to use special learning resources in the community, taking advantage of community education opportunities which, in themselves, would not yield a full college competence. Students should contact their academic advisor for more information.

TCID 661 - Tools for Learner Experience Design (2 credits)

This course is designed to enable graduate students in the Learner Experience Design program to effectively work with learner-appropriate eLearning tools. They will learn and use several tools to create a functional, interactive, online learning experience that meets intended learners' needs.

TCID 662 - Strategies for Learner Experience Design (2 credits)

Strategies for Learner Experience Design focuses on strategies and tools to help designers create effective learning experiences that promote learner retention and application. Strategies discussed might include microlearning, interactive case studies, decision-making scenarios, spaced and guided practice, and short simulations -- all of which relate to the underlying concepts of conditional logic,

variables, user and performance data, personalization, responsiveness, and universal design.

TCID 663 - Learner Experience Design Capstone (2 credits)

This course is designed to enable graduate students in the Learner Experience Design graduate certificate program to effectively apply the theories and demonstrate the skills they have learned during their program coursework. They will create a functional, interactive, online learning experience that meets intended learners' needs.

TCID 671 - Technical Communication Practice and Applied Theory (4 credits)

Technical Communication focuses on creating and reshaping content to make it usable and accessible to the people who need this content to achieve their goals. The course combines a survey of scholarship in the field of technical communication with practice in creating various types of goal-oriented, often task-based, content. Students learn how to use research tools to gather information on technical topics and from subject matter experts.

TCID 672 - Advanced Document Design (4 credits)

This course teaches students a systematic procedure for researching, designing, editing and evaluating documents that convey specialized information. The primary focus is on effective design of layout and information, whether documents are paper or electronic. Document types discussed include promotional publications, proposals and various kinds of product literature.

TCID 673 - Technical Communication in International Contexts (4 credits)

TCID 673 is designed to prepare students to write, create, and communicate in an international context and with an international audience. This course will focus on following content areas: cultural influences on technical communication; issues in technical translation, localization, and globalization; communicating in multinational corporations; and creating usable graphics and visuals for international audiences.

TCID 674 - Creating Intelligent Content (4 credits)

Intelligent content is all around us, working behind the scenes to produce instructions that come with our lawnmowers, explanations for medical devices, and user manuals for laptops, to name just a few examples. We create intelligent content through structured writing/authoring, which is both the creation of content and the method for managing this content. Because structured authoring creates controls for analyzing, organizing, and displaying content, it is key to publication workflows in organizations that provide a large amount of content. While learning a standardized approach to writing structured content, students also learn to apply rhetorical problem solving and computational thinking that results in content that is intelligent because it is adaptable, creates patterns of reuse, and results in consistency of content across documents/publication outputs.

TCID 676 - Advanced Writing and Designing for the Web (4 credits)

This class focuses on effective communication through websites. Topics covered include writing for the web, website design and production, usability and usability testing. Students use professional software tools. Some previous experience in developing websites is helpful.

TCID 677 - User Research (4 credits)

This course introduces students to designing, conducting, communicating, and evaluating user research. Students learn to form and investigate a research question, examine existing literature, use a wide array of methods, conduct effective user research, make design recommendations, and communicate research findings.

TCID 678 - User Experience Writing (4 credits)

This course helps user experience professionals design human-centered content for user interfaces and create compelling user experiences. Learners will analyze user needs and rhetorical contexts, develop appropriate tone and voice, produce inclusive and accessible text, write for user interface components, create content prototypes, and assess the effectiveness of user experience content.

TCID 683 - Technical Communication Capstone (4 credits)

This course is designed to enable graduate students in technical communication to effectively review, synthesize and demonstrate the skills and theories they have learned during their master's coursework. It is also designed to be a "culminating experience in which students are expected to integrate special studies with the major, and extend, critique, and apply knowledge gained in their major" (Wagenaar, 1993). Students should have completed all of their coursework before embarking on this course.

TCID 685 - Rhetorical Theory (4 credits)

Rhetorical theory can be loosely defined as the theory of effective communication. This course begins with a review of key figures and texts in the history of Western rhetoric, while also introducing some non-Western rhetorical traditions. It then turns to more contemporary issues, including the rhetoric of visual messages and electronic media, feminist rhetoric, and the politics of technical rhetoric. Questions addressed include: What is the relationship of rhetoric to morality? What are the social and political constraints on any rhetorical act?

