This catalog contains comprehensive information about Metropolitan State University of Denver, the graduate degrees and programs it offers, and the requirements a student must satisfy before receiving a graduate degree. This publication also describes admissions and registration procedures, as well as academic policies and student rights and responsibilities.

Please note that information in this catalog is subject to change. For general University information, visit MSU Denver's website, msudenver.edu.

The programs, policies, statements and procedures contained in this publication are subject to change or correction by the University without prior notice. Metropolitan State University of Denver reserves the right to withdraw courses; revise the academic calendar; or change curriculum, graduation procedures, requirements and policies that apply to students at any time. Changes will become effective whenever the proper authorities so determine. This publication is not intended to be a contract between the student and Metropolitan State University of Denver. However, students are bound by the policies, procedures, standards and requirements stated herein, as long as they are in effect.

An academic year is defined as the Fall, Spring, and Summer semester.
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The University

Founded in 1965, Metropolitan State University of Denver has identified the following goals across all fields and at all levels of study:

- to prepare students for success in their education, career and life;
- to provide a high-quality educational experience;
- to engage, collaborate, and work with the community;
- to embrace and promote diversity.

Metropolitan State University of Denver is a comprehensive, baccalaureate and master's degree granting, urban university that offers arts and sciences, professional, and business courses and programs to a diverse student population in an atmosphere of mutual respect. Excellence in teaching and learning is MSU Denver's primary objective.

The University is a teaching institution where excellence in teaching and learning is accorded the highest priority. Student success, supported in a collegial atmosphere of academic freedom, is of paramount importance, and all members of the university community seek to inspire students to strive for the highest level of achievement. The University endeavors to provide students with an education that enhances the quality of their lives and enables them to be well-educated, critically-thinking citizens who contribute and participate in meaningful ways in community and civic life.

Role and Mission

MSU Denver is a comprehensive, baccalaureate- and master's-degree granting urban university that offers arts and sciences, professional and business courses and programs to a diverse student population in an atmosphere of mutual respect. Excellence in teaching and learning is MSU Denver's primary objective.

MSU Denver's mission is to provide a high-quality, accessible, enriching education that prepares students for successful careers, post-graduate education, and lifelong learning in a multicultural, global, and technological society. To fulfill its mission, MSU Denver's diverse university community engages the community at large in scholarly inquiry, creative activity and the application of knowledge.

Faculty

MSU Denver has more than 500 full-time faculty members. Professors are recruited and evaluated for their ability to teach and engage students. All classes are taught by academic instructors. As a culturally diverse team of academicians, 51 percent of full-time faculty are women, and 20 percent represent ethnic minorities.

The majority of graduate level courses are taught by appointed faculty with terminal degrees in their discipline. The University also brings real-world education into the classroom by hiring professionally qualified affiliate faculty who work in the Denver metropolitan community and use their expertise and experience.

The Campus

Metropolitan State University of Denver is located at the Auraria Higher Education Center, a 127-acre campus in downtown Denver at Speer Boulevard and Auraria Parkway. The Community College of Denver and the University of Colorado Denver share the facilities with MSU Denver.

The campus includes more than one million square feet of space for classrooms, laboratories and offices. Some administrative offices are located in restored Victorian homes in Denver's historic Ninth Street Park, located on the Auraria site. The campus also features a child care center; a comprehensive, 184,000 square-foot library designed by Helmut Jahn of CF Murphy, which won an award from the American Institute of Architects; and one of the most unusual student union facilities in the country in the historic Bavarian-style Tivoli Brewery Building. Excellent physical fitness facilities include a block-long physical education/events center with a swimming pool, weight room, game courts, dance studios, a climbing wall, and event seating for 3,000.

The Auraria Higher Education Center's proximity to downtown Denver enables students and faculty to use the community as a learning laboratory and to connect classroom theory to the cultural, economic, social, and political practices of the city.
# 2019-2020 Academic Calendar

*Please note: Deadlines differ proportionally for courses offered during part of a semester, including late-start and weekend courses. Students should refer to the Student Detail Schedule in Student Hub to review drop and withdrawal deadlines for individual courses.*

## Fall 2019 Semester

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<td>Monday, March 25, 2019</td>
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<td>Tuition Payment Deadline</td>
<td>Friday, August 16, 2019</td>
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<tr>
<td>Classes Begin (Full-Semester Classes)</td>
<td>Monday, August 19, 2019</td>
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<tr>
<td>Last Day to Self-Register for Full-Semester Classes</td>
<td>Sunday, August 25, 2019</td>
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<tr>
<td>Last Day to Drop Full-Semester Classes with 100% Refund. For specific refund and withdrawal deadlines for non-full semester classes, look at your student detail schedule in Student Hub.</td>
<td>Monday, August 26, 2019</td>
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<tr>
<td>Labor Day (Campus Closed)</td>
<td>Monday, September 2, 2019</td>
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<tr>
<td>Last Day to Drop Classes with 50% Refund (Full-Semester Classes Only) For specific refund and withdrawal deadlines for non-full semester classes, look at your student detail schedule in Student Hub.</td>
<td>Wednesday, September 4, 2019</td>
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<tr>
<td>Last Day to Withdraw (Full-Semester Classes) For specific refund and withdrawal deadlines for non-full semester classes, look at your student detail schedule in Student Hub.</td>
<td>Friday, November 1, 2019</td>
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<td>Fall Break (Campus Open, No Classes)</td>
<td>Monday, November 25 - Sunday, December 1, 2019</td>
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<td>Thanksgiving Holiday (Campus Closed)</td>
<td>Thursday, November 28, 2019 - Friday, November 29, 2019</td>
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<td>Classes End (Full-Semester Classes)</td>
<td>Saturday, December 7, 2019</td>
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<td>Final Exam Week</td>
<td>Monday, December 9 - Saturday, December 14, 2019</td>
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<td>Commencement</td>
<td>Friday, December 13, 2019</td>
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<td>Grades Due From Faculty at Noon</td>
<td>Thursday, December 19, 2019</td>
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<td>Grades Available Online at Student Hub</td>
<td>Friday, December 20, 2019</td>
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<td>Winter Break (Campus Closed)</td>
<td>Wednesday, December 25 - Wednesday, January 1, 2020</td>
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<td>Event</td>
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<td>Priority Registration Begins</td>
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<td>Monday, January 6 - Saturday, January 18, 2020</td>
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<td>Tuition Payment Deadline</td>
<td>Friday, January 17, 2020</td>
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<td>Martin Luther King Jr. Day (Campus Open, No Classes)</td>
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<td>Last Day to Self-Register for Full-Semester Classes</td>
<td>Monday, January 27, 2020</td>
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<td>Last Day to Drop Full-Semester Classes with 100% Refund</td>
<td>Tuesday, January 28, 2020</td>
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<td>Thursday, February 6, 2020</td>
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<td>Spring Break (Campus Open, No Classes)</td>
<td>Monday, March 23 - Sunday, March 29, 2020</td>
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<td>Last Day to Withdraw (Full-Semester Classes)</td>
<td>Friday, April 3, 2020</td>
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<td>Classes End (Full-Semester Classes)</td>
<td>Saturday, May 9, 2020</td>
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<td>Memorial Day (Campus Closed)</td>
<td>Monday, May 25, 2020</td>
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<td>Maymester Period</td>
<td>Tuesday, May 26 - Saturday, June 6, 2020</td>
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<td>Tuition Payment Deadline</td>
<td>Friday, June 5, 2020</td>
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<td>Classes Begin (Full-Semester, 8-week Classes Only)</td>
<td>Monday, June 8, 2020</td>
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<td>Last Day to Self-Register for Full-Semester Classes</td>
<td>Thursday, June 11, 2020</td>
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<tr>
<td>Last Day to Drop Full-Semester Classes with 100% Refund. For specific refund and withdrawal deadlines for non-full semester classes, look at your student detail schedule in Student Hub.</td>
<td>Friday, June 12, 2020</td>
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<td>Last Day to Drop Classes with 50% Refund (Full- Semester Classes Only) For specific refund and withdrawal deadlines for non-full semester classes, look at your student detail schedule in Student Hub.</td>
<td>Tuesday, June 16, 2020</td>
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<td>Independence Day Holiday Observed (Campus Closed)</td>
<td>Saturday, July 4, 2020</td>
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<td>Last Day to Withdraw (Full-Semester Classes) For specific refund and withdrawal deadlines for non-full semester classes, look at your student detail schedule in Student Hub.</td>
<td>Tuesday, July 14, 2020</td>
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<td>Classes End (Full-Semester, 8-week Classes Only)</td>
<td>Saturday, August 1, 2020</td>
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<td>Grades Due from Faculty at Noon (Full- semester, 8-week Classes Only)</td>
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- Computing GPA
- Course Credit
- Course Load
- Duplicative Coursework
- GPA Requirements
- Grades and Notations
- Grade Appeals
- Grade Changes
- Readmission
- Residency Requirement
- Time Limit on Completion of Degree

Computing Grade Point Average/Quality Points

The number of quality points awarded for a course is determined by multiplying the number of semester hours for that course by the quality point value of the grade received. The cumulative GPA is calculated by dividing the total number of quality points by the number of semester hours attempted.

To be eligible for a degree, a candidate must have a minimum number of quality points equal to three times the number of semester hours attempted in addition to meeting other prescribed requirements. The following notations have no effect on the GPA: AW, CC, I, NR, P, S, U.

Course Credit (Semester Hours)

Course credit is based on units designated as semester hours. One semester hour, or one base contact hour, equals a minimum of 750 minutes; this equation translates to a minimum of 15, 50-minute class hours per semester. Time required for class preparation is not a consideration in the calculation of course credit. A three semester hour course will require six to nine hours of work outside of class each week. Courses involving laboratory work give one semester hour of credit for each two, three or four hours of scheduled work in the laboratory during a week, depending on the course. Internships require a minimum of 2,250 minutes for each hour of credit.

Course Load

Students may enroll in no more than 15 credits per semester for fall and spring semesters without department approval. The maximum load for a two-week Winterim or Maymester term is 3 semester hours, excluding short-term study abroad courses.

Duplicative Coursework

No course may count toward both the master's degree and the bachelor's degree.

GPA Requirements

Master of Arts in Teaching GPA Requirements

Students in the MAT program must complete the degree with a GPA of 3.0. No more than two grades of "C" will count toward degree requirements, and no grade lower than "C" will count toward the degree. All grade records remain on the master's transcript and count toward the GPA. A student who has received two grades of "C" will be placed on probation and required to meet with an advisor on a regular basis. A student who receives a third grade of "C" will be dismissed from the program.

Master of Professional Accountancy GPA Requirements

Students in the MPAcc program must complete the degree with a GPA of 3.0. No more than two grades of "C-", "C," or "C+" will count toward degree requirements, and no grade lower than a "C-" will count toward the degree. All grade records remain on the master's transcript and count toward the GPA. A student who receives three grades of less than a "B-" will be dismissed from the program.

Academic Dismissal Appeal Process for the MPAcc Program

Student is notified of dismissal in writing after end of term grades are reviewed. Student has two semesters after being notified of dismissal to appeal. Appeal deadlines will be provided in the notification. If the student wishes to return for the semester immediately after the dismissal, he or she will be required to contact the MPAcc Coordinator to discuss and set a deadline. Late or incomplete appeals will not be processed. If an appeal is not received within two semesters after the dismissal, the student will need to reapply to the University.

Graduate Committee reviews all appeals. Students are not allowed to enroll in courses until a decision is made. The committee can impose criteria or limitations on what the student is allowed to take during the semester (i.e., a probationary semester). If the student does not meet the criteria or limitations during the probationary semester, the student will be dismissed again without a chance to appeal or return to the program. Students who return to good standing after the probationary semester but are dismissed again in a future semester will not be allowed to appeal or return to the program.

Student is informed of the decision by phone, email and post. The department will notify the student in writing of the decision and any imposed criteria or limitations. The student must agree to any imposed criteria or limitations in writing before enrolling in any courses. Any student who has not been enrolled for three
consecutive semesters, including summer, must reapply to the University. All appeal decisions are final.

Master of Social Work
GPA Requirements

MSW students must maintain a GPA of 3.0 in any academic term. Any student falling below a 3.0 in any given term will be placed on academic probation and be required to develop a plan for raising the GPA above 3.0. Students who fail to raise their GPA over 3.0 after 15 units will be dismissed from the program. No grade lower than a "B-" counts toward degree completion. Students receiving a "C+" or below will be required to repeat the course. Students who do not successfully complete a social work course with a "B-" or better after the second attempt will be dismissed from the program.

Grades and Notations

Faculty must assign a grade or notation for each student enrolled in a particular course. Faculty may, at their discretion, use the plus/minus system but are not required to do so. Faculty are required to notify students of the grading system used for an individual course via the course syllabus. Certain grades and notations may impact a student's financial aid or other benefits. Students who request a grade or notation that impacts their financial aid or benefits are encouraged to speak with a counselor in the Office of Financial Aid and Scholarships or the benefits provider prior to submitting the request.

Grades

Alphabetical grades and status symbols are as follows:
A+ 4.00 quality points per semester hour attempted
A  4.00 quality points per semester hour attempted
A- 3.67 quality points per semester hour attempted
B+ 3.33 quality points per semester hour attempted
B  3.00 quality points per semester hour attempted
B- 2.67 quality points per semester hour attempted
C+ 2.33 quality points per semester hour attempted
C  2.00 quality points per semester hour attempted
C- 1.67 quality points per semester hour attempted
D+ 1.33 quality points per semester hour attempted
D  1.00 quality point per semester hour attempted
D- 0.67 quality point per semester hour attempted
F  0 quality points per semester hour attempted

Notations

AW Administrative Withdrawal
CC Continuing Correspondence Course
I Incomplete
NR Not Reported
P Pass
S Satisfactory
SE Satisfactory - Education
U Unsatisfactory
UE Unsatisfactory - Education
W Withdrawal

AW - Administrative Withdrawal

The Administrative Withdrawal (AW) notation is assigned when a student, or representative, requests to be withdrawn from a course due to unforeseen or extenuating circumstances beyond the student's control. When the "AW" notation is assigned, no academic credit is awarded. The course remains on the student's academic record with an "AW" notation and counts toward the student's attempted hours. The course is not calculated in the student's GPA or quality points.

Students may request an administrative withdrawal from the Office of the Registrar after the drop deadline (census date) posted in the Academic Calendar. Deadlines differ for courses offered during part of a semester, including late-start and weekend courses. Students should refer to the Student Detail Schedule via the Student Hub to review drop deadlines for individual courses.

Although requests are evaluated on a case-by-case basis, examples include the death of an immediate family member, serious illness or medical emergency, or other life-altering event. The student must provide supporting documentation to substantiate the request.

CC - Continuing Correspondence Course

The Continuing Correspondence Course (CC) notation is assigned when a student does not complete a correspondence course within a given semester. No academic credit is awarded. The course counts toward the student's attempted hours, does not count toward earned hours, and is not calculated in the GPA or quality points. If the course is not completed within the course's designated timeframe, the "CC" notation will convert to a grade of "F."

I - Incomplete

The Incomplete (I) notation may be assigned when a student, who was achieving satisfactory progress in a course and who had completed most class assignments, is unable to take the final examination and/ or did not complete all class assignments due to unusual circumstances such as hospitalization or disability. Incomplete work denoted by the Incomplete "I" notation must be completed within one calendar year or earlier, at the discretion of the faculty member. If the incomplete work is not completed within one year, the "I" notation will convert to an "F." Students must have completed at least 75% of the course work to qualify for consideration for an Incomplete. The student must be passing
the course in order to be granted an Incomplete. This course counts towards the student's attempted hours, does not count toward earned hours, and is not calculated in the GPA or quality points.

Determination of eligibility does not guarantee that an Incomplete will be granted. Students who do meet the qualifications may request an Incomplete from the faculty member who is teaching the course. The decision to grant an Incomplete is up to the faculty or the Department Chair's discretion. The decision to grant an Incomplete as an accommodation based on a student's disability shall be made by the faculty member, or the Department Chair if the faculty member is not available, in consultation with the Director of the Access Center.

If an Incomplete is granted, the student and instructor should fill out and sign an Incomplete Agreement form in order to clarify what the student needs to do to complete the course.

If a student receives an "I" in an online class, the instructor should contact the Educational Technology Center which will add the student to the online course roster so that the student will be able to logon to the course. This must be done by the instructor each semester the student continues to work on the course.

In order for an "I" to be changed to a letter grade, the incomplete work must be completed for the course for which the student originally registered. The student should NOT re-enroll for the same course unless his/her intent is to retake the entire course. In this case, the student will pay tuition and fees.

Graduating seniors may not graduate with an "I" on their MSU Denver academic record if:

- The course in which the "I" was assigned is required for graduation, or
- A "D" or "F" assigned for that course would result in an overall GPA less than 2.00.

NR - Not Reported

The Not Reported (NR) notation indicates that no grade was reported by the faculty by the deadline to submit grades. Student must see faculty for an explanation or assignment of grade. Courses taken through interinstitutional registration are normally assigned the "NR" notation until grades are received and posted to the academic record. Students who receive an "NR" notation on their final grade report may be severely impacted. Financial aid, enrollment status, veterans' status and probation/suspension depend on students receiving all of their grades. The course counts toward the student's attempted hours, does not count toward earned hours, and is not calculated in the GPA or quality points.

P - Pass

The Pass (P) notation is assigned when a student successfully completes a course for which the Pass/Fail Option has been requested. Course credit counts toward the student's attempted and earned hours but is not calculated in the GPA or quality points.

S/U - Satisfactory/Unsatisfactory

The Satisfactory (S) notation is equivalent to a grade of "C" or higher. Course credit counts toward the student's attempted and earned hours but is not calculated in the GPA or quality points. The Un satisfactory (U) notation is equivalent to a grade of "F." Course credit counts toward the student's attempted hours, does not count toward earned hours, and is calculated in the GPA or quality points. These notations are limited to internships, practica, field experience courses, and workshops.

SE/UE - Satisfactory/Unsatisfactory - Education

The Satisfactory Education (SE) notation is equivalent to a grade of "B" or higher. Course credit counts toward the student's attempted and earned hours but is not calculated in the GPA or quality points.

The Unsatisfactory Education (UE) notation is equivalent to a grade of "F." Course credit counts toward the student's attempted hours, does not count toward earned hours, and is calculated in the GPA and quality points.

W - Withdrawal

The Withdrawal (W) notation is assigned when a student officially withdraws from a course via the Student Hub after the drop deadline (census date) and before the withdrawal deadline posted in the Academic Calendar. Deadlines differ proportionally for courses offered during part of a semester, including late-start and weekend courses. Students should refer to the Student Detail Schedule via the Student Hub to review drop and withdrawal deadlines for individual courses. When a student withdraws from a course, no academic credit is awarded. The course remains on the student's academic record with a "W" notation and counts toward the student's attempted hours. The course is not calculated in the student's GPA or quality points. After the withdrawal deadline, students may not withdraw from a course and will be assigned the grade earned based on the course syllabus.

Grade Appeals

If students have reason to question the validity of a grade received in a course, they must make their request for a change before the end of the fourth week of the semester following the completion of the course (the following fall semester if the course was completed in the spring semester). It is the responsibility of the student to initiate a grade appeal within the time limit, and to follow the procedures for grade appeals specified below. All decisions of the Grade Review Committee are final.
Student Grade Appeals
The university supports open communication as the best means to
resolve concerns about grades. If a student believes that the grade
they received for a course does not reflect the quality of their
work, the first step is to meet with the instructor for the course on
an informal basis. The following will be the only acceptable
grounds for formal grade appeals:

1. The course grade was assigned on a basis other than
performance in the course.
2. The instructor used standards that were different from
those allowed for other students in the same class, or
different from those allowed in
departmental/college/school policies if specific
departmental/college/school grading policies exist.
3. A substantial and unannounced departure from the
instructor's previously articulated standards was used in
assigning the grade.
4. A permanent "F" has been assigned and the student
wishes to appeal.

Only grade appeals based on one or more of the above criteria
will be considered. Outside the regular grade change procedure,
only the chair of the Grade Review Committee, with proper
written authorization from that committee, may initiate the grade
exception process.

Exceptions to the Grade Appeal Policy
and Procedure
The Grade Appeal Procedure shall constitute the sole internal
administrative remedy for a change in grade, except when a grade
dispute involves an Office of Equal Opportunity discrimination
complaint. If a grade dispute arises from an issue that is covered
under the university's Equal Opportunity policies, which address
discrimination on the basis of race, color, disability, religion,
national origin, sex, sexual orientation, age or status, such as
Vietnam-era disabled veteran, the student should contact the
Office of Equal Opportunity. The Office of Equal Opportunity
process for resolution takes precedence over the university's
grade appeal process.

Grade Appeal Procedure
The Grade Appeal Procedure shall have both an informal and a
formal resolution process. The student must attempt informal
resolution prior to filing a formal grade appeal.

Informal Resolution Process

Step 1
The informal resolution process must take place before the last
day of the fourth week of the semester following the assignment
of the grade. The student must meet with the instructor prior to
meeting with the chair or proceeding to the formal appeal
process.

Step 2
If the instructor is not available to meet with the student or does
not respond to the student's request to meet and/or the student is
not satisfied with the result of the informal meeting with the
instructor, the student must meet with the chair of the department
to attempt to resolve the grade concern prior to filing a formal
grade appeal.

During the informal resolution process, the student may meet
with the dean or the dean's designee to clarify the grade appeal
policy and process. The student may also access Student Conflict
Resolution Services for assistance in the process. Students are
couraged to use the informal resolution process to clarify any
miscommunications with the instructor or confusion about course
expectations.

Formal Resolution Process

Step 1: File Petition with the Dean
After meeting with the instructor and the chair and failing to
resolve the grade concerns, the student may initiate a formal
resolution process. The student must file a Petition for Grade
Appeal with the dean of the instructor's school by the last day of
the fifth week of the semester following the course for which the
grade was assigned. Deans may designate an associate or
assistant dean to act in their places for the purposes of the Grade
Appeal Procedure.