TCID 691 - MS Individual Internship (4 credits)

This course allows students to apply new skills and learning in a workplace environment. Students work through Metropolitan State's Internship Resource Center to select a site that best fits their interests. Internship sites include traditional business settings, but also a wide variety of nonprofit and public sector opportunities.

THEA

Courses

THEA 540G - Directing and Creating Theater (4 credits)

Creation out of lived experience is not necessarily about what was, but about elevating that experience to something else. Through explorations from theater of testimony, to collaborative documentary, story, poetry, dream, monologue and dialogue, students will write under the guidance of a director, toward the evolution of a specific theater piece.

THEA 587G - Playwriting II (4 credits)

From the well-made play to theater with a social conscience, this course uses a workshop approach to further explore and challenge the playwright's "voice" through a professional process of discussion, analysis, work with a director and rewriting. Students may explore a variety of subjects and styles or expand upon projects in progress.

THEA 660I - Theater Student Designed Independent Studies (1-5 credits)

Student-designed independent studies give Metropolitan State students the opportunity to plan their own study. This type of independent learning strategy can be useful because it allows students: to study a subject in more depth, at a more advanced level; to pursue a unique project that requires specialized study; to draw together several knowledge areas or interests into a specialized study; to test independent learning capabilities and skills; or to use special learning resources in the community, taking advantage of community education opportunities which, in themselves, would not yield a full college competence. Students should contact their academic advisor for more information.

WKSP

Courses

WKSP 001 - New Student Orientation and Group Advising and Registration (1 credit)

After completing admission requirements and receiving notification of acceptance to Metro State, degree-seeking students are required to register for and complete Online Orientation. In addition to completing Online Orientation, you may choose to attend an optional on-campus New Student Orientation and Group Advising and Registration (GAR) session. The New Student Orientation provides an overview of Metropolitan State University, by introducing students to financial aid information, advising, student services, student clubs/programs and much more. The GAR sessions provide students group level advising and the chance to meet in their college groups to receive program major and minor information. Students with 16 or fewer credits or admitted on Academic Probation are required to attend an on-campus GAR session.

WKSP 001C - Myers-Briggs Type Indicator (credit)

The Myers-Briggs Type Indicator is a useful tool in career planning and decision making. Students receive a confidential personal profile and will learn how this information may be applied to issues such as choosing college majors, career directions, and work environments. Contact Career Services for more information: 651-793-1528.

WKSP 001P - Pathways Program (credit)

The Pathways Program is designed to help students navigate the sometimes confusing and often overwhelming process of career planning. Participants learn about career options within the insurance and financial services industry and other corporate environments while gaining the skills needed for a successful job search and lifelong career management. This online course is one component of the Pathways Program. Some on-campus meetings are required but can be arranged to work with your schedule.

WKSP 001U - GMAT Preparatory Course (credit)

The University Activities Board (UAB) typically offers a GMAT Preparatory Course in the spring semester with a PowerScore Instructor. It's a 16-hour long weekend course, typical 3-day course. The cost will depend on your status (student, staff, faculty, alumni, or community guest ranging from \$200 - \$350). The cost includes study material, course booklet, Official GMAT Guide, and Practice Test. The course will give you strategy lessons, practice exercises, and quality test preparation at a competitive rate.

WKSP 002 - Online Orientation for New Students (credit)

After completing admission requirements and receiving notification of acceptance to Metro State, degree-seeking students are required to register for and complete Online Orientation. This must be completed prior to being able to register for classes. Online Orientation introduces students to academic support systems, GELS (general education/liberal studies) requirements, creative learning strategies, career services, scholarship and financial aid information, diagnostic assessment information, advising and student services, and student clubs and programs and much more. Additionally, you may choose to attend an optional on-campus New Student Orientation and Group Advising and Registration (GAR) session. GAR sessions provide students group level advising and the chance to meet in their college groups to receive program major and minor information.

WKSP 002C - Strong Interest Inventory (credit)

Based on the idea that people are more satisfied and engaged when they find their work interesting and when they work with people whose interests are similar to their own, the Strong measures interests - not abilities or skills - then compares with the interests of people happily employed in specific occupations. Contact Career Services for more information: 651-793-1528.