Timeline: A Petition for Grade Appeal for a grade
assigned in fall term shall be filed in the spring term. A
Petition for Grade Appeal for a grade assigned in spring
or summer term shall be filed in the following fall term.
If the dean determines that it is academically necessary
for the grade appeal to be processed during a summer
term, they will facilitate the process by developing an
appropriate timeline and submitting a copy of the
timeline to the chair and the executive vice president of
academic affairs. With the exception of the deadline set
for filing the Petition for Grade Appeal, the timelines for
the process may be extended by written agreement of the
student and dean or by the Office of Academic Affairs if
good cause is shown.

Process: It is the student's responsibility to obtain and file
the Petition for Grade Appeal and to follow the
procedural rules for the appeal process. The student is
advised to keep a copy of all documents submitted. The
Petition for Grade Appeal form is available through each
academic dean's office and the Office of the Registrar. A
separate Petition for Grade Appeal must be filed for each
course in which a grade is disputed. Access to all
documents submitted is restricted to those involved in the
grade appeal process or otherwise having a need to
know.

The student must provide the dean with a completed
Petition for Grade Appeal and all material that relates to
the disputed grade at the time that the formal Petition for Grade Appeal is submitted. The petition must include:

1. A statement addressing how the appeal meets one or more of the four criteria necessary for a formal grade appeal.
2. A description of what occurred during the informal resolution process.
3. Copies of all graded materials from the course that are in the student's possession.
4. Any relevant documents the student would like to be reviewed as part of the appeal process.
5. A copy of the course syllabus/class policies (if the student has a copy).

The dean will forward a copy of the Petition for Grade Appeal to the chair of the department to notify the chair that a formal procedure has been initiated. The chair will be responsible for passing materials regarding the grade appeal on to the instructor. Within 15 working days of receiving the formal appeal, the dean will assess whether one or more of the criteria have been met in the Petition for Grade Appeal. The dean may contact the student, instructor or chair to ask questions and/or request further information or documents in the process of assessing whether the appeal meets the criteria. The dean may request that the instructor provide a written response to the student's Petition for Grade Appeal and may request any additional documentation necessary to assess the Petition for Grade Appeal at this point in the process. Additional documentation may include graded materials in the instructor's possession. If any of the material provided by the instructor is confidential, e.g., examinations that may be used in subsequent terms, such materials shall be made available for review but shall not be made part of the Petition for Grade Appeal. The instructor has five working days to provide the response and materials requested by the dean to the dean and chair. A copy of the written response will be provided for the student. In their decision, the dean may:

1. Deny the appeal and send a letter or email to inform the student, the instructor and the chair of the instructor's department within five working days.
2. Decide that one or more of the criteria may have been met, and continue the formal appeal process. If the dean has not already requested a written response to the Petition for Grade Appeal from the instructor, the dean will make that request. The instructor has five working days to provide the written response and any additional materials requested to the student, chair, and dean. The dean will contact the student, instructor and chair within 15 working days of receiving the Petition for Grade Appeal to convene a meeting of all parties. The purpose of the meeting is to seek resolution of the appeal. Minutes shall be taken at the meeting.

If the appeal is resolved through the process of the meeting, the formal appeal process will end. The dean will write a report summarizing the resolution.

If the appeal is not resolved at the meeting, the dean shall send a copy of the minutes from the meeting, with a written recommendation, to the student, the instructor and the chair within five working days after the conclusion of the meeting.

The dean will send a copy of all materials relating to the Petition for Grade Appeal to the Executive Vice President of Academic Affairs or their designee for record-keeping purposes within five working days after the conclusion of the meeting or after sending a letter stating the appeal does not meet the criteria.

**Step 2: File the Petition with the Grade Review Committee**

If the appeal is not resolved to the student's satisfaction at the dean's level and the student wants the formal process to continue, the student must send a written request to the Executive Vice President of Academic Affairs or their designee within five working days of receiving either a letter stating that the appeal does not meet the criteria or the recommendation based on the appeal process. The Executive Vice President of Academic Affairs or designee will inform the dean, chair and instructor that the Grade Review Committee (GRC) will review the appeal.

The members of the GRC shall review all documents submitted by the dean and meet to discuss whether to hear the appeal or not within 20 working days. The GRC will not conduct a re-evaluation of the student's work and will not change the grade of an individual assignment. The GRC will hold a hearing for the Petition for Grade Appeal only if the appeal meets one of the four criteria necessary for a formal appeal.

The GRC may decide that they will not hear the appeal because no criterion has been met, or the petition is substantially incomplete. The GRC shall send written notification of their decision not to hear the appeal within five working days to the student, instructor, chair and dean, and the formal appeal process is over.

If the appeal is heard, the GRC shall notify the student, instructor, chair and dean, and will request their presence at the hearing meeting. The purpose of the meeting is to have all parties to the grade dispute provide answers and clarifications that members of the GRC may need in order to make a sound decision on the case.

The decision of the GRC shall be in the form of a motion, duly made and seconded, and adopted by a majority of the GRC members present and voting, assuming a quorum is met. In its decision, the GRC may:

1. Deny the appeal on its merits, with the effect that the disputed grade will remain on the student's academic record.
2. Grant the appeal and change the final grade to a grade or grade equivalent that is determined appropriate by the GRC.

The GRC will inform the student, instructor, chair and dean of its decision in writing within five working days of the hearing.

The decision of the GRC is final and cannot be appealed.

If the GRC finds in favor of the student's appeal, then the chair of the GRC acquires the authority to initiate the grade exception process. The chair of the GRC has five working days to notify the instructor of the decision and to initiate the grade exception process.

The Petition for Grade Appeal and all attachments will be kept in the Office of the Executive Vice President of Academic Affairs for a minimum period of three years.

Grade Review Committee Membership and Policies

1. The GRC shall consist of eight members as follows:
   - Two members shall be elected by and from faculty from the College of Letters, Arts and Sciences.
   - One member shall be elected by and from faculty from the College of Professional Studies.
   - One member shall be elected by and from the faculty from the College of Business.
   - One member shall be elected by and from the faculty from the School of Education.
   - Two student members shall be appointed by the Student Government Assembly.
   - One non-voting ex-officio member from the Office of Academic Affairs shall be appointed by the Executive Vice President of Academic Affairs. Responsibilities of this member shall include staff assistance and record keeping.

2. The term of membership on the GRC shall be two years, with terms staggered, except that the term of the student members shall be one year. Terms shall begin on the first day of classes of the fall semester.

3. Members may serve successive terms.

4. Elections of faculty from each school or college shall occur in the spring, and members shall take office on the first day of classes of the fall semester.
   - The representative from the Office of Academic Affairs shall convene the first meeting of the GRC in the fall, at which time the members shall elect a chair.

5. A meeting of the GRC to consider and vote on a Petition for Grade Appeal must have a quorum of voting members.

6. The GRC shall prepare a written summary of the committee's decisions, the rationale for its decisions and the vote tally on the appeal. The summary shall be added to all existing documentation of the appeal.

7. All documentation in a grade appeal shall be maintained in the Office of the Executive Vice President of Academic Affairs for a three-year period.

8. The Chair of the GRC shall provide a yearly report of appeal activities, including recommendations for amending the Student Grade Appeal Policy, to the Office of Academic Affairs by the last day in June. Copies will be sent to all academic deans.

Definitions

1. Informal Resolution means informal discussions that lead to the resolution of a grade dispute the student may have with the instructor, the chair of a department and/or the dean of a school.

2. Grade appeal procedure means the formal resolution procedure.

3. The time limits refer to weeks, not days of weeks.

4. The end of day means 5 p.m. on the designated day (i.e., end of a working day).

5. The last day of the week means the Friday of a calendar week.

6. Week ordinarily means Monday-Friday. If, for example, classes are not in session on a Monday, the designated week still ends on Friday.

7. Working day means any day classes or examinations are scheduled, excluding Saturdays, Sundays and holidays.

8. Assigned grade means a letter grade (e.g., A, B, C, D or F), grade equivalent (e.g. S/U), or the temporary grade of I (Incomplete).

Grade Changes

Grade changes must be submitted within the first seven weeks of the semester following the completion of the class. Spring semester grades can be through the seventh week of the following fall semester. All grades can be changed online using the Faculty and Staff Hub portal.

The faculty member may change an Incomplete (I) notation at any time within three consecutive semesters (including summer semester) after the end of the semester in which the class was attempted. At the end of the third consecutive semester (one calendar year), if the incomplete grade remains on the academic record, it will become an "F".

Grades may NOT be changed on the basis of revised standards of evaluation, new examinations, or additional work undertaken or completed after grades are submitted to the Office of the Registrar. Grades may only be changed on the basis of an error in evaluation, computation, or transcription.

Readmission

Students who have not been in attendance for three consecutive semesters, including summer, must reapply to the University. Students requesting readmission must be in good academic
standing and must submit their application for readmission to the master's program in which they have been enrolled.

**Residency Requirement**
The University residency requirement for master's programs is the total number of semester hours required for the program minus 9.

**Time Limit on Completion of Degree**
Master of Arts in Teaching, Master of Social Work, and 4+1 MPAcc students must complete the master's degree within six calendar years from the term they initially enroll. 3+2 MPAcc students must complete both degree requirements within 7 calendar years of being accepted to the MPAcc program. Students should check the program website and/or specific program section of the catalog to determine specific degree requirements.
Admission to Degree Programs

Graduate Admissions
Metropolitan State University of Denver
Campus Box 44, P.O. Box 173362, Denver, CO 80217

- Domestic Resident Admission Guidelines
- International Student Admission Guidelines
- Transfer Student Admission Guidelines
- Conditional and Provisional Admission Guidelines
- Non-degree-seeking Admission Guidelines
- Standard Fees
- Tuition Classification

Admission to a graduate program at MSU Denver requires a bachelor's degree from a regionally accredited college or university, with the exception of the 3+2 program in accounting, which allows students to enroll concurrently in both an undergraduate and graduate program. Master's degree programs may determine whether to accept students for enrollment only in the fall or in fall and spring semesters. Check the website of the individual degree program to determine its procedures. A non-refundable $50 application fee applies. The Graduate Admissions Application is available on the Office of Admissions website, msudenver.edu/masters

The Application for Admission and all credentials received by the University will be valid for two semesters beyond the term of application. After this time the files will no longer be maintained for applicants who do not complete their application, and for applicants who were accepted but did not enroll. Applicants wishing to attend MSU Denver after this period must submit a new application, application credentials that were not submitted and are outstanding, and the $50 application fee for domestic students or the $70 fee for international students.

Domestic Resident Admission Guidelines

Minimum university guidelines include the following:

- Acceptance into a master's degree program requires an undergraduate GPA of 3.0 or a minimum index score that combines GPA with a standardized test score. Some programs allow conditional admission in which students may be admitted with qualifications not meeting these standards. Applicants should check the program website and/or contact a program advisor for details.
- Completion of a standardized test (GRE, GMAT, etc.) may be required for admission into a master's program. Programs determine specific requirements for this element, so students should check the program website and/or specific program section of the catalog.
- A cover letter, brief essay, or writing sample is required. Programs determine specific requirements for this element. Students should check the program website and/or specific program section of the catalog.
- At least one letter of recommendation or contact information from someone who would recommend the applicant is required. Programs determine specific requirements for this element. Students should check the program website and/or specific program section of the catalog.
- Official transcripts from all prior institutions are required.
- Foreign transcripts must also have an official English translation done by a certified translator, if applicable, and a professional, course-by-course evaluation showing equivalency to a U.S. bachelor's degree. World Education Services, wes.org, or Education Credential Evaluators, ece.org, are recommended professional transcript evaluation service providers.

The Graduate Admissions Application is available on the Office of Admissions website, www.msudenver.edu/Masters

International Student Admission Guidelines

International students must:

- complete all of the same requirements as domestic students;
- submit the required immigration documents for issuance of an I-20.

International Students must be proficient in English prior to being accepted to Metropolitan State University of Denver. MSU Denver accepts either TOEFL or IELTS scores as proof of English proficiency.

- TOEFL (Test of English as a Foreign Language): Obtain a minimum score of 76 on the Internet-based TOEFL (iBT). An official score must be sent directly from TOEFL Services; MSU Denver's institution code is 4505. Scores older than two years are not acceptable.
- IELTS (International English Language Testing System): Obtain an overall band score of at least 6.0. An official score must be sent directly from the testing company. Scores older than two years old are not acceptable.

Deadlines for international student admission are available on individual program websites. A non-refundable $50 application fee applies.

The Graduate Admissions Application is available on the Office of Admissions website,
Transfer Student Admission Guidelines

- No more than 9, graduate-level, transfer credits (semester hours or equivalent) will be accepted for any program. These credits must have been completed no longer than six years prior to the admission term and must be from a regionally accredited, U.S. institution or equivalent.
- Programs have discretion over acceptance of transfer courses. A minimum grade of “B” is required for each transfer course. Applicants should check the program website and/or contact a program advisor for details.

Conditional and Provisional Admission Guidelines

Conditional and/or provisional admission is possible in some programs. Each master's degree program determines whether or not to allow conditional and/or provisional admission, as well as the criteria for conditional and provisional admission to its program. Generally, a provisional admission is applied when a student has not submitted all of the necessary paperwork for admission, i.e., complete transcript, standardized test score, etc. A conditional acceptance is recognized as a department or program requiring a specific "condition" that the student must meet. This could be achieving a particular GPA or other such requirements. Students should check the program website and/or program section of the catalog to determine if this status is available and the details.

Students who do not fulfill the requirements set forth by the program may be dismissed.

Non-degree-Seeking Admission Guidelines

Students may be admitted to any of the graduate degree programs with a non-degree-seeking status. For detailed information, refer to the non-degree admissions policies and procedures located on the program's website and/or specific program's section of the catalog. Non-degree-seeking students do not qualify for financial aid and must re-apply and pay a new application fee in order to become degree-seeking. Completing coursework as a non-degree-seeking student does not guarantee admission into a degree program.

Standard Fees

An application fee is required of all applicants for admission to the University. This fee is nonrefundable and will not be applied to tuition.

Tuition Classification

A student is classified as an in-state or out-of-state student for tuition purposes at the time of admission. This classification is based on information supplied by the student on the application for admission and is made in accordance with the Colorado Tuition Classification Law (Title 23, Article 7, of the Colorado revised Statutes). Once determined, a student's tuition classification status remains unchanged unless clear and convincing evidence that a change should be made is presented. If a student believes that he or she is entitled to in-state status, the student must submit their request, along with evidence of in-state status to the Office of Admissions by the published deadline dates. Details on University policies and procedures as they pertain to the Colorado Tuition Law, the forms and deadlines can be found at msudenver.edu/residency.

The tuition classification statute requires that, in order to qualify for in-state status, a student must have been domiciled in Colorado for one year or more immediately preceding the first day of the semester for which such classification is sought. Domicile for tuition purposes requires two inseparable elements: (1) a permanent place of habitation in Colorado and (2) intent to remain in Colorado with no intent to be domiciled elsewhere. Some examples of connections with the state that provide objective evidence of intent are: payment of Colorado state income tax as a Colorado resident, permanent employment in Colorado, ownership of residential real estate property in Colorado, compliance with laws imposing a mandatory duty on any domiciliary of the state, such as the drivers' license law and the vehicle registration law and registration to vote. Other factors unique to the individual can also be used to demonstrate the requisite intent.

Any questions regarding the tuition classification law should be directed to the Tuition Classification Officer with the Office of the Admissions. In order to qualify for in-state status for a particular semester, the student must prove that domicile began no later than one year prior to the first day of classes for that semester. Refer to the Academic Calendar for deadlines to submit the proper request.

Domestic Student Application Fee: $50
International Student Application Fee: $50
Matriculation Fee: $50
Campus Policies

MSU Denver is located on the Auraria Campus, which is also home to the University of Colorado Denver and the Community College of Denver. The Auraria Higher Education Center (AHEC) oversees the shared services of the Auraria Campus. For information on campus policies, visit the AHEC policy website, www.ahec.edu/policies.

General University Policies

Contents

- Academic Considerations for Students who Nurse after Childbirth
- Amorous Relationships Involving Students and University Employees
- Children in Classrooms and Workplaces Policy
- Computing Accounts Policy for Responsible Use of Information Technology Resources
- Discrimination Matters
- Equal Opportunity and Americans with Disabilities Act
- Electronic Communication Policy
- Harassment, Sexual Harassment and Violence
- Health Insurance Requirement
- Immunizations

Academic Considerations for Students who Nurse after Childbirth

It is recognized that some women will choose to nurse after childbirth, and Metropolitan State University of Denver is committed to creating a supportive environment for nursing mothers that includes lactation facilities on campus. A summary of the on-campus lactation facilities listed by building and an explanation of how to access these spaces is provided at the end of this policy. The locations can also be found at this URL: https://msudenver.edu/women/services/lactationspace. Note that refrigeration services are generally not available and that students should plan accordingly.

Students who choose to nurse after childbirth are responsible for considering the following recommendations when selecting classes during the semester(s) in which expressing (pumping) milk will occur.

- Schedule classes that meet for no more than two hours at a time.
- Schedule classes that are not back-to-back to ensure ample time between classes for pumping to occur.
- Allow enough time between your work schedule and classes to ensure ample time for pumping prior to the beginning of class.
- Consider on-line courses if this mode of instruction fits better with your pumping needs.
- Be aware that there is a higher percentage of summer semester courses (compared with fall and spring semester courses) that are longer in length, and that certain summer semester courses may not be suitable choices.

The university supports a mother's choice to nurse; however, the requirements associated with each mother's circumstance can vary significantly. It is the student's responsibility to make the right course selection using the above guidelines in order to avoid missing class time and interrupting the learning process.

In general, the university and its faculty expect that students choosing to nurse will plan ahead as is outlined in this document so that the ongoing academic mission of the institution is not interrupted. A critical component for successful learning is class attendance, and in some classes, active course participation is also an important factor. For this reason, students who are expecting to nurse after childbirth are responsible for designing their class schedule in a manner that does not interfere with the allotted instruction time for any of their registered courses.

For any anticipated unique exceptions in which class instruction time may be impacted by a need to pump, a student is required (before registering for such a course) to schedule a meeting with the course instructor and the appropriate associate/assistant dean. At this meeting it will be determined if it is advisable for the student to register for the course in question. This will be determined by an assessment of the anticipated time away from class to pump and the implications to the educational requirements of the course. Any such exceptions agreed upon must be put in writing by the faculty member teaching the course and provided to the student and the Dean's Office within one week following such a meeting. There are no course penalties associated with agreed upon times for lactation between faculty and student. However, in all cases the faculty member will maintain the same course standards required of all students registered for the course and as outlined in the course syllabus.

MSU Denver PRIMARY Lactation Room Locations and Access Instructions

<table>
<thead>
<tr>
<th>Building</th>
<th>Room Number/Address</th>
<th>How to Access Lactation Space</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Success</td>
<td>Room 321</td>
<td>Access to the lactation room in the Student Success Bldg requires women to obtain a key from Human Resources in room 309. Women may check out a key</td>
</tr>
<tr>
<td>Building (SSB)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
for one semester and renew as needed.

<table>
<thead>
<tr>
<th>Building</th>
<th>Inquiry at this Location Within the Building</th>
<th>How to Access Lactation Space</th>
</tr>
</thead>
<tbody>
<tr>
<td>Plaza Building (PL)</td>
<td>Health Center at Auraria, Room 150</td>
<td>Access to the lactation space room in the Plaza Building can be gained by meeting with Health Center personnel (room 150) to arrange for such use. Arrangements must be made in advance before first use of room.</td>
</tr>
<tr>
<td>Central Classroom (CN)</td>
<td>Social Work Department, Room 201</td>
<td>Access to the lactation space room in Central Classroom can be gained by meeting with the Social Work Department (SWK) personnel (room 201) to arrange for such use. Arrangements must be made in advance before first use of room.</td>
</tr>
<tr>
<td>Administration Building (AD)</td>
<td>West Campus, School of</td>
<td>Access to the lactation space room in the Administration Building can be gained by meeting with the School of</td>
</tr>
</tbody>
</table>

Access to the lactation room in the Science Building requires that women check out a key from the Institute for Women's Studies and Services at 1059 Ninth Street Park. Women may check out a key for one semester and renew as needed.

*Location has a refrigerator, sink and power outlets.

Access to the lactation room in the Institute for Women's Studies and Services is on a walk-in basis 8 a.m. to 5 p.m. Monday-Friday. Women need only to check in with a staff member in the reception area.

*Location has sinks, microwave and refrigerators. Minimal, temporary storage for breast milk and/or pumps.

Access to the lactation space room in the Arts Building can be gained by meeting with the Art Department office manager (room 187C) to arrange for such use. Arrangements must be made in advance before first use of room.

Access to the lactation space room in the King Center can be gained by meeting with the Political Science Department office manager (room 498) to arrange for such use. Arrangements must be made in advance before first use of room.

Amorous Relationships Involving Students and University Employees

Members of the University community, whether faculty members or administrative staff, put academic and professional trust and ethics at risk when they engage in amorous romantic/sexual relationships with people whose academic and/or professional benefits and opportunities are, or appear to be, subject to their authority, supervision, or influence.

Accordingly, the University prohibits such relationships, as well as any attempt to initiate or engage in such relationships. Any faculty member or administrator who engages in, or attempts to engage in, an amorous relationship with a student or subordinate shall report any such relationship or attempt to the EEO Officer.

Sexual harassment of an employee or student will lead to disciplinary action. In the case of employees, such discipline may include termination. In the case of students, such discipline may include expulsion.

Sexual harassment should be reported to the Office of Equal Opportunity at 303-615-0036. Sexual assaults should be reported to the Auraria Campus Police at 303-556-5000. See the Handbook for Professional Personnel for written policies addressing these issues in greater detail.
Children in Classrooms and Workplaces Policy

Metropolitan State University of Denver has an obligation to its students, faculty, staff, and visitors to conduct its operations and maintain its facilities in a manner consistent with its mission as an institution of higher education. For reasons that include safety of children, and assuring professional and efficient performance of academic pursuits and campus operations, the University cannot routinely accommodate children in campus workplaces or classrooms.

Presence in classrooms is restricted to enrolled students or visitors with a legitimate purpose, who may be adults or minors. Instructors of record are responsible for ensuring that individuals who attend their classes are properly enrolled or have been invited for the purpose of making special announcements, guest lecturing, or other authorized reasons. Instructors have the responsibility to ensure that the classroom is conducive to student learning and may address disruptive or distracting situations as appropriate.

Instructors have the discretion to make infrequent exceptions due to temporary, unforeseen emergencies. In these cases, children must remain in the classroom and are not allowed to sit in the hallway or be unsupervised in any location on campus. Regular repeated visits by children or others without a legitimate purpose are not permitted. Unless properly supervised, and with pre-approval, children are not permitted in labs, shops, construction/repair sites, or other areas where potential hazards exist. Children brought on campus must be directly supervised at all times by their parent or guardian. Leaving children unattended is a violation of the MSU Denver Student Code of Conduct.

Definitions

1. Children: Minors under the age of 18.
2. Minors Enrolled as Students: Enrolled students under the age of 18 have the rights and privileges of any other student in the classroom and on campus grounds.

Computing Accounts Policy for Responsible Use of Information Technology Resources

The same rules and laws that apply in physical space also apply in cyberspace. Standards of academic freedom and professional conduct for employees and the rights and responsibilities of students govern conduct online as much as they do in the hallways, offices and classrooms. Unauthorized access to and sharing of confidential student information (including computer passwords) or certain electronic confidential employment records violates state and federal law. Illegal activity such as copyright infringement, patent infringement, fraud, forgery, distribution of child pornography and forms of criminal harassment, including bomb threats and hoaxes, is just as criminal online as elsewhere. Moreover, some special laws apply to the electronic environment, including state and federal computer security laws prohibiting interference with University operations. Downloading material that violates the University's legal obligations and contractual commitments (e.g., software and recording piracy) will not be tolerated. Finally, actions that adversely affect MSU Denver IT resources or the ability of others to use them are prohibited. For example, email, spamming or releasing a damaging program (such as a virus) could result in cessation of the offender's access to IT resources in addition to other penalties, such as University disciplinary action, up to and including expulsion from the University.

Within the above restrictions, students may use MSU Denver's IT resources for incidental, non-commercial personal communication so long as such use clearly and specifically communicates to the viewer that the individual is speaking in a personal capacity and not for the University. However, users should be aware that although MSU Denver will not routinely monitor communications or search individual computer files, individual privacy cannot be guaranteed with respect to personal communication and related records. Most computer data and documents created, used or maintained by MSU Denver employees are not confidential, and must be disclosed to the public on request under the Colorado Open Records Act. In addition, MSU Denver cannot prevent individuals from monitoring unencrypted email sent through outside servers.

MSU Denver IT staff members are authorized and able electronically to access programs, data and files stored on University equipment as may be necessary to perform their duties. Except in emergencies, they will notify users and specify a time before accessing desktop computers and files. Any objections to IT staff access should be addressed in writing to the department chair or director-level supervisor and to an IT administrator at the director level. IT staff in the course of their duties may find evidence of illegal or unauthorized activity. If they do, their responsibility is to report such evidence in writing to their director. Authorization may be granted for a full search of computer programs and data. In that event, the user will be notified.

Discrimination Matters

Federal law prohibits discrimination on the basis of disability in the private sector, in state and local government, in public accommodations and services, including transportation provided by public and private entities. Students with a disability who are qualified to pursue an academic program should contact the ACCESS Center for Disability Accommodations & Adaptive Technology at 303-615-0200.

MSU Denver complies with all federal laws, executive orders and regulations regarding affirmative action and equal opportunity, as well as all civil rights laws of the state of Colorado. MSU Denver, therefore, employs every means to eliminate discrimination on the basis of race, color, disability, religion, national origin, sex, sexual orientation or preference, gender identity and expression, age or status, such as Vietnam-era or
Electronic Communication Policy

Electronic communication (i.e., email and personal portal announcements) is a rapid, efficient and cost-effective form of communication. Consequently, reliance on electronic communication is expanding among students, faculty, and staff at MSU Denver. Because of this increasing reliance and acceptance of electronic communication, forms of electronic communication have become in fact the means of communication to students, faculty, and staff within MSU Denver. This policy acknowledges this fact and formally makes electronic communication an official means of communication for the University.

Implementation of this policy ensures that all students, faculty and staff, both full-time and part-time, will have access to these critical forms of communication. All current students, faculty and staff will have an account within the campus portal, providing access to email and official announcements.

1. University use of electronic communication: Email and personal portal announcements are an official means of communication to students, faculty and staff within MSU Denver. Therefore, the University has the right to send communications to students, faculty and staff via email and personal portal announcements, and the right to expect that those communications will be received and read in a timely fashion.

2. Assignment of portal accounts, which includes email addresses: Every current student, faculty and staff member is automatically provided with a portal account that includes an assigned email address. The email address assigned to each student, faculty and staff member, as recorded in the Banner System, will be the official email address of record for communications with students, faculty and staff. Students, faculty and staff will be deemed to have read emails sent to that address. Constituents are also responsible for reading any official announcements delivered through the personal announcements channel on each user's portal home page.

3. Expectations regarding use of portal announcements and email: Students, faculty and staff are expected to check personal portal announcements and their official MSU Denver email address inbox on a frequent and consistent basis in order to stay current with University communications. Students, faculty and staff have the responsibility to recognize that certain communications may be time-critical.

4. Educational uses of portal services and email: Faculty members will determine how portal services and email will be used in their classes. It is highly recommended that if faculty members have email requirements and expectations, they specify these requirements in their course syllabus.

5. Appropriate use of portal services, including email:
   a. All MSU Denver constituents are expected to adhere to the University's Responsible Use of Information Technology Resources Policy. See page 61 of the IT Policy Manual at www.msudenver.edu/technology/policies.
   b. All use of email, including use for sensitive or confidential information, will be consistent with the MSU Denver Administrative Policy Manual on Use of Electronic Email. See page 41 of the IT Policy Manual at www.msudenver.edu/technology/policies.
   c. Emails pertaining to identified students are records protected under the Family Educational Rights and Privacy Act of 1974 (FERPA). Employees have a responsibility to ensure that they are sent only to the subject student, or to university employees who need to see the email to do their jobs, in the absence of the student's written permission to disclose the information to others.
   d. Whenever the law or University procedure requires a different form of communication, that form will be used even though an email may also be sent. For example, formal notices in hard copy may be required under procedures relating to personnel actions, such as reduction in force, dismissal, discipline or correction.
Harassment, Sexual Harassment and Violence

The University prohibits harassment against anyone (including any employee or student) based on the individual's race, color, gender, national origin, religion, disability, age, veteran or marital status, or sexual orientation, or based on those aspects in an individual's relatives, friends or associates. Harassment means threats, intimidation or hostile acts. Harassment also includes threats of violence against any individual or property of any individual. It is not the intent of this policy to inhibit the peaceful, free expression of ideas, which is an essential mission of the University.

Harassing an employee or student will lead to disciplinary action. In the case of employees, such discipline may include termination. In the case of students, such discipline may include expulsion.

1. Sexual Harassment

The University prohibits any person, including employees, invitees, and students, from making unwelcome sexual advances, or requests for sexual favors, or any other unwelcome verbal or physical conduct of a sexual nature where such advances, requests or conduct have the purpose or effect of: (1) unreasonably interfering with an individual's work or academic performance or creating an intimidating, hostile or offensive work or educational environment; or (2) when it is obvious or implied that submission to such conduct is a condition of an individual's employment or academic evaluation or will be used for the basis of any employment or academic decision (all such conduct is described in this policy as "Sexual Harassment").

The University does not tolerate Sexual Harassment in any form. No employee, invitee, or student should be subjected to unsolicited and unwelcome sexual overtures or behavior. No employee, invitee or student should be lead to believe that any employment or academic opportunity or benefit will in any way depend on his or her cooperation with sexual demands or submission to an offensive sexual environment.

Members of the University community, whether faculty members or administrative staff, put academic and professional trust and ethics at risk when they engage in amorous romantic/sexual relationships with people whose academic and/or professional benefits and opportunities are, or appear to be, subject to their authority, supervision, or influence. Accordingly, the University prohibits such relationships, as well as any attempt to initiate or engage in such relationships. Any faculty member or administrator who engages in, or attempts to engage in, an amorous relationship with a student or subordinate shall report any such relationship or attempt to the EEO Officer.

Sexual harassment of an employee or student will lead to disciplinary action. In the case of employees, such discipline may include termination. In the case of students, such discipline may include expulsion.

Courts and administrative agencies generally draw a distinction between "quid pro quo" and "hostile environment" sexual harassment.

1. Quid pro quo sexual harassment occurs when submission to, or rejection of, unwelcome sexual conduct is used as a basis for academic, educational, or employment decisions affecting an individual. Quid pro quo sexual harassment is perpetrated by someone who is in a position of authority over the victim. Such harassment can occur between members of the opposite or same sexes. The law does not require the victim of sexual harassment to expressly notify the perpetrator that the conduct is unwelcome. Nor does the law require that the perpetrator explicitly or deliberately base a decision on submission to or rejection of the conduct. Circumstantial evidence linking sexual conduct with an adverse or favorable employment or educational decision may justify a finding of quid pro quo sexual harassment by a jury, court, or administrative tribunal. Examples of quid pro quo sexual harassment include, but are not limited to:
   1. Direct propositions of a sexual nature that express or by implication link employment, work status, promotion, wage increases, course or program status, grades, letters of recommendation, or other tangible employment or educational actions to submission to sexual advances;
   2. Direct or implied promises or threats linking employment, work status, promotion, wage increases, course or program status, grades, letters of recommendation, or other tangible employment or educational actions to submission to sexual advances.

2. Hostile environment sexual harassment is unwelcome conduct, generally, although not necessarily, of a sexual nature, that insults, demeans, ridicules or evinces hostility toward a person because of his or her gender, and that is sufficiently severe or pervasive that it alters the conditions of employment or education and creates an environment that a reasonable person would find hostile, intimidating, or offensive. In determining whether conduct has created an impermissibly hostile environment, all of the relevant circumstances must be considered. These circumstances include, but are not limited to, the severity and frequency of the conduct, its context, and whether it is physically threatening, or humiliating.
Hostile environment sexual harassment can be perpetrated by students, faculty, staff, or administrators, and by some third parties authorized to use the university facilities, such as contract employees and service and repair personnel.

Hostile environment sexual harassment can occur between peers (co-workers and fellow students) and between members of the opposite or same sexes. The conduct must offend the victim, but it does not have to be offensive to everyone. Conduct that offends the victim but would not offend a reasonable person in his or her position does not constitute hostile environment sexual harassment. The test is whether, considering all of the circumstances, the conduct would offend a reasonable person in the victim's position. As with quid pro quo sexual harassment, a finding of hostile environment sexual harassment may be justified even if the perpetrator did not intend to offend the victim.

The following subparagraphs describe some, but not all, kinds of conduct that can constitute sexual harassment if they are sufficiently severe or pervasive to alter the conditions of employment or education and create an environment that a reasonable person would find hostile, intimidating, or offensive:

1. Sexual assault (nonconsensual physical contact of a sexual nature); Note: Sexual assaults are also criminal acts. All sexual assaults should be reported to the local law enforcement agency with jurisdiction over the crime.
2. Direct propositions of a sexual nature;
3. Conduct which is offensive or humiliating in nature that includes, but is not limited to:
   1. Sexually explicit comments, statements, questions, jokes or anecdotes;
   2. Comments, statements, questions, jokes anecdotes, or innuendoes with sexual connotations;
   3. Display of sexually explicit materials in the workplace or classroom or their use in the classroom without a defensible academic purpose;
   4. Unnecessary touching, patting, hugging, or brushing against a person's body;
   5. Remarks about sexual activity or speculation about sexual experiences;
   6. "Wolf whistling," obscene sounds, or obscene gestures;
   7. Non-sexual physical or verbal conduct which insults, demeans, ridicules or otherwise evinces hostility toward a person because her or his sex. Examples include, but are not limited to, hazing, pranks, horseplay, and ridicule.

2. Violence

The University has zero tolerance for violence. Any employee or student who is violent or who threatens to be violent in the University, whether toward any employee, invitee, student, or member of the public, will be subject to discipline. In the case of employees, such discipline may include termination. In the case of employees, such discipline may include expulsion. All such conduct shall be reported to appropriate law enforcement authorities.

3. Reporting Harassment, Sexual Harassment or Violence

Employees and students have an important responsibility in the effective implementation of the University policies against harassment, sexual harassment and violence. Any employee or student who believes that he or she has been subjected to harassment or sexual harassment, or who has witnessed anyone else connected with the University experience or commit such conduct, should promptly report such conduct to the appropriate office.

The University will promptly investigate a complaint or report of harassment, sexual harassment or violence made in accordance with this subsection A.3. The University will make reasonable efforts to preserve the confidentiality of everyone involved with any harassment, sexual harassment or violence complaint and investigation. The University will protec compelling employees, students and witnesses against retaliation for making a harassment, sexual harassment or violence complaint or report pursuant to this subsection A.3. This policy shall not be used to bring frivolous or malicious charges. Disciplinary action may be taken under the appropriate University policy against any person bringing a charge of harassment, sexual harassment or violence in bad faith.

4. The President shall formulate a policy for the reporting, investigation and disposition of complaints of harassment, sexual harassment, and violence, for inclusion in this Catalog.

Health Insurance Requirement

MSU Denver students taking nine (9) or more credit hours in the Fall or Spring are required to have health insurance that complies with the University requirement. To learn about the health insurance requirement, please view a brief video at: https://msudenver.edu/healthcenter/msudenverplans/

Students can meet the requirement by fulfilling option A or B:

Option One: Students can accept automatic enrollment in the University sponsored Student Health Insurance Plan (SHIP). Enrollment is automatic when a student registers for nine or more credit hours in the Fall or Spring semester.
Option Two: Students insured by an outside federally compliant health plan can submit an online health insurance waiver form by the published semester deadline to opt-out of the University sponsored SHIP.

Additional details regarding both options can be found by going to: https://msudenver.edu/healthcenter/msudenverplans/

The Student Health Insurance Plan (SHIP) is designed specifically for MSU Denver students (regardless of immigration status) taking nine (9) or more credit hours in the Fall or Spring semesters. This comprehensive plan is designed to comply with any federal requirement, save students money and time, and provide convenient access to quality medical care on and off campus. SHIP provides twelve (12) months of insurance coverage for students taking nine (9) or more credit hours in both the Fall and Spring semesters.

SHIP OFFERS STUDENTS EXCLUSIVE BENEFITS & SAVINGS AT THE HEALTH CENTER AT AURARIA:

- 100% coverage for all medical services;
- $0 office visits, procedures and supplies
- $20 maximum cost per prescription
- NO deductible, NO co-insurance, NO co-payments

For students with outside health insurance, who are taking nine or more credit hours, an electronic waiver form is required each Fall and Spring semester. Students who initially register for nine or more credit hours, but subsequently drop below nine credit hours before the waiver compliance deadline, will automatically have the insurance charge removed from their tuition bill and will not be covered by the University-offered health insurance for the current semester. Student taking less than nine (9) credit hours are not permitted to voluntarily participate in the University-offered student health insurance plan.

If a semester premium is not paid in full, any submitted claims during that semester will be denied. For additional insurance information go to: https://msudenver.edu/healthcenter/msudenverplans/

Immunizations

Colorado State law requires any student enrolled for one or more credit hours in higher education to comply with the State's immunization policy. This policy also applies to active military students, graduate students, students taking online only classes and those studying abroad.

The immunization requirement is in place to ensure the health and safety of all constituents on the Auraria campus and the University is required by State law to enforce this requirement in the interest of public health.

Students must comply with the State of Colorado's Immunization Policy requirements for higher education by submitting documentation of their previous immunizations, specifically providing proof of 2 doses of combined MMR vaccine(measles/mumps/rubella.) or proof of having received two doses of measles vaccine, two doses of mumps vaccine and two doses of rubella vaccine. This documentation must be submitted during the first semester of attendance by the immunization deadline to the Auraria Immunizations Office. The summer/fall deadline is October 1 and the spring deadline is March 1.

Students who do not comply with this requirement will not be able to eligible to register for future semesters. Non-compliant students will have an immunization "hold" put on their account if they have not submitted their immunization documentation by the published deadline during their first semester of attendance.

For additional information go to: http://www.healthcenter1.com/immunizationrequirements
Registration and Records

- Changes in Registration
- Emergency Withdrawal
- Falsified Transcripts and Diplomas
- Full-time/Half-time Status
- Legitimate Academic Interest
- Official Transcripts
- Preferred Name
- Priority Registration
- Selective Service Registration

All continuing students in good standing and all applicants accepted to the University are eligible to register each semester.

Students are responsible for ensuring that their address and phone number on file with the University are correct and up-to-date. Address changes may be made in-person with the Office of the Registrar, sent via fax to 303-556-3999, or via the Student Hub.

Information on the registration procedure, registration dates, and student responsibilities and obligations related to registration is available via the Student Hub.

Changes in Registration

Enrolled students may adjust their schedules by dropping and/or adding classes. Students must add or drop classes before the drop deadline. Students must follow proper drop or withdrawal procedures in the event that they do not attend a class. Failure to attend class does not constitute withdrawal. Students who do not officially withdraw or drop their classes will be assessed full tuition and fees.

Drop/refund and withdrawal deadlines are located via the Student Hub on the Student Detail Schedule.

Students who reduce their course load after the drop deadline and before the withdrawal deadline will receive a "W" notation for each course they have dropped. Refer to the withdrawal policy in this catalog under Academic Policies and Procedures.

ALL STUDENTS ARE RESPONSIBLE FOR ALL REGISTRATION TRANSACTIONS. Students are also responsible for following all drop deadlines.

Emergency Withdrawal

Called to Active Military Duty:

The University will assist any student called to active military service with reasonable accommodations. As a primary point-of-contact, students must work with the Office of the Registrar, Veteran Education Benefits in order to review all options prior to leaving the University. Depending on when in the semester the student is called to duty, they will have different options, including administrative drop, withdrawal, or incomplete.

Other Emergency Withdrawal:

Students who must withdraw during a semester due to unforeseen or extenuating circumstances including state or national emergency should see the Office of the Registrar. The Office of the Registrar will make the final determination for administrative withdrawal on a case-by-case basis. Students who request an administrative withdrawal may also request a tuition refund by filing a Tuition and Fees Appeal through the Office of the Bursar.

Falsified Transcripts and Diplomas

Altering, modifying, tampering with, or in any way falsifying an official Metropolitan State University of Denver transcript or diploma is a crime. The University has implemented multiple measures to detect such conduct. To protect the integrity and value of an MSU Denver degree, the Attorney General will vigorously prosecute, through the criminal justice system, those who commit these crimes.

In addition, students found responsible for falsifying an official MSU Denver transcript or diploma will face a University judicial hearing and appropriate sanctions may be imposed, including suspension, dismissal, and loss of credit, which could affect the student's permanent record.

Definition of Full-time and Half-time Status

The following chart outlines the number of semester hours required to meet full-time and half-time status for fall, spring and summer semesters:

<table>
<thead>
<tr>
<th>Status</th>
<th>Hours Required</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full-Time</td>
<td>6 or more</td>
</tr>
<tr>
<td></td>
<td>semester hours</td>
</tr>
<tr>
<td>Half-Time</td>
<td>3-5</td>
</tr>
<tr>
<td></td>
<td>semester hours</td>
</tr>
<tr>
<td>Less than Half-Time</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>semester hours</td>
</tr>
</tbody>
</table>

Legitimate Academic Interest to Attend a Course

To attend a class, students must have a legitimate academic interest (e.g., be officially registered, waitlisted, auditing a course, enrolled through CU Denver pooled program, etc.).
Individuals may not attend a class if they do not have a legitimate academic interest. Officially registered means that students have been accepted for admission by the University, and that the Course Reference Number (CRN) for the class is entered on the student's registration record. The deadline to register for a full-semester class is the census date, specified on the Academic Calendar. There are pro-rated deadlines for all other courses outside of the full-semester courses.

**Official Transcript (Official Academic Record)**

The official transcript is a certified copy of a student's permanent academic record. It contains the official signature of the registrar and the official seal of the University. Students may order transcripts by logging in via the Student Hub. There may be a delay in request depending on the end of term grading and posting of degrees. Transcripts will only be issued upon written request which should include:

- Student's full legal name as recorded while attending MSU Denver;
- Student's identification number;
- Birth date;
- Last term of attendance;
- To whom and where the transcripts are to be sent
- Number of copies desired; and
- Student signature authorizing the release of records.

Transcripts will be withheld due to indebtedness to the University or for other appropriate reasons. Students who owe money to the University may contact the Office of the Bursar, 303-615-0070, to arrange payment.

**Preferred Name**

MSU Denver is aware that many of its students use a first name other than their legal name. As part of being a welcoming and inclusive campus, MSU Denver will implement changes to increase the use of the preferred first name. However, a student's legal first name will continue to be necessary in certain records and communications; therefore, both the legal first name and preferred name (if desired) will be stored within primary information systems. To initiate the process to include a preferred first name, you must complete the Change of Information form with the Office of the Registrar: [https://msudenver.edu/registrar/studentforms/](https://msudenver.edu/registrar/studentforms/)

**Priority Registration**

Priority registration is designed to enhance the University's ability to help students achieve graduation status. The priority registration system allows students who have earned a certain amount of credits to register prior to other students who are further from graduation. Only passing grades and transfer credit are included in this calculation.

Priority registration also accommodates students with special circumstances that impact their ability to access the classes they need to maintain satisfactory progress toward the completion of their degree.

Priority registration is structured as follows:

- Day 1: Access Center students, Veteran students w/ VA benefits, tuition assistance, other special circumstances
- Day 2: Students who have completed/transferred 40 or more credit hours
- Day 3: Students who have completed/ transferred 31-39 credit hours
- Day 4: Students who have completed/ transferred 21-30 credit hours
- Day 5: Students who have completed/ transferred 0-20 credit hours
- Day 19: Non-degree seeking students

**Selective Service Registration Certification**

As of July 1, 1993, any male student who fails to register for the Selective Service will be ineligible for federal student aid, according to the Military Service Act (Public Law 97-252).