WKSP 003C - StrengthsQuest (credit)

The StrengthsQuest helps identify most dominant areas of strength which this assessment calls Signature Themes. The StrengthsQuest can help in guiding one's career by paying close attention to dominant talents and learning how to best capitalize on them. Contact Career Services for more information: 651-793-1528.

WKSP 007 - Express Registration (credit)

A last chance admissions and enrollment event designed to give late interest students a way to enroll at the institution. Students can pick up at any step in the process to finish their enrollment that day.

WKSP GRAD - Graduation Requirements (credit)

This is the final step needed for graduation (both Undergraduate and Graduate level). Students need to be registered for ALL remaining requirements before enrolling in this course. Requirements for your degree, need to be completed by the end of the current semester in order to graduate. Graduation Fee: \$20.00.

WKSP PSEO - PSEO Orientation (credit)

After completing Post-Secondary Enrollment Options (PSEO) admission requirements and receiving notification of acceptance to Metro State, PSEO students are required to register for and attend the scheduled PSEO Orientation before their first semester of courses. The Orientation session introduces students to academic support systems, GELS (general education/liberal studies) requirements, creative learning strategies, diagnostic assessment information, advising and student services, and student clubs and programs.

WKSP RA01 - Readmit Workshop (credit)

This is a workshop that will allow readmits to access their Metro email.

WRIT

Courses

WRIT 010 - SCWA Internship Workshop (credit)

This is a mandatory workshop to help undergraduates prepare for academic internships (350I) in the following areas: ARTS; COMM; INFS; MDST; MUSC; RDNG; SCRW; THEA; WRIT. You cannot be registered for an academic internship unless you are registered in this workshop.

WRIT 531G - Advanced Writing (4 credits)

This course focuses on the theory and practice of writing across genres. The course examines what genre is and why its an important concept for those who seek flexibility and versatility as writers. Students create a complex project of some length that incorporates a variety of genres to communicate a message. In addition, the course focuses on prose style, including practice in imitation, use of rhetorical devices, sentence and paragraph variety, and many other topics. Additional assignments include a multimedia project.

WRIT 532G - Writing about Place (4 credits)

This course explores questions such as, How does place shape you and how do you shape place? How do we see nature in urban environments? How is place ironic or ridiculous? Students use memory, imagination, research, experience and analysis to write about places important to them. Students work toward achieving advanced skills in creative nonfiction, an individual written voice, and a thoughtful approach to place, nature and environment.

WRIT 541G - Writing for Publication and Profit (4 credits)

This course examines writing as a business, full or part time. Students learn to market their writings to appropriate magazines, create effective book proposals, understand the conventions of the publishing industry, and edit their own works.

WRIT 571G - Advanced Editing (4 credits)

In this course, students hone and refine editing skills on a variety of levels. Topics include electronic editing, using electronic resources, dynamics of the editor-writer relationship, editing information graphics, advanced copyediting and developmental editing. Class exercises cover grammar, punctuation, and usage issues. Each student works with a writer to edit and develop an original text.

WRIT 598G - Advanced Topics in Creative Writing (4 credits)

This course presents topics of interest to graduate students from all disciplines who have a deep interest in creative writing. Topics vary with each offering of this course. Check the class schedule for details about topics and course prerequisites.

WRIT 650I - Writing Individualized Internship (1-8 credits)

Internships offer students opportunities to gain deeper knowledge and skills in their chosen field. Students are responsible for locating their own internship. Metro faculty members serve as liaisons to the internship sites' supervisors and as evaluators to monitor student work and give academic credit for learning. Students are eligible to earn 1 credit for every 40 hours of work completed at their internship site.

WRIT 660I - Writing Student Designed Independent Studies (1-8 credits)

Student-designed independent studies give Metropolitan State students the opportunity to plan their own study. This type of independent learning strategy can be useful because it allows students: to study a subject in more depth, at a more advanced level; to pursue a unique project that requires specialized study; to draw together several knowledge areas or interests into a specialized study; to test independent learning capabilities and skills; or to use special learning resources in the community, taking advantage of community education opportunities which, in themselves, would not yield a full college competence. Students should contact their academic advisor for more information.