Colorado Revised Statute 23-5-118 (selective service registration prerequisite to enrollment) requires all males between the ages of 18 and 26 to certify that they have registered with Selective Service before enrolling in any state-supported institution in Colorado. Any male who has not registered by his 26th birthday will be ineligible to enroll at the University. A Selective Service registration hold will be placed on the student's account until the student registers with Selective Service at sss.gov and provides a Selective Service Certification Form to the Office of the Registrar.
Financial Aid and Scholarships

The Office of Financial Aid and Scholarships helps students and their families finance an MSU Denver education. From applying for aid to managing unmet cost, the financial aid office provides guidance, resources and advice at every step along the way. All financial aid funds can be used for educational expenses, including living expenses, while a student is attending college. In order to receive financial aid, graduate students will need to provide information to the federal government via the FAFSA (fafsa.ed.gov) and then have that information sent to the MSU Denver OFA&S - our school code is 001360. Please see our website for more information.

Types of Aid for Graduate Students

Aid comes in many types: grants, loans, scholarships, and workstudy. Graduate students will be awarded based on half-time enrollment each aid year. Half-time enrollment for graduate students is based on 3 graduate credit hours each semester. Graduate students must be enrolled at least half-time to be eligible for Federal Direct Stafford Loans. For enrollment less than half-time, the OFA&S will not be able to process any aid requests. Students who are registered more than half-time may request an increase in their budgets based off of the tuition amount they are being charged for their courses. Students may put the request on a REEVL, indicating that they would like their budget adjusted to reflect the amount of credit hours that they are enrolled in.

Contact Information

Location:
Student Success Building, Area 6, Suite 130

Phone:
303-556-8593

Mailing Address:
Office of Financial Aid & Scholarship Center
Campus Box 2
PO Box 173362
Denver, CO 80217-3362

For more information regarding financial aid policies, procedures, and deadlines, visit the Office of Financial Aid website, msudenver.edu/financialaid/graduate.

Graduation Information

The Office of the Registrar is located in the Student Success Building, Suite 160 (#3). They are responsible for making approved degree exceptions to students' Degree Progress reports, performing final degree checks, preparing for the fall and spring commencement ceremonies, conferring degrees and certificates, and distributing diplomas.

Degree Progress Report

The Degree Progress Report is an advising tool to be used by students and their advisors throughout the students' academic career at MSU Denver. Reports can be viewed by logging on to the Student Hub, or printed/viewed in the student's Major department.

Graduation Procedures

All students formally declare their degree/certificate candidacy by submitting an Application for Graduation with the Office of the Registrar via the Student Hub just prior to their anticipated semester of graduation, but no later than the deadline stipulated on the Academic Calendar. Students who miss the deadline to apply for graduation must apply for a subsequent semester.

After submitting the Application for Graduation, students will have their academic records reviewed for completion of all degree requirements. All degree applicants will be notified their graduation status and any discrepancies that exist via their student email. Students will be given a deadline by which to explain these discrepancies to the Office of the Registrar.

Students who miss the deadline to apply for graduation must apply for a subsequent semester.

After submitting the Application for Graduation, students will have their academic records reviewed for completion of all degree requirements. All degree applicants will be notified their graduation status and any discrepancies that exist via their student email. Students will be given a deadline by which to explain these discrepancies to the Office of the Registrar.

Students will not be eligible to remain a graduation candidate if they do not comply with this deadline. As candidates for graduation, students will receive information about the final steps in the graduation process and the commencement ceremony. Students should ensure that their current address is on file with the Office of the Registrar via the Student Hub.

Graduation Checklist

- Review the Requirements for your degree/certificate program.
- Review the Academic Policies and Procedures (pertaining to the Degree Progress Report, graduation, diplomas and commencement, and honors and awards).
- Review your Degree Progress Report with your major department.
- If necessary, correct any discrepancies on the Degree Progress Report in consultation with your major department advisor.
- File an online Application for Graduation by the deadline listed in the Academic Calendar.
- Ensure correct address is on file with the Office of the Registrar.

For a complete graduation checklist and details refer to the Office of the Registrar website, msudenver.edu/registrar. Select "Student" and "Graduation."
Commencement Ceremony

Commencement ceremonies are held at the end of the fall and spring semesters. Graduates are encouraged to attend one of the two ceremonies. The commencement program lists candidates and degree. Although there is no commencement ceremony in the summer, students can still graduate. Summer graduates are asked to attend the fall commencement ceremony. Their names and degree will appear only in the fall commencement program. Check MSU Denver's website for complete, up-to-date information about commencement at msudenver.edu/commencement, or call 303-556-6226.

Diplomas and Transcripts

Diplomas are mailed approximately six weeks after the semester ends. Students must update their mailing address if there has been a change.

Official transcripts with the posted degree will be available approximately four weeks after the semester ends. Students may request transcripts as early as the middle of their last semester and indicate that it is to be held until the degree is posted. Transcripts may be requested in person at the Office of the Registrar, Student Success Building, Suite 160 (#3), by fax at 303-556-3999, or via the web at the Registrar's homepage msudenver.edu/registrar under "Students," then "Transcripts." Diplomas and transcripts will NOT be issued if money is owed to the University. If you owe any money to the University, please contact the Bursar's Office, 303-615-0070, to arrange payment.
Student Rights and Responsibilities

- Policies and Procedures
- Definition of a Student
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- Class Attendance
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Policies and Procedures

Generally, the policies and procedures contained in this University Catalog must be followed by students currently enrolled for the fall 2019 and the spring and summer 2020 semesters. The procedures and policies contained in this section are subject to change as the University deems necessary. If you have a concern, please check with the appropriate office.

Definition of a Student

The term student includes persons admitted to or enrolled at the University, and those who may not be currently enrolled but who have a continuing relationship with the University. All students will adhere to the Student Code of Conduct as included in the Student Rights and Responsibilities section of the Catalog.

Student academic records are protected under the Family Education Rights and Privacy Act (FERPA). Academic record protection begins no later than the time a student has begun attending class at the University. Attendance includes, but is not limited to:

1. Attendance in person or by paper correspondence, videoconference, satellite, Internet, or other electronic information and telecommunications technologies for students who are not physically present in the classroom; and
2. The period during which a person is working under a work-study program.

More information regarding educational records can be found below and on the Office of the Registrar's website, msudenver.edu/registrar.

Academic Integrity

As students, faculty, staff and administrators of Metropolitan State University of Denver, it is our responsibility to uphold and maintain an academic environment that furthers scholarly inquiry, creative activity and the application of knowledge. We will not tolerate academic dishonesty. We will demonstrate honesty and integrity in all activities related to our learning and scholarship. We will not plagiarize, fabricate information or data, cheat on tests or exams, steal academic material, or submit work to more than one class without full disclosure.

Academic Rights

Students have the right to:

- Be informed of course expectations and requirements.
- Be evaluated fairly on the basis of academic performance.
- Participate in free and open discussion, inquiry and expression, both in the classroom and in conference.
- Receive competent instruction and advisement.
- Expect protection against professors' improper disclosure of students' personal information, views, beliefs, and political associations when such information has become known as a result of professors' instructions, advisement, or counsel.
- Expect protection, through established procedures, against prejudicial or capricious evaluation.
- Assess the value of a course to make suggestions as to its direction and to evaluate both the instructor and the instruction they have received.
- Have input in University policy-making, which may include, but shall not be limited to, course scheduling distribution of night and day classes, calendar arrangements, library policy and development, grading systems, course development, and curriculum.
- Expect instructors to conduct themselves professionally in the classroom in accordance with University policies and directives.
- Expect instructors to maintain office hours as required by University policy.
- Expect reasonable academic assistance from the appropriate department.
- Be informed of academic standards expected of them in the classroom through a syllabus and/or course outline. Academic standards shall include, but not be limited to, classroom civility, class attendance requirements, objectives to be achieved, and the grading criteria that will be applied to a particular course of study.

Academic Responsibilities

Students have the responsibility to:

1. Inquire about course or degree requirements if they do not understand them or are in doubt about them.
2. Maintain the standards of academic performance established for individual courses and for programs of study.
3. Learn the content of any course of study.
4. Act in accordance with commonly accepted standards of academic conduct. If disruptive behavior occurs in a classroom, an instructor has authority to ask the student to leave the classroom for one class session and then report it to the Dean of Students Office. Should such disorderly or disruptive conduct persist, the instructor should report the matter to Auraria Campus Police, the Dean of Students Office, and the appropriate Department Chair and Dean's office.
5. Maintain academic ethics and academic honesty.
6. Pay the tuition and fees and be officially registered in order to attend a class.
7. Initiate an investigation by contacting the department chair if they believe their academic rights have been violated.

Class Attendance
Attendance during the first week of class is required. It contributes greatly to teaching and learning. Some departments determine a student's enrollment in a course based upon attendance during the first week of class. Consult the department for more information about the attendance policy for the class that you are attending. Students who drop classes are financially responsible for those classes in accordance with the withdrawal/refund policies stated on the Web class schedule available via the Student Hub.

Students are expected to attend all sessions of courses for which they are registered. Each instructor determines when a student's absences have reached a point at which they jeopardize success in a course. When absences become excessive, the student may receive a failing grade for the course. If students anticipate a prolonged absence, they should contact their instructors. If they find that they cannot communicate with the instructor, they should contact the chair of that department, who will inform the instructor of the reasons for the anticipated absence. Whenever an instructor determines that a student's absences are interfering with academic progress, the instructor may submit a letter to the department chair informing that office of the situation.

Students at MSU Denver who, because of their sincerely held religious beliefs, are unable to attend classes, take examinations, participate in graded activities or submit graded assignments on particular days shall, without penalty, be excused from such classes and be given a meaningful opportunity to make up such examinations and graded activities or assignments provided that proper notice and procedures are followed.

Crime Awareness and Campus Security
In 1990, Congress enacted the Crime Awareness and Campus Security Act, which requires all post-secondary institutions participating in Title IV student financial aid programs to disclose campus crime statistics and security information. This information is available at msudenver.edu/campussafetyandcrime.

Equal Opportunity and Americans with Disabilities Act
Metropolitan State University of Denver is an equal opportunity employer; applications from minorities and women are particularly invited. Metropolitan State University of Denver does not discriminate on the basis of race, color, creed, national origin, sex, age, sexual orientation or disability in admissions or access to, or treatment or employment in, its educational programs or activities. Inquiries concerning the University grievance procedures may be directed to the designated MSU Denver officials. Inquiries concerning Title VI and Title IX may be referred to the MSU Denver Office of Equal Opportunity, Campus Box 63, P.O. Box 173362, Denver, CO 80217-3362, 303-615-0036. Inquiries concerning the Americans with Disabilities Act (ADA) or 504 may be referred to Amanda Berry, Benefits Manager, MSU Denver, Campus Box 67, P.O. Box 173362, Denver, CO 80217-3362, 303-605-5321; Mr. Steve Monaco, Student ADA Coordinator, 303-615-9999; Mr. Greg Sullivan, Director Access Center, MSU Denver, Campus Box 56, P.O. Box 173361, Denver, CO 80217-3361, 303-615-0200. Otherwise, all inquiries may be referred to the Office for Civil Rights, U.S. Department of Education, 1244 Speer Boulevard, Denver, CO 80204, 303-844-3723.

Family Educational Rights and Privacy Act
Student Rights
Metropolitan State University of Denver maintains educational records for each student who has enrolled at the University. A copy of the University's policy on student educational records may be obtained from the Office of the Registrar, Student Success Building, Suite 160. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), 20 USC 1232g, and the implementing regulations published at 34 CFR part 99, each eligible student has the right to:

1. Inspect and review his/her educational records;
2. Request the amendment of the student's education records to ensure that they are not inaccurate, misleading or otherwise in violation of the student's privacy or other rights;
3. Consent to disclosures of personally identifiable information contained in the student's educational records, except to the extent that FERPA authorizes disclosure without consent (see Nondisclosure and Exceptions); and
4. File a complaint under 34 CFR 99.64, concerning alleged failures by the University to comply with the requirements of FERPA, with the Family Compliance
Procedure for Inspecting and Reviewing Educational Records

Students may inspect and review their education records upon a written request submitted to the Registrar, Student Success Building, Suite 160 (#3), or by mail to Campus Box 84, P.O. Box 173362, Denver, Colorado 80217-3362.

1. The request shall identify as precisely as possible the record or records the student wishes to inspect.

2. The record custodian or an appropriate staff person shall make the arrangements for access as promptly as possible and notify the student of the time and place where the records may be inspected. Access must be given within 45 days from the receipt of the request.

3. When a record contains information about more than one student, the student may inspect and review only the records that relate to that student.

Procedure for Amending Educational Records

A student may make a written request to amend a record.

1. In the request, the student should identify the part of the record to be changed and specify why the student believes it is inaccurate, misleading, or in violation of the student's privacy or other rights.

2. Metropolitan State University of Denver shall comply with the request or notify the student that the University will not comply with the request and advise the student of the student's right to a hearing to challenge the information believed to be inaccurate, misleading, or in violation of the student's rights.

3. Upon written request, Metropolitan State University of Denver will arrange for a hearing, and notify the student, reasonably in advance, of the date, place, and time of the hearing.

4. The hearing will be conducted by a hearing officer who is a disinterested party, but who may be an official of the institution. The student shall be afforded a full and fair opportunity to present evidence relevant to the issues raised in the original request to amend the student's education records. The student may be assisted by one or more individuals, including an attorney.

5. Metropolitan State University of Denver will prepare a written decision based solely on the evidence presented at the hearing. The decision will include a summary of the evidence presented and the reasons for the decision.

6. If Metropolitan State University of Denver decides that the challenged information is not inaccurate, misleading, or in violation of the student's right of privacy or other right, it will notify the student that the student has a right to place in the record a statement commenting on the challenged information and/or a statement setting forth reasons for disagreeing with the decision.

7. The statement will be maintained as part of the student's education records as long as the contested portion is maintained. If Metropolitan State University of Denver decides that the information is inaccurate, misleading, or in violation of the student's rights, it will amend the record and notify the student, in writing, that the record has been amended.

Nondisclosure and Exceptions

Pursuant to FERPA, the University will not disclose a student's education records without the written consent of the student except to University officials with legitimate educational interests, to officials at other institutions in which the student seeks to enroll; in connection with providing financial aid to the student; to accrediting agencies in carrying out their functions; to authorized representatives in connection with an audit or evaluation of Federal- or State-supported education programs, or the enforcement of or compliance with Federal legal requirements that relate to those programs; in compliance with a judicial order or subpoena; to other outside providers who may be subject to a contractual obligation to maintain confidentiality of student information (e.g. Auraria Higher Education, National Student Clearinghouse, or legal and debt collection services); may release educational records to parents of dependent children in accordance with IRS code of 1986; and in connection with a health or safety emergency involving the student. However, the University may release directory information without the prior written consent of the student unless an enrolled student has notified the University's Office of the Registrar in writing that any or all types of directory information shall not be disclosed without the consent of the student. A request for nondisclosure will remain in effect until the student is no longer enrolled or cancels the request for nondisclosure.

A school official is a person employed by the University in an administrative, supervisory, academic, research, or support staff position, including Auraria law enforcement personnel; or a person elected to the Board of Trustees; or a person employed by or under contract to the University to perform a special task, such as attorney, auditor or consultant; or a student or other person serving on an official University committee or assisting a school official in performing the official's professional duties and responsibilities. A legitimate educational interest is the need of a school official to review educational records in order to fulfill that official's professional duties and responsibilities.

MSU Denver email address is limited to use for faculty, staff, and students. E-mail addresses will not be provided to third-parties outside of the institution.

Other than Directory Information, which may be released to the general public, the University will not release educational records without a student's written consent, signed, and dated by the student.
Directory Information
The Metropolitan State University of Denver has designated the following categories of personally identifiable information on students as directory information under section 438(a)(5)(B) of FERPA:

- Dates of attendance at the University
- Date of birth
- Degrees and awards received
- Enrollment status
- Last educational institution attended
- Major and minor fields of study
- Participation in officially recognized activities and sports
- Physical and email addresses
- Student classification
- Student Identification Number (only provided in certain circumstances with special approval)
- Student name
- Telephone number
- Weight and height of members of athletic teams

Final Examinations
It is the general policy of MSU Denver to require final examinations of all students in all courses for which they are registered for credit, with the possible exception of seminar courses or special projects.

Freedom of Speech
Students shall have the right to assemble, to select speakers and guests, and to discuss issues of their choice. An invitation to a speaker shall not imply endorsement of the speaker's views by either the student organization or the University.

Information about student views, beliefs, and political associations shall not be used to the detriment of students and their institutional standing.

The right of peaceful protest is granted within the University community. The University retains the right to assure the safety of individuals, the protection of property, and the continuity of the educational process.

The student press shall be free of censorship and shall provide editorial freedom. The editors and managers shall not be arbitrarily suspended because of student, faculty, administration, alumni, or community disapproval of editorial policy or content.

All student communications shall explicitly state on the editorial page or in broadcast that the opinions expressed are not necessarily those of the University and/or members of the University.

Graduation Rates
MSU Denver's latest, three-year graduation rate for the 2014 cohort of first-time, full-time, graduate-degree-seeking students is 90%.

Jury Duty
The University will not impede a student called to jury duty. If a student's jury duty conflicts with an MSU Denver class, lab or exam, faculty must cooperate with the student to reschedule the missed course obligations. Jury duty takes precedence over class attendance policies. The student has the responsibility to provide verification of attendance at jury duty to the faculty member.

Respect for Rights of Others
The student assumes certain obligations of performance and behavior while attending MSU Denver. Based on this premise, reasonable policies, procedures and regulations have been developed to guarantee each student's opportunity to learn and to protect the fundamental rights of others. MSU Denver students neither gain nor lose any of the rights and responsibilities of other citizens by virtue of their student status.

As members of an academic community, students are expected to conduct themselves in a mature and responsible manner. Students should try at all times to promote a sense of cooperation and civility within the University and work to build an atmosphere that will be most conducive to the goals of higher education within the institution.

Students, while within University facilities or while participating in University sponsored activities (on-campus and/or off-campus), are expected to comply with University rules and regulations and with the regulations of off-campus sites.

Student Code of Conduct
Students are required to follow the Student Code of Conduct available in this Catalog.

Student Complaint Policy
For information on MSU Denver's student complaint policy, visit msudenver.edu/deanofstudents/studentcomplaintsappeals.

Student Code of Conduct

- View the Student Code of Conduct
- View the Policy for the Student Code of Conduct
Student Resources

MSU Denver offers a variety of resources to help students as they pursue their academic goals. Commonly accessed resources are included below as links to the services. Most services are available at no additional cost to the student. Students are encouraged to visit each resource listed to understand the benefits associated with each, and for details on how to access applicable services.

- **Academic Advising**
- **Access Center** - Disability support services
- **Brother 2 Brother** - A male mentoring program focused on academic and social support
- **Campus Recreation** - A place to build community through healthy living outlets such as working out, group fitness classes, personal training, sports leagues, open recreation, outdoor pursuits and leadership programs.
- **CARE Team** - Early assessment, case management, and support for students who are struggling and/or are at risk
- **Career Services**
- **Civic Engagement Program** - Provides community involvement programs, student leadership opportunities and campus-community collaborations
- **College Completion** - Helps all students find their best path to graduation, specifically those with 90 credits or above
- **Counseling Center** - Psychological support services for students and groups
- **Dean of Students Office**
- **Food Bank** - Food resources on campus for current MSU Denver students
- **Fostering Success** - Supports independent students from foster care, kinship care, or group homes
- **Fraternities and Sororities**
- **Health Center at Auraria**
- **Healthy Pursuits** - Free Group Fit and Mind Body Fitness Classes
- **Honors Program**
- **Immigrant Services** - Refugee, immigrant students, ASSET, DACA, and English Language Learner support
- **Immunization Program**
- **Individualized Degree Program** - Create your own major and minor
- **International Studies** - Study abroad
- **Internship Program**
- **LGBTQ Student Resource Center**
- **Met Media** - Student newspaper, radio, arts/literary magazine, and news broadcasts
- **Metro Meritus** - Lifelong learning for older adults
- **Phoenix Center at Auraria** - Interpersonal violence prevention, awareness, and support
- **Prior Learning Assessment** - Turn work and significant experience into college credit
- **Registrar's Office**
- **Roadways**
- **Scholar Success**
- **Service Learning Program** - Classroom learning combined with community-based service
- **Student Conflict Resolution Services** - Voluntary mediation, conflict coaching, and related services for students
- **Student Government Assembly**
- **Student Health Insurance** - Manages the Student Health Insurance for students taking nine (9) or more credits.
- **Student Organizations**
- **Student Travel Program** - Grant funding available for students to travel to professional conferences and meetings
- **Roadrunners Give Back Volunteer Program**
- **Supplemental Instruction** - Peer-facilitated study sessions
- **TRiO Student Support Services**
- **Tutoring**
- **Testing Services**
- **Transfer Student Success** - Supports and provides resources for admitted transfer students through graduation
- **Veterans Education Benefits**
- **Veteran/Military Student Center**
Master of Business Administration

The College of Business at MSU Denver offers a Master of Business Administration (MBA) with three concentrations to choose from: Strategic Business, Business Analytics, and Accounting.

Mission of the MSU Denver MBA Program

We transform students into effective business professionals. We do this by providing an accessible, flexible, and high quality MBA education made possible through excellence in teaching, individualized attention, and hands-on experiences, all at an exceptional value.

MBA Program Goals

The goals of the MSU Denver MBA Program support the missions of the University and the College of Business.

Graduates of the MSU Denver MBA Program will develop and demonstrate competence in written, oral, and collaborative communication skills (LG 1). MSU Denver MBA graduates will be effective problem solvers with a practical, real-world focused perspective supported by familiarity with decision making models and analytical tools (LG2). Finally, MSU Denver MBA graduates will possess both functional and cross-functional business knowledge reinforced with an appreciation of the ethical and global issues that so profoundly affect contemporary business practice.

Accreditation

In addition to the distinction of being the value leader in the Denver metro area the MSU Denver MBA program is accredited as part of the MSU Denver College of Business's AACSB accreditation. AACSB is world-recognized as the leading accreditor of colleges and schools of business. Less than 5% of all business programs worldwide have earned the prestige of AACSB accreditation.

MBA Program Admission

Admission Criteria

Applicants who hold a bachelor's degree from a regionally accredited college or university in any discipline may apply. Admission to the program is based on evaluation of the following materials:

1. One of the following:
   - GMAT score
   - Earned graduate degree from a regionally accredited college or university
   - Portfolio documenting at least five years of significant business and management experience
   - Transcripts from all colleges and universities attended
   - Essay
   - Resume
   - Completed application form
   - Application fee

All admission decisions will be made by an MBA admissions committee. Most students are advised to gain two or more years of work experience before enrolling in the MBA program given that a key part of the experience comes from learning from and networking with fellow students.

Leveling Requirements

Applicants who do not have either an undergraduate business degree or graduate business degree and have less than eight years of significant business and management experience will be required to successfully complete online leveling modules prior to beginning MBA coursework.

International Applicants

Additional documentation is required. Please visit the International Student Admissions webpage: msudenver.edu/admissions/apply/internationalstudents/

Non-degree Seeking Students

Non-degree seeking students have the option to take up to 9 credit hours of MBA coursework on a space available basis. Non-degree seeking students eligible to enroll in MBA courses include:

- Students with a bachelor's degree (or higher) and from a regionally accredited college or university with a GPA ≥ 3.0;
- Students with a bachelor's degree and approved professional examination or licensure; and
- Students currently admitted to a graduate business program at another regionally accredited college or university.

Non-degree seeking students in the above categories must submit the following:

- Completed graduate application
- Application fee
- Official transcripts from all colleges and universities previously attended
- If applicable, official proof of successful completion of the professional exam or licensure
- If applicable, proof of admission to a graduate business program at another regionally accredited college or university.

Students currently admitted to another graduate program at Metropolitan State University of Denver may take a limited number of MBA courses to fulfill their degree requirements. Applicants in this category must submit a letter from their dean.
or academic advisor stating that they are in good academic standing and that the requested business courses will be accepted for their graduate degree program.

If a non-degree seeking student would like to become degree-seeking, the student must apply to become degree-seeking and must have earned an average GPA of 3.0 or above in the MBA program courses they have completed.

Advancement to Candidacy
All students accepted into the Master of Business Administration program must adhere with the following MBA Program academic policies:

- Students in the MBA program must complete the degree with a cumulative GPA of 3.0 or higher. No more than two (2) grades of C-, C, or C+ will count toward the degree requirements, and no grade lower than a C- will count toward the degree. All grade records remain on the master's transcript and count toward the cumulative GPA. A student who receives three (3) grades of less than a B- will be dismissed from the program.
- Students must complete the MBA Capstone (MBA 6500) with a minimum grade of B-.
- Students may enroll in no more than fifteen (15) credit hours per semester. Students who wish to take over 15 credits are required to seek approval. For more information, please contact the Associate Dean or MBA Advisor at 303-615-1117 or mba@msudenver.edu.
- Master's students are considered full-time if they are registered for six (6) credit hours, half-time if registered for three (3) credit hours, and less than half-time if registered for two (2) or fewer credit hours.
- Students must complete the master's degree within six (6) calendar years from the semester of initial enrollment.
- Students not enrolled for three (3) consecutive semesters (including summer) must submit a re-admission application. Students requesting re-admission must be in good academic standing and must submit their application for re-admission to the master's program in which they have been enrolled.
- The Student Code of Conduct will apply to all MSU Denver students, regardless of level. Access the Student Code of Conduct.
- MSU Denver's residency requirement for master's programs requires that at least twenty-eight (28) MBA Program credit hours be taken at MSU Denver.

MBA Program Requirements
Students will complete a 1 credit hour MBA program foundation course at the beginning of their program, 27 hours of required MBA Core courses, and a 9 credit hour area of concentration. An MBA concentration is comprised of at least 9 credit hours in a particular discipline, allowing students to develop more in-depth expertise. The overall MBA program requires a minimum total requirement of 37 credit hours.

MBA Program Foundation (1 credit hour)
The 1 hour MBA program foundation course will orient students to the MSU Denver MBA program structure, expectations, and resources. The course will enable students to network with peers and prepare for the experiential component of coursework in the MBA program.

- MBA 5000 - MBA Foundation Credits: 1

MBA Core (27 credit hours)
All MBA students complete course work in each of the major functional areas of business. The MBA core develops and reinforces the functional and cross-functional knowledge component of the MBA program. Once all MBA Core coursework is successfully completed, students take an integrative capstone course that reinforces cross-functional thinking and problem solving.

- MBA 5105 - Accounting Concepts Credits: 3
- MBA 5205 - Information Systems Strategy Planning Credits: 3
- MBA 5305 - Managerial Economics Credits: 3
- MBA 5405 - Corporate Finance Credits: 3
- MBA 5505 - Legal Analysis and Sustainability Credits: 3
- MBA 5510 - Operations and Supply Chain Management Credits: 3
- MBA 5520 - Global Enterprise Management Credits: 3 (or approved study abroad)
- MBA 5605 - Marketing Analysis and Planning Credits: 3
- MBA 6500 - Integrative and Strategic Perspectives of Organizations Credits: 3 (prerequisite: completion of MBA Core)

Subtotal for MBA Core: 27 credit hours

MBA Area of Concentration (9 credit hours)
The MBA area of concentration allows students to develop more in-depth expertise based on their interests and career aspirations.

Strategic Business Concentration
Select three of the following courses:
- MBA 5140 - Strategic Cost Management Credits: 3
- MBA 5480 - Strategic Finance Credits: 3
- MBA 5580 - Transforming Organizations through Leadership Credits: 3
- MBA 5680 - Advanced Strategic Marketing and Analysis Credits: 3

Subtotal for Strategic Business Concentration: 9 credits

Business Analytics Concentration

- MBA 5210 - Knowledge Discovery using Business Analytics Credits: 3
- MBA 5220 - Practical Business Analytics Credits: 3
- MBA 5230 - Data Mining for Business Intelligence Credits: 3

Subtotal for Business Analytics Concentration: 9 credits

Accounting Concentration

Select three of the following courses. Note that some of these courses may have pre-requisites that must be satisfied prior to enrollment.

- ACCM 5090 - Tax Research Credits: 3
- ACCM 5520 - Business Combinations Credits: 3
- ACCM 5600 - Fraud Examination Awareness Seminar Credits: 3
- ACCM 5800 - Applied Internal Auditing Credits: 3
- ACCM 6580 - Financial Statement Analysis and Quantitative Methods Credits: 3
- MBA 5140 - Strategic Cost Management Credits: 3

Subtotal for Accounting Concentration: 9 credits

Total for MBA Program: 37 credits
Master of Science in Cybersecurity

Master of Cybersecurity
The Departments of Criminal Justice and Criminology, Computer Information Systems and Business Analytics, and Mathematical and Computer Sciences jointly offer the Master of Cybersecurity (CYBM). The Department of Criminal Justice and Criminology houses and administers the CYBM Program.

MSU Denver's Master of Cybersecurity is an interdisciplinary program that combines the knowledge of cyber laws/policies, with a theoretical understanding of cyber-criminal behavior, and advanced computer science and information systems solutions.

Mission Statement and Goals
The mission of the CYBM program is to provide students with in-depth knowledge as well as practical skills in both policy and analysis of computer and network security, privacy, computer forensics, and the investigation, prosecution, and punishment of cybercrime. The CYBM program:

1. Offers a multidisciplinary curriculum that combines the areas of computer science, computer information systems, cyber laws and policies, with an understanding of cyber-crimes and criminals;
2. Enables students with either a technical or non-technical undergraduate field of study to obtain a graduate degree in cybersecurity;
3. Prepares students to enter management or technical positions at all levels in the field of cybersecurity, and
4. Provides students with leadership skills and an ability to work well in a team-based work environment.

Competencies
The National Initiative for Cybersecurity Education (NICE) developed the National Cybersecurity Workplace Framework, and the U.S. Department of Labor (DOL) developed Industry Competency Model. The CYBM competencies use the above framework and model as guides. The CYBM graduates will be able to:

1. Identify, analyze, and mitigate threats to computer and information systems.
2. Conceptualize, design, and build secure information systems.
3. Provide support to ensure effective and efficient computer and information system performance and security.
4. Provide leadership, management, strategy, development, and advocacy so that organizations may effectively conduct cybersecurity work.
5. Investigate cyber events or crimes of computer and information systems and networks.

6. Apply cyber laws and regulations in prosecuting and punishing cyber criminals.
7. Be responsible for specialized denial and deception operations and collection of cybersecurity information that may be used to develop intelligence.

Admission to the CYBM Program:
To be admitted to the CYBM program, candidates must:

- Submit graduate application and application fee
- Submit a curriculum vitae or resume
- Hold a baccalaureate from an accredited college or university.
- Submit official transcripts from all institutions of higher education previously attended. A minimum undergraduate GPA 3.0 on a scale of 4.0 is required.
- Submit a Graduate Record Examination (GRE) score.
- Satisfactorily complete a placement test, prior to admission to the CYBM program. The placement test will be waived for applicants who have an undergraduate degree in computer science or computer information systems. The placement test is free of charge.
  - Students who fail the placement test will be required to take one or more bridge courses.
  - Suggested bridge courses may include, but not limited to, CIS/CSS 1080 (3) and Math 1310 (4) or equivalent. Other bridge courses will be determined on a case-by-case basis.

In addition, international admissions must include the following:

- TOEFL (Test of English as a Foreign Language): Obtain a minimum score of 76 on the Internet-based TOEFL (iBT) (an equivalent of 533 on the paper-based TOEFL (PBT)). An official score must be sent directly from TOEFL Services; MSU Denver's institution code is 4505. Scores older than two years are not acceptable.
- IELTS (International English Language Testing System): Obtain an overall band score of at least 6.0. An official score must be sent directly from the testing company. Scores older than two years old are not acceptable.
- Transcript evaluation- Foreign colleges/universities should send transcripts in English or translated into English directly to MSU Denver. If this is not possible, students should provide official transcripts in their original language for examination; these will be photocopied and returned. A professional course-by-course translation and evaluation completed by a professional transcript evaluation service is also required. For more information regarding the transcript evaluation requirement, visit https://msudenver.edu/admissions/student-types/internationalstudents/applicationrequirements/ then select the college transcripts dropdown.
• Required immigration documents for issuances of an I-20. See the office of Admissions for specific requirements. [https://msudenver.edu/admissions/student-types/international-students/application-requirements/]

Application Deadline

For fall admission, the application deadline is May 1 for all domestic applicants. For international applicants, the application deadline is April 1.

All Required Application Materials

For the full list of application materials for the CYBM program, please visit the CYBM Program website @ [https://msudenver.edu/cybersecurity].

Non-degree-seeking Admission Guidelines:

Students may be admitted to the CYBM graduate degree program with a non-degree-seeking status. Non-degree-seeking students do not qualify for financial aid and must re-apply and pay a new application fee in order to become degree seeking. Completing coursework as a non-degree-seeking student does not guarantee admission into a degree program. Students may take up to 12 credit hours. These credits will count toward transfer credits if the student is admitted as a CYBM degree-seeking student.

Non-degree-seeking Applicants Must Submit the Following:

• Graduate application and application fee.
• Official transcripts from all institutions of higher education previously attended.
• Curriculum vitae or resume.

Transfer Student Admission Guidelines:

• No more than six (6) graduate-level transfer credits (semester hours or equivalent) will be accepted for the CYBM program. The credits must have been completed no longer than six years prior to the admission term and must be from a regionally accredited, U.S. institution or equivalent.

• The CYBM Program has discretion over acceptance of transfer courses. A minimum grade of "B" is required for each transfer course. Applicants should check the CYBM program website and/or contact a program advisor for details.

Financial Aid Information

There is a lot of information involved in applying for and receiving financial aid. Please visit MSU Denver Graduate Financial Aids @ [https://msudenver.edu/financialaid/graduate/] for more information.

Degree Completion

Graduate Course Registration Eligibility

Only students who are formally accepted into the CYBM graduate program or non-degree-seeking status may register for any CYBM graduate courses.

GPA Requirements

Students in the CYBM Program must complete the degree with a cumulative GPA of 3.0 or higher. Any student falling below a 3.0 average in any given term will be placed on academic probation. Students who fail to raise their GPA to 3.0 or above after 15 credit hours will be dismissed from the CYBM program.

No grade lower than a "C" will count toward the degree. Students receiving a "D" or below will be required to repeat the course.

Duplicate Coursework

The CYBM program does not allow any course to count toward both a master's degree and a bachelor's degree.

Course Load
Students may enroll in no more than nine (9) credits per semester for fall, spring, or summer semesters without the approval of all the involved departments.

Residency Requirement

The University residency requirement for master's programs is the total number of semester hours required for the program minus nine (9).

Grades and Notations

The CYBM Program does not grant plus and minus grades. Students should refer to the Academic Policies and Procedures section of the Graduate Catalog for a listing of all grades and notations including incompletes and withdrawals.

Program Policy for Incomplete Notation

In addition to adhering to the University requirement for Incomplete eligibility, CYBM students who have any outstanding incompletes at the start of the following semester will receive an automatic performance review which may result in an altered academic plan.

Time Limit on Completion of Degree

Students must complete the CYBM degree within six calendar years from the term they initially enroll. Students should check the program website @ www.msudenver.edu/cybersecurity and specific program section of the catalog to determine specific degree requirements.

Advancement to Candidacy

All CYBM students must successfully complete all CYBM courses (totaling 36 credit hours) including CYBM 6001 (Capstone) and complete the senior project.

A review of a candidate's plan of study and progress must be conducted as soon as all the minimum requirements have been met and no later than the first day of the term in which the student expects to complete the degree. Minimum requirements for the review include completion of any provisional admission requirements, an approved plan of study that will lead to meeting the degree requirements, posting of any transfer work to the student's record, and a grade point average of "B" or better in all work completed to that point. Successful completion of the review and approval by the appropriate faculty advisors, or student services office and the Office of Graduate Studies constitutes Advancement to Candidacy.

The Student Code of Conduct

The Student Code of Conduct will apply to all MSU Denver students, regardless of level. Access the Student Code of Conduct from MSU Denver website @ www.msudenver.edu.

Internship

Internship is not required for the CYBM program. However, students may take the internship (CYBM 6000) for 3 credit hours. To be eligible, students must have completed 24 credit hours of the CYBM courses and instructor's permission.

CYBM Curriculum

CYBM Program Core Requirements - 36 credit hours required:

- CYBM 5000 (Cyber Laws/Regulations and Prosecution) - 3
- CYBM 5001 (Cybercrime Investigation) - 3
- CYBM 5002 (Theories of Cybercrime) - 3
- CYBM 5020 (Cybersecurity Infrastructure) - 3
- CYBM 5021 (Network and Internet Security) - 3
- CYBM 5022 (Intrusion Detection and Prevention) - 3
- CYBM 5023 (Computer and Mobile Device Forensics) - 3
- MBA/CYBM 5205 (Information Systems Strategy Planning) - 3 (Existing course)
- CYBM 5242 (Security Risk Analysis and Risk Management) - 3
- CYBM 5244 (Incident Detection and Response) - 3
- CYBM 5248 (Information Assurance) - 3
- CYBM 6001 (Capstone) - 3

Note: CYBM 6000 (Internship in Cybersecurity) - 3 (Internship is optional; students cannot substitute any other required courses with the internship)

Required Courses

The Departments of Criminal Justice and Criminology, Computer Information Systems and Business Analytics, and Mathematical and Computer Sciences jointly offer the Master of Cybersecurity (CYBM). The Department of Criminal Justice and Criminology houses and administers the CYBM Program.

MSU Denver's Master of Cybersecurity is an interdisciplinary program that combines the knowledge of cyber laws/policies, with a theoretical understanding of cyber-criminal behavior, and advanced computer science and information systems solutions.

- CYBM 5000 - Cyber Laws/Regulations and Prosecution Credits: 3
- CYBM 5001 - Cybercrime Investigation Credits: 3
- CYBM 5002 - Theories of Cybercrime Credits: 3
- CYBM 5020 - Cybersecurity Infrastructure Credits: 3
- CYBM 5021 - Network and Internet Security Credits: 3
- CYBM 5022 - Intrusion Detection and Prevention Credits: 3
- CYBM 5023 - Computer and Mobile Device Forensics Credits: 3
• CYBM 5205 - Information Systems Strategy Planning Credits: 3
• CYBM 5242 - Security Risk Analysis and Risk Management Credits: 3
• CYBM 5244 - Incident Detection and Response Credits: 3
• CYBM 5248 - Information Assurance Credits: 3
• CYBM 6001 - Cybersecurity Capstone Credits: 3

Electives

More electives will be added as the program grows.

• CYBM 6000 - Internship in Cybersecurity Credits: 3

Total Required Credits: 36
Master of Science in Human Nutrition and Dietetics

Introduction
The Department of Nutrition offers a Master of Science in Human Nutrition and Dietetics. Graduate level coursework in nutrition includes the opportunity to conduct and analyze research, enhance critical thinking and effective communication skills, and participate in experiential learning opportunities.

Mission and Goals
The mission of the Master of Science in Human Nutrition and Dietetics is to prepare diverse students to become nutrition leaders who practice effectively and contribute solutions for human health and healthcare challenges. The program's goals are to:

- utilize experiential opportunities to prepare students to use evidence-based nutrition practice in their chosen profession
- prepare students to secure advanced nutrition-related employment in healthcare, government, industry, education or not-for-profit programs

Application Deadlines
Please check the Nutrition Department website (https://msudenver.edu/nutrition) for current application deadlines.

Admission Requirements
To apply for the Master of Science in Human Nutrition and Dietetics, the following items must be submitted:

- Graduate admissions application
- Graduate application fee
- Official transcripts - Students must submit official transcripts from each college or university attended (transcripts from MSU Denver are not required). Official transcripts must be mailed directly from the previous colleges/universities in a signed, sealed envelope. Institutions may also send official electronic transcripts to gradtranscripts@msudenver.edu.
- Bachelor's degree from a regionally accredited university with a minimum 3.0 cumulative GPA
- Resume
- Personal statement essay
- List of three (3) professional and/or academic references including email and telephone contact information

Full program acceptance requires prerequisite coursework with a grade of C- or higher in:

- introductory statistics
- chemistry with lab
- organic and biological chemistry (minimum of 1 semester combined)
- anatomy and physiology (equivalent of 6 credit hours)
- upper division human nutrition course with macronutrient and micronutrient metabolism as the focus of the course (minimum of 3 credit hours)

Conditional acceptance to the program may be granted if a student is lacking up to six (6) credits of prerequisite coursework. Students lacking prerequisite coursework must successfully complete the required course(s) with a grade of C- or higher within one year of conditional acceptance to the program.

Only complete applications will be reviewed. Applicants will be notified via email of their application status. Applicants may be accepted, accepted with conditions, waitlisted, or denied admission.

International Applicants
Additional documentation is required for international graduate applicants. In addition to the application requirements listed above, international applicants must:

- obtain a minimum score of 80 on the internet-based TOEFL (iBT), 550 on the paper-based TOEFL (PBT), or 6.5 on the IELTS
- submit the required immigration documents for issuance of an I-20

Foreign transcripts must have an official English translation done by a certified translator, if applicable, and a professional, course-by-course evaluation showing equivalency to a U.S. bachelor's degree. World Education Services (https://www.wes.org/) or Educational Perspectives (https://www.edperspective.org) are recommended professional transcript evaluation service providers.

Please also visit the International Student Admissions webpage at https://msudenver.edu/admissions/student-types/internationalstudents/.

Transfer Students
Students may transfer in up to six (6) credits of graduate level coursework from a regionally accredited university. Each transfer course must have a minimum grade of "C" and have been completed within 5 years of admission to the program.

Non-Degree Seeking Students
Students may be admitted to the program with a non-degree seeking status. Non-degree seeking students do not qualify for financial aid and must re-apply and pay a new application fee in order to become degree seeking. Completing coursework as a non-degree seeking student does not guarantee admission into a degree program. Students accepted into the program with non-
degree seeking status may take up to 12 credits of graduate level coursework in the program.

To apply as a non-degree seeking student, the following items must be submitted:

- Graduate admissions application
- Graduate application fee
- Official transcripts - Students must submit official transcripts from each college or university attended (transcripts from MSU Denver are not required). Official transcripts must be mailed directly from the previous colleges/universities in a signed, sealed envelope. Institutions may also send official electronic transcripts to gradtranscripts@msudenver.edu

Prior Learning Assessment
In general, no credit is given for prior learning experience derived from employment or other life experience.

Readmission
Students not enrolled for three (3) consecutive semesters, including summer, must reapply to the University. Students requesting readmission must be in good academic standing and must submit their application for readmission to the master's program in which they have been enrolled.

Financial Aid
Financial aid may be available for graduate students. Visit https://msudenver.edu/financialaid/graduate/ for information.

Academic Standing Policies
All students accepted into the program must adhere with the following academic policies:

- Students must complete the required coursework while maintaining a cumulative GPA of 3.0 or greater.
- No grade lower than a "C" counts toward degree completion. Students receiving a "C-" or below will be required to repeat the course. Students who do not successfully complete a course with a "C" or better after the second attempt will be dismissed from the program.
- Students must complete Nutrition Research Practicum I and Nutrition Research Practicum II, which include successful completion of a research project, with a minimum grade of B.
- Students may enroll in no more than 15 credits per semester for fall and spring semesters without departmental approval. The maximum load for a two-week Winterim or Maymester term is 3 semester hours, excluding short-term study abroad courses.
- No course may count toward both a master's degree and a bachelor's degree.

- MSU Denver's residency requirement for master's programs requires that at least 30 credit hours be completed at MSU Denver for this program.
- Students must complete the master's degree within six (6) calendar years from their initial enrollment term.
- A review of a candidate's plan of study and progress must be conducted as soon as all the minimum requirements have been met and no later than the first day of the term in which the student expects to complete the degree. Minimum requirements for the review include completion of any provisional admission requirements, an approved plan of study that will lead to meeting the degree requirements, posting of any transfer work to the student's record, and a GPA of 3.0 or better in all work completed to that point. Successful completion of the review and approval by the appropriate student services office and the Office of Graduate Studies constitutes Advancement to Candidacy.

Required Coursework
Courses are offered in a sequenced format. The sequential coursework framework means not all courses are offered each semester. Student advising is essential for effective course planning.

- NUT 5000 - Introduction to Graduate Studies Credits: 1
- NUT 5010 - Macronutrients in Health and Disease Credits: 3
- NUT 5011 - Vitamins, Minerals, and Bioactive Compounds in Health and Disease Credits: 3
- NUT 5020 - Maternal and Child Nutrition Credits: 3
- NUT 5030 - Advanced Assessment and Intervention in Clinical Nutrition Credits: 3
- NUT 5031 - Advanced Clinical Practice Topics Credits: 3
- NUT 5040 - Nutrition Research Design and Evaluation Credits: 3
- NUT 5050 - Global and Cultural Topics in Nutrition Credits: 3
- NUT 5060 - Nutrition Communication Strategies Credits: 3
- NUT 5070 - Programmatic and Systematic Prevention Approaches I Credits: 3
- NUT 5071 - Programmatic and Systematic Prevention Approaches II Credits: 3
- NUT 5080 - Nutrition Seminar Credits: 1 (This course must be taken twice)
- NUT 5090 - Nutrition Research Practicum I Credits: 3
- NUT 5091 - Nutrition Research Practicum II Credits: 3

Total required coursework: 39 credits
Master of Health Administration

The College of Professional Studies offers a Master of Health Administration (MHA) program. The MHA is a professional degree that focuses on developing and applying the skills needed in executive management careers within the healthcare industry. Our program is designed to develop health care leaders for a rapidly changing world by equipping students with conceptual, analytical, and leadership skills. The MHA curriculum provides students the opportunity to expand their educational experiences through courses specific to management, human resources, organizational behavior, compliance, law and ethics, information systems, population and community health, finance, and economics in the health care industry. The MHA will prepare students to combine educational knowledge and health-related work experience to expand qualifications to lead change in our dynamic healthcare industry.

Accreditation

The Master of Health Administration is accredited by the Higher Learning Commission (HLC), an independent corporation that was founded in 1895 as one of six regional institutional accreditors in the United States. HLC accredits degree-granting post-secondary educational institutions in the North Central region, including Colorado and 18 other states. The MHA program at Metropolitan State University of Denver is also an Associate Graduate Member of the Association of University Programs in Health Administration (AUPHA).

Mission and Goals

The mission of the Master of Health Administration (MHA) Program is to enhance the practice, management, leadership and policy of the health and wellness industry by educating a diverse population of students, utilizing professional competencies and enabling them to contribute to solving the health challenges facing our society. The program goals are:

1. To offer a curriculum that meets accreditation standards and the needs of the healthcare industry.
2. To apply industry competency models and current evidence on teaching and learning to provide the best education possible.
3. To prepare individuals for entry or mid-level management position in various sectors of the healthcare industry, for graduate school, and/or for lifelong learning in the field.
4. To employ competent faculty members who demonstrate expertise in their area of healthcare management.
5. To develop and maintain strong ties with alumni, the community, local healthcare organizations, and the University.

Competencies

The competencies for the Master of Health Administration (MHA) graduate program have been established based on best practices recommended by the Commission on the Accreditation of Healthcare Management, the specialty-accrediting agency, and review of other graduate programs across the country. Student work will be benchmarked against other programs in the U.S., as the graduate program is a member of the Association of University Programs in Health Administration, which provides a forum for faculty to compare and contrast the level of knowledge and competency attainment comparable to traditional education formats.

1. Leadership and Professionalism
   a. Ethics
      i. Evaluates professional and organizational values and stewardship of resources
      ii. Demonstrates the ability to recognize mistakes and learn from them
      iii. Demonstrates the ability to ask questions and to challenge alternatives
   b. Emotional Intelligence
      i. Demonstrates social and human relationship skills needed to address diverse stakeholders
      ii. Demonstrates consistent integrity and respect for others
      iii. Identifies, explains and resolves critical tension
      iv. Holds oneself accountable for meeting standards of performance
      v. Assesses individual strengths and weaknesses and engage in continuous professional development
   c. Organizational change and innovation
      i. Identifies, explains and utilizes effective motivational strategies to elicit desired behavior and inspire action toward a shared vision
      ii. Uses team development methods for achieving change
      iii. Demonstrates effective techniques for working with governance structures

2. Critical and Analytical Thinking
   a. Mathematical and statistical analysis
      i. Identifies and describe quantitative analytical methods for economic, financial and clinical evaluations, survey research, forecasting, and project management
      ii. Evaluates testable hypotheses common in management situations,
selecting and applying appropriate quantitative methods

iii. Understands the application of advanced mathematical techniques such as linear regression, bivariate comparison methods, etc.

iv. Incorporates evidenced-based approaches with epidemiological concepts and statistical methods to be used in the prevention of disease, and the improvement of the population's health

b. Decision making and problem solving
   i. Uses creative and analytical problem-solving methods
   ii. Explores cause and effect relationships in order to solve complex problems
   iii. Evaluates issues from various perspectives
   iv. Identifies the influences of political, economic, cultural, social and other factors on decision making

3. Management Principles
   a. General management
      i. Identifies, describes, and applies general management concepts, theories, and tools of management science regarding service excellence and the organization of work and decision theory
      ii. Describes and applies the principles and tools of continuous quality improvement concepts and skills to improve work processes and patient outcomes
      iii. Implements project management techniques and systems to examine scope and impact of projects
   b. Teamwork skills
      i. Exhibits the ability to work collaboratively in a team with colleagues to achieve a desired goal
      ii. Demonstrates the ability to facilitate and lead a group, and to present results of the team

4. Community Engagement
   a. Public and organizational
      i. Identifies stakeholders' values and needs and their history and specific interests, and solicit and use input from the community to guide decisions
      ii. Builds collaborative partnerships at the organizational, local or regional level

      iii. Uses negotiation, consensus, and conflict resolution methods to assist community development and evaluation
   b. Civic duty
      i. Identifies and articulates community values and needs in relation to the organization’s mission and goals

5. Cultural Proficiency
   a. Identifies, demonstrates, and evaluates cultural humility and proficiency
   b. Applies the principles to be able to work effectively and respect the differences in others' culture, ethnicity, age, sexual orientation, gender, race

6. Communications
   a. Written and oral
      i. Develops, organizes, synthesizes and articulates idea and information in an organized and cogent manner
      ii. Listens, hears, and responds effectively to ideas and thoughts of others
      iii. Writes clearly and effectively based on audience characteristics and communication goals
   b. Presentation skills
      i. Speaks clearly and effectively before individuals and groups in formal and informal settings

7. Knowledge of Health Care
   a. Recognizes the role of providers, payers, intermediaries, and others in delivering quality care
   b. Analyzes the evolving issues and trends in the health care industry

8. Business Skills
   a. Budget and financial management
      i. Prepares, monitors, and manages budgets
      ii. Analyzes reimbursement practices for health providers
      iii. Monitors data and identifies deviations in financial performance
   b. Market analysis
      i. Prepares and analyzes market data to segment and target sectors
      ii. Evaluates internal and external trends that may affect business decision-making
      iii. Uses qualitative methods to determine patterns and trends culminating in decision-making
   c. Strategic management
      i. Facilitates and influences the development, implementation and
ownership of mission, vision, goals and plans
i. Uses strategic thinking tools, models and methods to guide an organization
ii. Projects future scenarios and evaluates and concludes on optimal scenarios
d. Operations management
i. Measures, tracks and responds to the changing needs of the customer
ii. Applies the basic concepts of management engineering, process improvement, and redesign of systems
e. Information technology
i. Uses decision-support tools for information and knowledge management
ii. Uses and manages relevant computer technology
f. Legal and regulatory environment
i. Displays knowledge of federal, state, and local policies and laws effecting the health care industry
ii. Monitors and interprets the impacts of laws and regulations on the organization
iii. Knowledge of health policy and its effect on providers, payers, and populations
g. Human resource management
i. Utilizes the resources and techniques of human resource management to maximize the organization's investment in human capital
ii. Analyzes organizational behaviors to achieve organizational goals
h. Economics
i. Applies the principles of economics and evidence-based techniques to inform decision-making in pricing, service demand, and risk.
ii. Uses economic modeling in strategic planning

3. Submit official transcripts from all previous college or universities attended
4. Resume
5. Contact information from three (3) professional references
6. Personal Statement essay or video. Please refer to MHA website for additional information.

The MHA Admissions Committee, which is comprised of faculty members, will review complete applications only. Applicants who submit incomplete applications will not be reviewed by the admissions committee and will be denied from the program.

After the MHA Admissions Committee receives and reviews the application, the applicants will be notified in writing (via e-mail) of their status. Applicants may be accepted, accepted with conditions, waitlisted, or denied admission. Students should check the MHA Program website for application timelines.

* Prior to program entry students must sign a Criminal History Statement.

Leveling Requirements

Prior college level coursework required in accounting, statistics, and economics. In lieu of this academic preparation, students can complete the requirements via Peregrine Academic Services (online learning modules) in addition to the core 40 credits. Additionally, experience with technology, computer applications, and applicable computer systems and applications are highly encouraged. Students lacking required prerequisite coursework may be accepted with conditions. Students will be granted conditional acceptance and permission to begin the MHA program. Students must successfully complete the required leveling courses / prerequisites with a "C" or better by the end of the first semester of year one.

International Applicants

Applying to a graduate program as an international student at Metropolitan State University of Denver consists of several additional steps. The following instructions and checklist will guide you.

International Students must:

- complete all of the same requirements as domestic students;
- have achieved a minimum TOEFL score of 540 (or a score of 76 on the Internet version of the TOEFL);
- submit the required immigration documents for issuance of an I-20.

Deadlines for international student admission are available on individual program websites. A non-refundable $50 application fee applies. The Graduate Admissions Application is available on the Office of Admissions website.

Foreign transcripts must also have an official English translation done by a certified translator, if applicable, and a professional, course-by-course evaluation showing equivalency to a U.S.
bachelor's degree. World Education Services, wes.org, or Education Credential Evaluators, ece.org, are recommended professional transcript evaluation service providers.

Non-Degree Seeking Students
Students may be admitted to any of the graduate degree programs with a non-degree-seeking status. For detailed information, refer to the non-degree admissions policies and procedures located on the program's website and/or specific program's section of the catalog. Non-degree-seeking students do not qualify for financial aid and must re-apply and pay a new application fee in order to become degree-seeking. Completing coursework as a non-degree-seeking student does not guarantee admission into a degree-seeking program.

Prior Learning Assessment
A Prior Learning Assessment (PLA) will be available for MHA 5000 (3) Fundamentals of Health Care Systems and Organizational Structures. Financial aid does not apply. Passing the PLA will count towards the 9 credit hours of transfer courses.

Transfer Students
No more than 9, graduate-level, transfer credits (semester hours or equivalent) will be accepted for any program. These credits must have been completed no longer than six years prior to the admission term and must be from a regionally accredited, U.S. institution or equivalent.

Programs have discretion over acceptance of transfer courses. A minimum grade of "B" is required for each transfer course. Applicants should check the program website and/or contact a program advisor for details.

Advancement to Candidacy
Students must successfully complete all courses comprising 40 credit hours. MHA students must maintain a GPA of 3.0 in any academic term. Any student falling below a 3.0 in any given term will be placed on academic probation and be required to develop a remediation plan with an academic advisor for raising the GPA above 3.0.

Students who fail to raise their GPA over 3.0 after 15 credits will be dismissed from the program. No grade lower than a "B" counts toward degree completion. Students receiving a "C" or below will be required to repeat the course. Students must be aware that the sequential coursework policy will often require students to take time off to repeat the coursework. Students who do not successfully complete an MHA course with a "B" or better after the second attempt will be dismissed from the program.

Students may enroll in no more than fifteen (15) credit hours per semester. Students who wish to take over 15 credits must seek approval. For additional information, please contact the MHA Program Coordinator at 303-615-0240 or mhahep@msudenver.edu.

No course may count toward both the master's degree and a bachelor's degree.

Only students who are formally accepted into the MHA program or non-degree-seeking status may register for any graduate-level MHA courses.

Graduate students are considered full-time if they are registered for six (6) credit hours, half-time if registered for three (3) credit hours, and less than half-time if registered for two (2) or fewer credit hours. Financial aid requires students to be registered for a minimum of three (3) credit hours.

Students must complete the master's degree within six (6) calendar years from the semester of initial enrollment.

Students not enrolled for three (3) consecutive semesters (including summer) must submit a re-admission application. Students requesting re-admission must be in good academic standing and must submit their application for re-admission to the master's program in which they have been enrolled. Students who are not in good academic standing are not eligible for the readmit application process and must fully apply to the MHA Program. For additional information, please contact the MHA Program Coordinator at 303-615-0240 or mhahep@msudenver.edu.

Academic policies and the Student Code of Conduct will be employed to all MSU Denver students, regardless of level. Access the Student Code of Conduct.

The University residency requirement for master's programs is the total number of semester hours required for the program minus 9.

MHA Program student should refer to the Academic Policies and Procedures section of the Graduate Catalog for a listing of all grades and notations including incompletes and withdrawals. In addition to adhering to the University requirement for "incomplete" eligibility, MHA students are not allowed to have more than one outstanding "incomplete" at one time. This status will initiate an automatic performance review and will not be in good academic standing.

Master of Health Administration
Program Requirements
Courses will be offered in a sequenced format. The sequential coursework framework means not all courses will be offered each semester. Student advising is essential for effective course planning.

MHA Core (40 credit hours)
• MHA 5000 - Fundamentals of Health Care Systems and Organizational Structures Credits: 3
• MHA 5010 - Health Care Administration, Theory and Application, Governance, and Leadership Credits: 3
• MHA 5020 - Health Care Human Resources, Organizational Behavior, Change, and Development Credits: 3
• MHA 5030 - Health Care Legal Principles, Compliance, and Ethics Credits: 3
• MHA 5040 - Population and Community Health Credits: 3
• MHA 5050 - Seminar in Health Administration: Current Topics, Trends, Policy, and Sustainability Credits: 3
• MHA 5060 - Health Information Systems Credits: 3
• MHA 5070 - Seminar in Health Administration: Capstone Preparation Credits: 1
• MHA 5080 - Marketing and Strategy in the Health Industry Credits: 3
• MHA 5090 - Financial Analyses and Application in Health Care Organizations Credits: 3
• MHA 5100 - Health Care Research Methods and Statistical Analysis Credits: 3
• MHA 5200 - Health Care Operations, Risk Management, and Quality Assessment and Improvement Credits: 3
• MHA 5300 - Health Economics Credits: 3
• MHA 6100 - Health Administration Capstone: Residency Credits: 3 (150 field hours)
OR
• MHA 6200 - Health Administration Capstone: Thesis Credits: 3

Subtotal for MHA Core: 40 credits

** It is highly recommended MHA 5000 (3) Fundamentals of Health Care Systems and Organizational Structures is completed within the first eight months of starting the program.**
Master of Professional Accountancy

The Master of Professional Accountancy (MPAcc) program develops an in-depth competency in accounting skills and practices within each student's chosen concentration: public accounting, internal audit, fraud examination and forensic accounting, or taxation.

By providing a quality graduate-level curriculum, we prepare you for the intense, demanding requirements and expectations of the accounting profession. Courses in the MPAcc program are research based, writing intensive, leadership and teamwork oriented. No thesis is necessary. Students may participate in a service-learning course or an internship to expose them to professional practice.

Mission Statement and Program Learning Outcomes

The pursuit of excellence in teaching and learning is the department's primary purpose. Intellectual contributions in accounting and related fields that enhance teaching and learning and contribute to scholarship through both applied research and other avenues of professional development are secondary though fundamental to the mission of the department. Service to MSU Denver, the accounting profession, the community, and society in general is a secondary albeit fundamental component of the MSU Denver Accounting Department's mission. The department is committed to ethical values, continuous improvement, and mutual respect within a diverse campus community.

Upon completion of the program, MPAcc students will be able to demonstrate:

- Ethical awareness where ethical issues can be analyzed and ethical decisions can be made in an accounting-related setting.
- Effective communication skills where written and oral tasks are accomplished in a professional manner.
- The critical thinking and decision-making skills necessary for success in a professional setting.
- Effective leadership skills and an ability to operate well in a team-based work environment.
- A sound understanding of accounting regulation and fraud awareness in practice.

MPAcc Program Admission Options

Degree Seeking Admission Policies and Procedures

Options to Obtain the MPAcc Degree: Students who intend to complete the MPAcc degree may enter the program at one of two levels: as a post-bachelor's student known as the 4+1 Program or as a current MSU Denver undergraduate student known as the 3+2 Program.

1. Admission Policy for the 4+1 Program: The 4+1 Program is for those students who have obtained a bachelor's degree from a regionally accredited university or college regardless of area of study. Students must have completed or be in progress of completing the leveling courses prescribed during their initial advising session prior to entry into the program. Admission is competitive and designed to identify those applicants who have the ability, interest, and maturity to manage the rigors of the MPAcc program as well as potential for future professional growth. The MPAcc program coordinator, in consultation with the MPAcc admissions committee, will consider all aspects of an applicant's background.

Leveling courses may be necessary before beginning the MPAcc program. Please contact the MPAcc coordinator for a detailed plan of study.

Acceptance to the MPAcc program does not guarantee enrollment in all MPAcc courses. Students are expected to complete any prerequisite courses for graduate courses as needed.

2. Admission Policy for the 3+2 Program: Students in this program earn both a bachelor's and master's degree at graduation. Current matriculating MSU Denver undergraduate students may apply to the 3+2 Program after completing at least 75 credits and during or after the completion of Intermediate Accounting I (ACC 3510) and Income Taxation (ACC 3090). 3+2 students must also take the GMAT exam and official scores need to be submitted before application deadline.

Once admitted, a student may enroll in undergraduate and graduate courses provided prerequisites have been completed for the courses.

Benefits of the 3+2 Program: Until they accumulate 132 credit hours, 3+2 students will be classified as undergraduates for financial aid and Colorado Opportunity Fund purposes (COF applies to courses numbered 1000, 2000, 3000, and 4000 only). Students in the 3+2 Program are allowed to take graduate-level coursework while classified as an undergraduate, subject to prerequisite completion. Upon successful completion of all requirements for both degrees, students will receive both a bachelor's degree and a Master of Professional Accountancy degree during commencement.

Options to Fulfill Admissions Requirements

We offer a variety of methods for entry to the MPAcc program. Students choose from the options listed below. Only one category has to be satisfied in order to be accepted to the program.

1. Index Score: Index score is comprised of GPA and GMAT exam score
Index. The index is calculated using the formula \[(200 \times \text{GPA}) + \text{GMAT score}\]. The GPA used to calculate the index score is the higher of: (1) the graduating GPA from all courses completed in the highest awarded degree, or (2) the GPA from the last 60 semester hours completed.

- A calculated index score of 1200 or more qualifies a student for automatic admission to the program.
- Index scores between 1000 and 1199 qualify students' applications for consideration for admission.
- An index score below 1000 will disqualify the application for consideration for admission.

GMAT. The Graduate Management Admission Test (GMAT) score must be submitted for review. Scores may be requested from GMAC for up to 10 years at gmac.org. The GRE, high GPA, or professional experience cannot be substituted for a GMAT score.

GPA. No minimum GPA is required; however, past experience indicates that a 3.0 GPA, or better, in the highest degree awarded is the common threshold for successful master's students.

Or, Options Not Requiring a GMAT Score

2. Professional Licensure or Examination (such as CPA) and GPA

- Professional licensure/examination. Official proof of having successfully passed the CPA or equivalent professional exam must be submitted for review.
- GPA. Past experience indicates that a 3.0 GPA, or better, is the common threshold for successful master's students.

All applications in this category will be reviewed by the graduate admissions committee.

3. Earned Graduate Degree (master's degree or higher, degree-subject will be reviewed) and GPA

- Graduate Degree. Official proof of having successfully completed a graduate degree from a regionally accredited institution must be submitted for review.
- GPA. Past experience indicates that a 3.0 GPA, or better, is the common threshold for successful master's students.

All applications in this category will be reviewed by the graduate admissions committee.

Required Documentation For All Applicants Regardless of Method of Entry or Index Score:

A. An official application to Metropolitan State University of Denver and application fee.
B. Official transcripts from all previous colleges or universities attended

C. Documentation based on your method of admission:

1. Method 1: Official GMAT score report sent directly from GMAT.
2. Method 2: Official proof of licensure or examination sent directly from the issuing institution, organization, etc.

D. Personal Statement Essay. This well-developed essay should help the admissions committee evaluate your readiness and capability for graduate education. The personal statement essay is a critical part of your admission application and will be the basis for evaluation of your writing skills, capacity for self-awareness, and personal growth. The maximum length of the essay should be no more than five pages (12 point font, double spaced, title page does not count towards page limit). This is not short answer.

Your essay should address: (a) the significant factors influencing your decision to pursue a Master of Professional Accountancy degree; (b) your personal philosophy, values, and professional experiences; (c) your career plans and focus in the field of accounting; (d) your strengths, unique characteristics, and leadership experiences that are relevant to the accounting profession; (e) a time you were given critical feedback and your reaction; (f) why you believe the MSU Denver's MPAcc program is best suited for your educational and professional goals and; (g) how you will manage the rigorous demands of graduate education.

Optional: Is there anything else you would like the Admissions Committee to know about you?

While some personal information is required in the essay (e.g., your strengths), you should be judicious in
the use of self-disclosure. You are not expected to disclose intimate details of your life; however, if you choose to do so, you should do so only briefly and make it clear how the issue has been resolved so that you may now succeed in the program and the profession. The Accounting Department will not provide feedback on your personal statement prior to submission.

Please note: Your writing and critical thinking skills are being evaluated in terms of readiness for graduate-level work. Be sure to include all required elements in an academic essay, using academic sources if appropriate and follow APA style. Here is a website that may be useful as you prepare your essay: https://owl.english.purdue.edu/owl/section/2/10/.

E. Current Detailed Resume. Please include work experience with start and end dates (month and year) for each position held, title, name of employer, a description of your specific duties, and indicate full-time or part time. Brevity is not necessary.

F. Three references. Do not submit reference letters. Provide names and contact information for individuals who can offer evidence of your abilities to complete graduate-level coursework. For example, individuals who can address your abilities in decision-making, critical reasoning, ethics and communications should be considered.

Admission with Conditions
The department may admit students on a conditional basis. These conditions may include, but are not limited to, instances when index scores are below the minimum for automatic admission. Applicants who will be completing their undergraduate degree or prerequisite coursework at another institution of higher education need to have all official transcripts sent to the college by the application deadline. If, due to the timing of application deadlines, official transcripts related to completion of this work are not yet available, applicants must sign the Acknowledgement form related to conditions under which they would be enrolling. Submission of a final, complete transcript is required prior to registration for a subsequent semester in the MPAcc program. It is the student's responsibility to provide this information by the expected date.

Consultation with MPAcc Program Coordinator
All students accepted for admission to the program must have an advising session with the coordinator to develop a plan of study.

International Students
Additional documentation is required. Please visit the International Student Admissions Page, msudenver.edu/admissions/apply/masters/internationalgraduateapplicants/.

1. Graduate application and $70 nonrefundable application fee
2. Proof of English language proficiency (have achieved a minimum TOEFL score of 540 or a score of 76 on the internet version of the TOEFL)
3. Financial support documentation
4. Official university transcripts showing equivalency to a U.S. bachelor's or higher degree
5. Passport that includes current visa, 1-94 and 1-20

Non-Degree-Seeking Admission Policies and Procedures
Non-degree-seeking status is for those students who wish to take some courses but have no intention of completing the MPAcc degree. Non-degree-seeking students are limited to 9 credits of graduate coursework.

Enrollment as a non-degree-seeking student is limited to the following categories:

1. Individuals who have completed a bachelor's degree at a regionally accredited institution and whose cumulative undergraduate GPA or whose GPA from the last 60 hours completed is 3.0 or higher will be considered on a space available basis. Applicants need not have taken the GMAT test.
   - A GPA below a 3.0 will not be considered for admissions within this category; however, a student could apply using the index score method under degree-seeking options.
2. Individuals who are currently admitted to a graduate program at another regionally accredited university who wish to take a limited number of classes at Metropolitan State University of Denver will be considered on a space available basis.
3. Individuals who have completed a bachelor's degree at a regionally accredited institution, have passed an approved professional examination, and who wish to take graduate accounting courses for professional reasons will be considered on a space available basis.

Applicants in these categories must submit the following:

- An official application to Metropolitan State University of Denver and application fee
- Official transcripts from all colleges and universities previously attended
- Current detailed resume
- For category 2, official proof of admission to a graduate program
- For category 3, official proof of successful completion of the professional exam
Important Information for Non-Degree-Seeking Students

- Leveling courses may be necessary before beginning the MPAcc program. Please contact the MPAcc coordinator for a detailed plan of study.
- Graduate tuition applies for all graduate courses taken as a non-degree-seeking student.
- Students admitted as non-degree-seeking are not eligible for graduate-level financial aid.
- Students are held responsible, both academically and financially, for any class in which they enroll. Failure to withdraw from any class, regardless of attendance, results in a grade of "F." Students remain liable for tuition and fees.
- All grading policies for degree-seeking students also apply to non-degree-seeking students.
- Non-degree-seeking students must comply with prerequisite rules.
- Students who were previously enrolled in, or who have previously been denied admission to, the MPAcc program at MSU Denver are not eligible for non-degree-seeking status.
- Non-degree-seeking students are limited to taking a maximum of 9 graduate credit hours. Registration holds will be placed on students' accounts each semester to facilitate monitoring of credit hours.
- Non-degree-seeking students can change their status by fully complying with the degree-seeking admission requirements and submitting another application and fee.

Curriculum

This program includes a set of core, required courses in accounting, and a set of electives.

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Semester Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accounting Core</td>
<td>15</td>
</tr>
<tr>
<td>Electives</td>
<td>15</td>
</tr>
<tr>
<td>Total (minimum) hours</td>
<td>30</td>
</tr>
</tbody>
</table>

Accounting Core

The core coursework lays the professional accounting foundation, which includes written and oral communication skills, critical thinking skills, ethics, leadership, and teamwork.

Required Courses

- ACCM 5000 - Accounting Ethics, Professionalism, and Leadership Credits: 3
- ACCM 5020 - Communication and Accounting Research Credits: 3
- ACCM 5090 - Tax Research Credits: 3
- ACCM 5510 - Accounting Theory Credits: 3
- ACCM 5600 - Fraud Examination Awareness Seminar Credits: 3

Subtotal: 15

Accounting Electives

Students are encouraged to take a wide variety of accounting electives in order to develop well-rounded skills. However, no more than 3 credits of service-learning or experiential credits may be applied toward the degree without departmental approval. The accounting department suggests the following emphases for those students who wish to specialize.

Subtotal: 15

Note: ACCM 5050 - Accounting Concepts does not count towards the thirty credit hours required for the MPAcc degree

Financial Accounting Emphasis

The financial accounting emphasis provides a deeper understanding of GAAP and IFRS based financial statements through theoretical deconstruction and application. This concentration is research and theory intensive applying both quantitative and qualitative methodologies.

- ACCM 5060 - Commercial Law for Accountants Credits: 3
- ACCM 5200 - Contemporary Auditing Issues Credits: 3
- ACCM 5420 - International Financial Accounting, Reporting, and Analysis Credits: 3
- ACCM 5520 - Business Combinations Credits: 3
- ACCM 5550 - Contemporary Accounting Issues Credits: 3
- ACCM 6580 - Financial Statement Analysis and Quantitative Methods Credits: 3
- ACCM 6840 - Variable Topics in Accounting, Fraud, and Taxation Credits: 3

Internal Audit, Fraud Examination, and Forensic Accounting Emphasis

This emphasis develops professional skepticism, objectivity, and consulting skills by giving students the tools to analytically evaluate business data, assess risks and controls, reach conclusions, and make decisions.
- ACCM 5300 - Seminar in Accounting Information Systems Credits: 3
- ACCM 5400 - Strategic Cost Management Credits: 3
- ACCM 5650 - Legal Elements of Fraud Credits: 3
- ACCM 5800 - Applied Internal Auditing Credits: 3
- ACCM 5802 - Performance Auditing Credits: 3
- ACCM 5820 - Data Analysis for Fraud and Litigation Credits: 3
- ACCM 5901 - Internal Audit Projects Credits: 3
- ACCM 6600 - Occupational Fraud Credits: 3

Taxation Emphasis

The tax emphasis is ideal for students interested in, or currently working with the United States tax code. Suggested courses delve into the advanced topics pertaining to various entities and situations.

- ACCM 6080 - Tax Leadership and Management Credits: 3
- ACCM 6090 - Tax Practice and Procedure Credits: 3
- ACCM 6100 - Taxation of Corporations and Shareholders I Credits: 3
- ACCM 6140 - Taxation of Partners and Partnerships Credits: 3
- ACCM 6110 - Taxation of Corporations and Shareholders II Credits: 3
- ACCM 6160 - Taxation of International Transactions Credits: 3
- ACCM 6840 - Variable Topics in Accounting, Fraud, and Taxation Credits: 3

Additional Course Offerings

Additional courses provide students the ability to create an emphasis in small business consulting or teaching accounting.

- ACCM 5810 - Small Business Consulting and Accounting Credits: 3
- ACCM 5980 - Master's Accounting Internship Credits: 3
- ACCM 6900 - Teaching of Accounting Credits: 3
- ACCM 6950 - Accounting Research Credits: 1-3
Master of Social Work

The Department of Social Work at Metropolitan State University of Denver offers both a Bachelor of Science in Social Work degree and a Master of Social Work degree.

MSW Program
msudenver.edu/socialwork

MSU Denver's Master of Social Work program combines academic, research, and field experiences into an intense, demanding program that teaches: clinical assessment and intervention skills, evidence-based practice, ethical decision making, scientific inquiry, cultural sensitivity, global awareness, leadership, and teamwork, as well as personal reflection and self-correction.

The MSW program at MSU Denver offers the Regular (2 Year) program and the Advanced Standing program. If the student holds an undergraduate degree in any discipline other than social work, the student may apply to the Regular (2 Year) program. If the student holds an undergraduate degree in social work from a program accredited by the Council on Social Work Education (CSWE) within the last six years, the student may apply to the Advanced Standing program.

Practice Model

The strength of social work is in its versatility and roots in social justice. This program will equip students to fulfill a variety of professional roles such as clinician, therapist, leader, organizer, and activist. This Integrative Practice approach to our advanced curriculum prepares students to be leaders that understand how to work effectively across multiple systems. Social workers need a holistic approach and intersectional perspective in working with client and client systems; and understand the reciprocal connections among individuals, the social environment, and policies. Social workers as leaders is a fundamental concept that requires students to engage as agents of change and develop a clinical lens that applies to all levels of practice. Students must be skilled in their use of multi-dimensional assessments and interventions in work with individuals and at the organizational and community level. In Integrative Practice, students may select to further focus their practice in one of the many pathways offered in the program.

Mission Statement and Goals

The mission of the MSW program is to educate social work leaders committed to enhancing individual and community well-being and advancing social justice. The program promotes the values and work of the profession, through teaching, service, research and collaboration.

Goals

- Prepare students to uphold social work core values.
- Prepare students to be ethical and competent practitioners.
- Prepare students to be scientifically-informed and ethical leaders in clinical and community practice.
- Prepare students for evidence-based, systems-oriented, culturally-responsive, social justice-oriented practice.

Accreditation

The MSW Program is accredited by the Council on Social Work Education, the sole accrediting body for social work programs in the U.S. Accreditation assures that professional standards are met in curriculum content and delivery. Accredited programs periodically undergo rigorous review by CSWE in order to ensure compliance with educational standards.

Program Options

Regular (2 Year) MSW Program

Students who have a bachelor's degree in a discipline other than social work from a Council on Social Work Education-accredited program must apply for the Regular (2 Year) MSW program. Graduate students accepted into this program must complete 30 credit hours of graduate foundation coursework before starting 30 credit hours of graduate concentration coursework (for a total of 60 credits). All students accepted into the Regular (2 Year) program must complete certain prerequisites prior to the fall semester in which they begin the program.

All students must complete the regular, two-year MSW program in a specified sequence. See "Advising Snapshots" on the MSW website for examples.

- Required Coursework

Advanced Standing MSW Program

Graduate students who have completed a bachelor's degree in social work from a Council on Social Work Education-accredited program may apply to the Advanced Standing MSW program at MSU Denver. Graduate students accepted into the Advanced Standing program must complete 36 credit hours of graduate coursework and are not required to complete any additional foundation coursework.

All students must complete the Advanced Standing MSW program in a specified sequence. See "Advising Snapshots" on the MSW website for examples.

- Required Coursework

Degree Completion Options

Students may complete the MSW Program full-time or part-time. Full-time students will take a total of 15 credits per semester. Part-time students will take between 6 and 9 credits per semester. Students must be accepted into the part-time or
full-time option at admissions. Any changes to this status must be initiated through the Change of Status form and approved by the Office of Social Work Student Services.

Beginning Fall 2016, students who reside in Colorado may complete the MSW degree fully online or in the mixed delivery program, which consists of a variety of options including on campus, hybrid and online. Fully online students may be required to participate in online seminars. Online courses may also require synchronous activity. Students must be accepted into the fully online or mixed delivery program at admissions. Any changes to this status must be initiated through the Change of Academic Plan form and approved by the Office of Social Work Student Services.

Advanced Standing students and students entering the Concentration Year may select a pathway to focus their area of practice on a particular population or subfield of practice. Information on pathways can be found on the program webpages.

Regular (2 Year) MSW Program

Admissions

If the student holds an undergraduate degree in any discipline other than social work, the student must complete the regular, two-year (60 semester hours) Master of Social Work program, including the undergraduate course prerequisites listed below. The regular MSW program only begins during the fall semester.

Program Eligibility

- Have a cumulative undergraduate GPA of 3.0 or higher. Applicants with a cumulative GPA below 3.0 may still apply for conditional acceptance consideration.
- Have completed, or will complete, a bachelor's degree from a regionally accredited college or university prior to the fall semester in which the student begins the MSW program.
- Undergraduate course prerequisites as indicated below.
- Completion of all regular, two-year program admissions forms and requirements as indicated below.
- International students must achieve a minimum TOEFL score of 540 (or a score of 76 on the Internet version of the TOEFL).

Undergraduate Course Prerequisites

Regular MSW program applicants must demonstrate a liberal arts base upon which the social work degree is built. Prerequisites include:

- At least 12 units of course work in the social sciences (sociology, psychology, economics, political science, etc.):
  - One course must be centrally organized around American government
  - One course must be centrally organized around multicultural or diversity issues
- At least six units of course work in the humanities (English, art, music, foreign language, etc.)
- At least six units in the natural sciences (biology, chemistry, physics, etc.)
- At least three units in elementary (basic) statistics (not research)

Students must complete prerequisite course work with a grade of "C" or better.

Required Application Materials

The application materials for Regular (2 Year) program applicants consist of several components. These components are updated each admissions cycle on the MSW Program website, [www.msudenver.edu/socialwork](http://www.msudenver.edu/socialwork).

Applicants with questions may contact the Office of Social Work Student Services at socialwork@msudenver.edu or 303-615-0555.

International Student Admission Guidelines

International students must:

- complete all of the same requirements as domestic students;
- have achieved a minimum TOEFL score of 540 (or a score of 76 on the Internet version of the TOEFL);
- submit the required immigration documents for issuance of an F-20.

Deadlines for international student admission are available on individual program websites. A non-refundable $50 application fee applies.

Advanced Standing MSW Program Admissions

If the student holds an undergraduate degree in social work, acquired within the last 6 years, from a program accredited by the Council on Social Work Education, the student may qualify for the advanced standing, three semester (36 semester hours) Master of Social Work program. The MSW Advanced Standing program begins in the summer semester. Please check the MSW Web site for current application deadlines.

Program Eligibility

Advanced Standing eligibility is considered only for applicants who:
• Hold a degree from a baccalaureate, social work program accredited by CSWE, hold a degree recognized through CSWE’s International Social Work Degree Recognition and Evaluation Service,* or hold a degree from a program that is covered under a memorandum of understanding with international social work accreditors.* The degree must have been completed within the last 6 years from the intended start semester in the MSW Program.
• Have a cumulative, undergraduate GPA of 3.0 or higher. Applicants with a cumulative GPA below 3.0 may still apply for conditional acceptance consideration.
• Completion of all Advanced Standing program admissions forms and requirements, as indicated under the admissions section.
• International students must achieve a minimum TOEFL score of 540 (or a score of 76 on the Internet version of the TOEFL).

*Applicants who have received degrees from outside of the United States should contact the department to determine eligibility.

Additional Eligibility Requirements for International Applicants

Required Application Materials
The application materials for Advanced Standing program applicants consist of several components. These components are updated each admissions cycle on the MSW Program website, [www.msudenver.edu/socialwork](http://www.msudenver.edu/socialwork).

Applicants with questions may contact the Office of Social Work Student Services at socialwork@msudenver.edu or 303-615-0555.

International Student Admission Guidelines
International students must:

• complete all of the same requirements as domestic students;
• have achieved a minimum TOEFL score of 540 (or a score of 76 on the Internet version of the TOEFL);
• submit the required immigration documents for issuance of an I-20.

Deadlines for international student admission are available on individual program websites. A non-refundable $50 application fee applies.

Admissions Decisions
Applicants may be accepted, accepted with conditions or provisions, waitlisted, or denied admissions to the MSW Program. Applicants accepted with conditions typically have additional obligations to fulfill either before the start of the MSW Program and/or within the first 6 credit hours of enrollment. Applicants accepted with provisions typically have not graduated with their undergraduate degree at the time of admissions and this provisional item must be completed prior to starting the MSW Program. Waitlist status may be extended to eligible applicants in the case where program capacity has been reached. In these cases, applicants will be notified if space becomes available. Applicants who are denied from the Program are encouraged to apply again for future semesters.

For further information about each admission decision visit the MSW Program website, [www.msudenver.edu/socialwork](http://www.msudenver.edu/socialwork).

Confirmation of Enrollment
Accepted students must confirm their acceptance and program criteria at the time of admissions with the MSW Program. The process by which to confirm enrollment will be articulated in the admission decision notification.

Admissions Deferral
Applicants who are accepted or accepted conditionally into the MSW Program may defer their start semester up to one academic year from the term that acceptance was originally offered. The full departmental application is not required, however the following items are required to confirm the new start semester:

• Admissions Deferral Intent to Re-enroll Form (located on the MSW Program website)
• The MSU Denver general grad application and fee

Applicants who defer their start semester will be held to the policies and curriculum of the later term in which they officially start the MSW Program. The deferral process is only valid for one academic year from the original acceptance semester.

Non-degree-seeking Admission Guidelines
Students may be admitted to any of the graduate degree programs with a non-degree-seeking status. For detailed information, refer to the non-degree admissions policies and procedures located on the program’s website and/or specific program’s section of the catalog. Non-degree-seeking students do not qualify for financial aid and must re-apply and pay a new application fee in order to become degree-seeking. Completing coursework as a non-degree-seeking student does not guarantee admission into a degree-seeking program.

Students who wish to apply for non-degree seeking status and take MSW Program coursework should follow the procedures and timeline outlined on the MSW Program website. Students may take up to 12 credits of MSW coursework as non-degree seeking students. [www.msudenver.edu/socialwork](http://www.msudenver.edu/socialwork)
Transfer Student Admission Guidelines

- No more than 9, graduate-level, transfer credits (semester hours or equivalent) will be accepted for any program. These credits must have been completed no longer than six years prior to the admission term and must be from a regionally accredited, U.S. institution or equivalent.
- Programs have discretion over acceptance of transfer courses. A minimum grade of "B" is required for each transfer course. Applicants should check the program website and/or contact a program advisor for details.

Refer to the MSW Program website for more information on how to request the transfer of credits into the MSW Program, www.msudenver.edu/socialwork.

Departmental Policies

Credit for Life Experience
No credit is given for learning gained through life experience, and no life experience credit may be used toward the MSW degree.

Testing Out Policy
The Master of Social Work program does not provide an option to test out of any social work coursework at the graduate or undergraduate level.

Academic Standing Policies

Course Load
Students may enroll in no more than 15 credits per semester for fall and spring semesters without department approval. The maximum load for a two-week Winterim or Maymester term is 3 semester hours, excluding short-term study abroad courses.

Duplicative Coursework
No course may count toward both the master's degree and the bachelor's degree.

Minimum Grade and GPA Requirements
MSW students must maintain a GPA of 3.0 in any academic term. Any student falling below a 3.0 in any given term will be placed on academic probation and be required to develop a plan for raising the GPA above 3.0. Students who fail to raise their GPA over 3.0 after 15 units will be dismissed from the program.
No grade lower than a "B-" counts toward degree completion. Students receiving a "C+" or below will be required to repeat the course. Students must be aware that the sequential coursework policy will often require students to take time off to repeat the course work. Students who do not successfully complete a social work course with a "B-" or better after the second attempt will be dismissed from the program.

Graduate Course Registration Eligibility
Only students who are formally accepted into the MSW program or non-degree-seeking status may register for any graduate-level social work course.

Residency Requirement
The University residency requirement for master's programs is the total number of semester hours required for the program minus 9.

Time Limit on Completion of Degree
Students must complete the master's degree within six calendar years from the term they initially enroll. Students should check the program website and/or specific program section of the catalog to determine specific degree requirements.

MSW Program students should refer to the MSW Program website for more information regarding the process for requesting an exception to this policy, www.msudenver.edu/socialwork.

Sequential Coursework Policy
All MSW coursework, including electives, must be completed and passed in the required sequential order as listed in the Advising Snapshots/Plan of Completion and student must maintain continuous enrollment. Students who fall out of sequence are no longer in good academic standing and must seek advising immediately with the Office of Social Work Student Services to continue in the program. A plan of completion will be determined in advising and the revised plan could delay graduation by a year or more. Students who fall out of sequence and do not seek advising for a new plan of completion will receive an automatic performance review.

Change of Program Criteria Policy
At the time of admission to the Master of Social Work program, the student will receive an Advising Snapshot that indicates program criteria including: full-time or part-time status, online or mixed delivery, start semester, and a semester-by-semester course plan. Students may not change any program criteria without the formal, written approval of a social work advisor. Any change in program criteria could delay graduation or require the student to reapply to the MSW program. Readmission is not guaranteed. Students may obtain the Change of Program form at msudenver.edu/socialwork.

Readmission Policy
Students who have not been in attendance for three consecutive semesters, including summer, must reapply to the University. Students requesting readmission must be in good academic standing and must submit their application for readmission to the master's program in which they have been enrolled.
MSW Program students who are eligible for readmission should submit the following materials to the Office of Social Work Student Services:

- Readmission After Leave of Absence Form (located on the MSW Program website).
- The MSU Denver general grad application and fee.

Students who readmit into the MSW Program will be held to the policies and curriculum of the later term in which they officially restart the MSW Program. An approved readmit application is valid for one academic year from the readmit semester.

Students who are not in good academic standing are not eligible for the readmit application process and must fully apply to the MSW Program.

**Grades and Notations**

MSW Program students should refer to the Academic Policies and Procedures section of the Graduate Catalog for a listing of all grades and notations including incompletes and withdrawals.

**Departmental Policy Incomplete Notation**

In addition to adhering to the University requirement for Incomplete eligibility, MSW students who have any outstanding incompletes at the start of the following semester will receive an automatic performance review and this could result in an altered academic plan. Refer to the Sequential Coursework Policy and consult with Office of Social Work Student Services advisors to see how this may impact you.

**MSW Foundation Coursework (First Year)**

Graduate students accepted into the regular, two-year MSW program must complete the following **30 credits** of foundation coursework:

- SWKM 5400 - Human Behavior in the Social Environment **Credits:** 3
- SWKM 5425 - Power, Oppression, and Privilege **Credits:** 3
- SWKM 5450 - Social Policy Analysis **Credits:** 3
- SWKM 5475 - Legal Issues in Social Work Practice **Credits:** 3
- SWKM 5500 - Research Methods in Social Work **Credits:** 3
- SWKM 5575 - Groups, Teams, and Leadership **Credits:** 3
- SWKM 5600 - Generalist Practice I **Credits:** 3
- SWKM 5625 - Field Experience I **Credits:** 3
- SWKM 5650 - Generalist Practice II **Credits:** 3
- SWKM 5675 - Field Experience II **Credits:** 3

**MSW Concentration Coursework (Second Year)**

- SWKM 6425 - Advanced Integrative Practice: Leadership **Credits:** 3
- SWKM 6450 - Advanced Integrative Practice: Clinical **Credits:** 3
- SWKM 6475 - Advanced Policy and Advocacy **Credits:** 3
- SWKM 6700 - Capstone I **Credits:** 3
- SWKM 6725 - Field Experience III **Credits:** 3
- SWKM 6750 - Capstone II **Credits:** 3
- SWKM 6775 - Field Experience IV **Credits:** 3
- Student will also take three electives in the Concentration Year.

**Advanced Standing Summer Bridge**

Advanced Standing students will take two courses in the summer to begin the program.

- SWKM 5475 - Legal Issues in Social Work Practice **Credits:** 3
- SWKM 6400 - Bridge Seminar **Credits:** 3
Graduate Certificate in Human Nutrition Science

Introduction

The Department of Nutrition offers a Graduate Certificate in Human Nutrition Science. Graduate level coursework in the certificate focuses on providing continuing education opportunities in nutrition for healthcare professionals. Course offerings include the opportunity to conduct and analyze research, enhance critical thinking and effective communication skills, and participate in experiential learning opportunities.

Mission and Goals

The mission of the Graduate Certificate in Human Nutrition Science is to prepare diverse students to become nutrition leaders who practice effectively and contribute solutions for human health and healthcare challenges. The program's goals are to:

- utilize experiential opportunities to prepare students to use evidence-based nutrition practice in their chosen profession
- prepare students to secure advanced nutrition-related employment in healthcare, government, industry, education or not-for-profit programs

Application Deadlines

Please check the Nutrition Department website (https://msudenver.edu/nutrition) for current application deadlines.

Admission Requirements

To apply for the Graduate Certificate in Human Nutrition Science, the following items must be submitted:

- Graduate admissions application
- Graduate application fee
- Official transcripts - Students must submit official transcripts from each college or university attended (transcripts from MSU Denver are not required). Official transcripts must be mailed directly from the previous colleges/universities in a signed, sealed envelope. Institutions may also send official electronic transcripts to gradtranscripts@msudenver.edu.
- Bachelor's degree from a regionally accredited university with a minimum 3.0 cumulative GPA
- anatomy and physiology (equivalent of 6 credit hours)
- upper division human nutrition course with macronutrient and micronutrient metabolism as the focus of the course (minimum of 3 credit hours)

Conditional acceptance to the program may be granted if a student is lacking up to six (6) credits of prerequisite coursework. Students lacking prerequisite coursework must successfully complete the required course(s) with a grade of C- or higher within one year of conditional acceptance to the program.

Only complete applications will be reviewed. Applicants will be notified via email of their application status. Applicants may be accepted, accepted with conditions, waitlisted, or denied admission.

International Applicants

Additional documentation is required for international graduate applicants. In addition to the application requirements listed above, international applicants must:

- obtain a minimum score of 80 on the internet-based TOEFL (iBT), 550 on the paper-based TOEFL (PBT), or 6.5 on the IELTS
- submit the required immigration documents for issuance of an I-20

Foreign transcripts must have an official English translation done by a certified translator, if applicable, and a professional, course-by-course evaluation showing equivalency to a U.S. bachelor's degree. World Education Services (https://www.wes.org/) or Educational Perspectives (https://www.edperspective.org) are recommended professional transcript evaluation service providers.

Please also visit the International Student Admissions webpage at https://msudenver.edu/admissions/student-types/internationalstudents/.

Transfer Students

For the Graduate Certificate in Human Nutrition Science, students may transfer in up to three (3) credits of graduate level coursework from a regionally accredited university. Each transfer course must have a minimum grade of "C" and have been completed within 5 years of admission to the program.

Non-Degree Seeking Students

Students admitted to the Graduate Certificate in Human Nutrition Science are non-degree seeking students. Non-degree seeking students do not qualify for financial aid and must re-apply and pay a new application fee in order to become degree seeking. Completing coursework as a non-degree seeking student does not guarantee admission into a degree program. Students accepted into the Graduate Certificate in Human Nutrition Science may take up to 12 credits of graduate level coursework in the program. These credits may also be applied to the Master of Science in Human Nutrition and Dietetics degree.
Prior Learning Assessment
In general, no credit is given for prior learning experience derived from employment or other life experience.

Readmission
Students not enrolled for three (3) consecutive semesters, including summer, must reapply to the University. Students requesting readmission must be in good academic standing and must submit their application for readmission to the master's program in which they have been enrolled.

Financial Aid
Financial aid is not available for non-degree seeking students in the Graduate Certificate in Human Nutrition Science.

Academic Standing Policies
All students accepted into the program must adhere with the following academic policies:

• Students must complete the required coursework while maintaining a cumulative GPA of 3.0 or greater.
• No grade lower than a "C" counts toward degree completion. Students receiving a "C-" or below will be required to repeat the course. Students who do not successfully complete a course with a "C" or better after the second attempt will be dismissed from the program.
• Students may enroll in no more than 15 credits per semester for fall and spring semesters without departmental approval. The maximum load for a two-week Winterim or Maymester term is 3 semester hours, excluding short-term study abroad courses.
• No course may count toward both a graduate certificate and a bachelor's degree.
• Students must complete the Graduate Certificate in Human Nutrition Science within five (5) calendar years from their initial enrollment term.
• A review of a candidate's plan of study and progress must be conducted as soon as all the minimum requirements have been met and no later than the first day of the term in which the student expects to complete the certificate. Minimum requirements for the review include completion of any provisional admission requirements, an approved plan of study that will lead to meeting the certificate requirements, posting of any transfer work to the student's record, and a GPA of 3.0 or better in all work completed to that point. Successful completion of the review and approval by the appropriate student services office and the Office of Graduate Studies constitutes Advancement to Candidacy.

Required Coursework (6 credits)

Electives (6 credits)
Select two of the following courses:

• NUT 5010 - Macronutrients in Health and Disease Credits: 3
• NUT 5011 - Vitamins, Minerals, and Bioactive Compounds in Health and Disease Credits: 3

Total required credits for Graduate Certificate in Human Nutrition Science: 12 credits
Individualized Supervised Practice Pathway (ISPP) Program

The Department of Nutrition at Metropolitan State University of Denver (MSU Denver) offers an Individualized Supervised Practice Pathway (ISPP) Program. The ISPP offers required supervised practice hours (minimum 1,200) to fulfill the experiential requirements to be eligible to take the Registration Examination for Dietitians and earn the Registered Dietitian/Registered Dietitian Nutritionist (RD/RDN) credential. The ISPP is available to Didactic Program in Dietetics (DPD) graduates who have applied but did not match to a dietetic internship in the most recent match cycle.

Mission and Goals

The mission of the MSU Denver ISPP is to provide supervised practice experiences to prepare competent, entry-level dietitians for positions in clinical dietetics, community nutrition, and food service management. The program aims to produce:

- competent dietetic professionals for entry-level positions in the field of nutrition and dietetics.
- RD/RDNs who are active in the profession and/or the community.

Application and Admission to the ISPP

Applicants must have submitted a competitive Dietetic Internship Centralized Application (DICAS) within the past year, including the current match cycle, without being matched in the first round to a dietetic internship. Applicants must complete a minimum of a bachelor's degree and receive a verification statement from an ACEND-accredited DPD program prior to beginning the ISPP.

- Applicants initially submit ISPP application materials to the Nutrition Department (Part A below)
- Applicants who are selected as ISPP interns submit additional required materials to the Nutrition Department (Part B below)

PART A | Required ISPP Application Materials | Nutrition Department

Applicants should submit the following application materials as one complete packet to the Nutrition Department by the application deadline. Applications received after the deadline will not be reviewed for consideration.

Metropolitan State University of Denver
Department of Nutrition

Attn: ISPP Director

Application packets must include:

- A verification statement from an accredited DPD (completed within the last five years) or Intent to Complete if graduation is expected prior to starting the ISPP.
- A copy of the most recent DICAS internship application saved in html format. The application must be complete and include grade point average (GPA), volunteer and work experience, a personal statement and resume.
- Documentation of non-match for internship
- Transcripts from all colleges/universities attended
- Three letters of recommendation (at least one nutrition professor and one work or volunteer experience supervisor) - the letters must attest to the applicant's motivation and success in the ISPP practicum rotations.
- An essay answering the following in no more than 250 words: "After reading the MSU Denver ISPP Student Handbook, describe how you will uphold the professionalism standards of the MSU Denver ISPP during your supervised practice experience and as a dietetics professional."
- $50 ISPP application fee (paid online at https://commerce.cashnet.com/MSUDenverEM_NUTM or via check made payable to MSU Denver ISPP)

PART B | Required MSU Denver Graduate Application Materials | Nutrition Department

Once selected as an ISPP intern, applicants must pursue acceptance to MSU Denver as a graduate student. Additional application materials to submit directly to the Nutrition Department include:

- Graduate application
- Official transcripts - Students must submit official transcripts from each college or university attended (transcripts from MSU Denver are not required). Official transcripts must be mailed directly from the previous colleges/universities in a signed, sealed envelope. Institutions may also send official electronic transcripts to transcripteval@msudenver.edu.

Once all materials are received, the Nutrition Department will forward the materials to the MSU Denver Office of Admissions. Applicants selected as ISPP interns must be admitted to MSU Denver as a graduate student prior to beginning the ISPP.

Financial Aid

Students enrolled in the ISPP program may be eligible for financial aid.

Program Information
The ISPP provides a minimum of 1,200 hours of supervised practice. ISPP students are generally on duty 40 hours each week. Additional time is required to complete assignments, readings and projects.

ISPP Coursework

Students accepted into the ISPP must complete 24 credits of coursework. Each semester, ISPP students must register for and complete NUTM 5800, Advanced Practicum in Dietetics.

- NUTM 5800 - Advanced Practicum in Dietetics
  Credits: 1-12
School of Education
Graduate Programs

Candidate Requirements

Candidate Requirements for Master of Arts in Teaching (MAT)
Candidates for the Master of Arts in Teaching (MAT) must provide evidence of a baccalaureate degree (the degree does not need to be in a teaching field). A faculty member in the School of Education will evaluate undergraduate transcripts from accredited institutions. Graduate courses taken at other accredited institutions in the last five years must be evaluated and approved by the graduate coordinator. A maximum of 9 semester hours of transfer credit (with grades of "B" or better) may be applied toward the MAT degree.

MAT licensure candidates in the Elementary Education Concentration and Elementary Education Alternative Licensure Concentration will be expected to complete a prerequisite class to be admitted to the MAT graduate classes. The MAT program includes core classes and specified coursework in each licensure area. A candidate may not pursue the MAT degree and licensure in an area in which they already hold a Colorado teaching license.

Admission to the Master of Arts in Teaching Program

To obtain formal admission to the MAT program, candidates must submit the following application materials with their application to MSU Denver:

- Official transcript indicating completion of a baccalaureate degree at a regionally accredited institution and whose cumulative undergraduate GPA, or whose GPA from the last 30 hours completed, is 3.00. If a candidate holds a GPA between a 2.50 and 2.99, a combination of GPA and a minimum score of 160 on the verbal reasoning section of the Graduate Record Exam (GRE) will be evaluated.
- Official transcripts from all institutions of higher education previously attended. Foreign transcripts must also have an official English translation done by a certified translator (if applicable), and a professional course-by-course evaluation showing equivalency to a U.S. Bachelor's degree. World Education Services (www.wes.org) or Education Credential Evaluators (www.ece.org) are recommended professional transcript evaluation service providers.
- Vita or resume, which includes work experience.
- Two page, typed personal statement in support of application, explaining the decision to become an educator (note that if also applying for the Autism and Significant Support Needs Certificate, the personal statement must be 2.5 - 3 pages in length)
- Criminal History Agreement (included in application)
- Worker's Compensation Agreement (included in application)

Additional Application Requirements for International Applicants

International students must:

- complete all of the same requirements as domestic students, as well as a separate application form, which may be found on the Office of Admissions website, msudenver.edu/admissions/apply/masters/inter nationalgraduateapplicants/
- have achieved a minimum TOEFL score of 540 (or a score of 76 on the Internet version of the TOEFL);
- submit the required immigration documents for issuance of an I-20.

Candidate Requirements for Autism and Significant Support Needs Certificate

Candidate Requirements for Non-Degree

Before applying for non-degree graduate-level admission to the School of Education, please read the information below to ensure that you are qualified to apply. Please contact the School of Education at 303-615-1777 if you have questions concerning non-degree admission.

Enrollment as a non-degree seeking student is limited to the following categories:

1. Individuals who have completed a baccalaureate degree at a regionally accredited institution and whose cumulative undergraduate GPA, or whose GPA from the last 30 hours completed, is 3.00 or higher will be considered on a space available basis.
2. Individuals who are currently admitted to a graduate program at another regionally accredited institution who wish to take a limited number of classes at Metropolitan State University of Denver will be considered on a space available basis.

Applicants in the above categories must submit the following:

- Graduate application and application fee (select non-degree option),
• Official transcripts from all colleges and universities previously attended,
• Current detailed resume,
• Criminal History Agreement (included in application)
• Worker's Compensation Agreement (included in application)
• For category 2 above, proof of admission to a graduate program

Important Information for Non-Degree Seeking Students

• Graduate tuition applies for all graduate courses taken as a non-degree student. Information about tuition rates and payment deadlines is available on the Office of the Bursar's website, www.msudenver.edu/bursar.
• Students admitted as non-degree seeking are not eligible for graduate level financial aid.
• Students are held responsible, both academically and financially, for any class in which they enroll. Failure to withdraw from any class, regardless of attendance, results in a grade of "F". Students remain liable for tuition and fees.
• All grading policies for degree-seeking students also apply to non-degree seeking students.
• Students who were previously enrolled in, or who have previously been denied admission to, the graduate degree program in the School of Education at MSU Denver are not eligible for non-degree status.
• Non-degree seeking students can change their status by fully complying with degree-seeking admission requirements and submitting another application and fee.

Non-Degree Enrollment Procedures

• The School of Education Graduate Committee and/or the School of Education Graduate Programs Coordinator determines an applicant's eligibility to take graduate courses once all application materials have been received.
• Eligible applicants are admitted to a course on a space available basis only as long as any prerequisites have been met or with permission of the School of Education Graduate Programs Coordinator and/or the instructor. Priority is given to graduate degree- or certificate-seeking students in the School of Education.
Master of Arts in Teaching

- Licensure Requirement
- Standards for Continuing in the Program
- Eligibility for Student Teaching

The Master of Arts in Teaching (MAT) program prepares students for successful careers in education through high quality and accessible education. The goal of the program is to prepare teachers to make effective decisions in diverse classrooms. To accomplish this goal, emphasis is placed on producing master teachers who are self-reflective, lifelong learners who have an understanding of child development, content, and pedagogy. MAT licensure candidates must apply theory, research, classroom experience, and professional judgment to lead others in collaborative planning, implementation, and evaluation of effective instruction for students.

Students may choose from one of four areas of concentration:

- Elementary Education
- Special Education
- Elementary Education Alternative Licensure
- Special Education Alternative Licensure

Both areas of emphasis (elementary and special education) provide a comprehensive background in the discipline, along with all of the coursework and clinical experience required for state licensure.

Elementary Education Concentration

The MAT candidate in elementary education will complete requirements for licensure in the K-6 classroom. School of Education faculty members will examine undergraduate transcripts to determine if the candidate has completed the program prerequisite course for the program. MAT students must complete all licensure and all "Core" classes to complete the MAT degree and to be recommended for licensure.

Special Education Concentration

The MAT licensure program in special education provides candidates with a case-based curriculum designed to prepare them to meet the needs of children and adolescents with mild to severe disabilities. The professional education sequence for a special education generalist provides content that emphasizes the development of effective decision making in diverse contexts.

Candidates who are interested in the program must have completed a baccalaureate degree. Candidates should meet with an MAT Special Education Advisor to determine a program plan of study.

Eligibility for Student Teaching

To be eligible to receive student teaching credit during the fourth semester of the program, alternative licensure candidates must complete the following requirements:

- have a minimum GPA of 3.0 in all MAT coursework, and
- successful completion of all courses required for MAT licensure, except TEDM 6800 Capstone: Lesson Study for the Master of Arts Teaching Degree (may be taken concurrently with student teaching).

For additional information, please visit the Alternative Licensure Program website, msudenver.edu/alp.

Elementary Education Alternative Licensure Concentration

This concentration provides candidates with a case-based curriculum designed to prepare them to meet the needs of children and adolescents with mild to severe disabilities. The professional education sequence for a special education generalist provides content that emphasizes the development of effective decision making in diverse contexts.

Candidates who are interested in the program must have completed a baccalaureate degree. Candidates will meet with an Alternative Licensure Program Advisor to determine a program plan of study.

In addition to completing the admission requirements listed above, students seeking alternative licensure must:

- secure an Alternative License pending employment/program status from the Colorado Department of Education in elementary education, and
- secure full-time employment as an elementary education teacher with a Denver-metro public school district, charter school, or accredited private school.
Eligibility for Student Teaching

To be eligible to receive student teaching credit during the fourth semester of the program, alternative licensure candidates must complete the following requirements:

- have a minimum GPA of 3.0 in all MAT coursework and
- successful completion of all courses required for MAT licensure, except TEDM 6800 Capstone: Lesson Study for the Master of Arts Teaching Degree (may be taken concurrently with student teaching)

Please call 303-615-0013 for additional information about the program, or visit the Alternative Licensure Program website: msudenver.edu/alp.

Licensure Requirement

Licensure candidates must provide proof of a passing score on the appropriate Elementary Education or Special Education licensure exam(s) required by the state.

Standards for Continuing in the MAT Program

Licensure candidates must maintain the following standards to remain in the MAT program:

- Maintain a 3.0 GPA each semester by obtaining a grade of "B" or better in all coursework. No more than two grades of "C" will be counted toward degree requirements. No grade lower than "C" counts toward degree requirements. All grade records remain on the master's transcript and count toward the GPA. A student who has received two grades of "C" will be placed on probation and required to meet with an advisor on a regular basis. A student who receives a third grade of "C" will be dismissed from the program.
- Complete student teaching.

Eligibility for Student Teaching

MAT candidates will participate in the student teaching application process required of all School of Education student teaching candidates. See the Office of Clinical Experiences and Partnerships website for details: www.msudenver.edu/ocep. Please note: ALP concentration students do not enroll in student teaching.

To be eligible to student teach, licensure candidates must complete the following requirements:

- Have a minimum GPA of 3.0 in all MAT coursework
- Successfully complete all courses required for the MAT licensure

For additional information, please visit the Office of Clinical Experiences and Partnerships website, www.msudenver.edu/ocep.

Elementary Education Concentration

The MAT candidate in elementary education will complete requirements for licensure in the K-6 classroom. MSU Denver students may satisfy the prerequisite content and licensure requirements at the undergraduate level by completing the Elementary Education minor. MAT advisors will examine transcripts to determine needed prerequisites for licensure and the MAT degree. MAT students must complete all licensure and all "Core" classes to complete the MAT degree and to be recommended for licensure.

Prerequisite Requirements

- MTH 1610 - Integrated Mathematics I Credits: 3
  Required Content Prerequisite Course: 3 credits

Master of Arts in Teaching Core

- TEDM 6100 - Educational Research Credits: 3
- TEDM 6200 - Classroom Assessment Credits: 3
- TEDM 6800 - Capstone: Lesson Study for the Master of Arts Teaching Degree Credits: 1

Please select one of the following courses:

- TEDM 6300 - Learning in Context Credits: 3
- TEDM 6400 - Differentiated Instruction and Collaboration Credits: 3
- RDGM 5530 - Foundations of Language and Literacy for English Language Learners in Elementary Classrooms Credits: 3

Required Master of Arts in Teaching Core Courses: 10 credits

Elementary Education Licensure Requirements

- EDUM 5650 - Field Experience: Teaching and Learning K-6 Credits: 1
- EDUM 5660 - Teaching Writing K-6 Credits: 3
- RDGM 5111 - Literacy of K-3 Emergent Bilingual Children Credits: 3
- SEDM 5000 - Exceptional Learners in the Classroom Credits: 3
- MTLM 5020 - Integrated Mathematics II Credits: 3
Grand Total Elementary Education Concentration (including prerequisite course): 52 credits

Elementary Education Alternative Licensure Concentration

The MAT/ALP candidate in elementary education will complete requirements for licensure in the K-6 classroom.

Candidates who are interested in the program must have completed a baccalaureate degree. Candidates will meet with the ALP Coordinator to determine a program plan of study. In addition to completing the Master of Arts in Teaching admission requirements, students seeking alternative licensure must:

- secure an Alternative License pending employment/program status from the Colorado Department of Education in elementary education, and
- secure full-time employment as an elementary education teacher with a Denver-metro public school district, charter school, or accredited private school.

Eligibility for Student Teaching

To be eligible to receive student teaching credit during the fourth semester of the program, alternative licensure candidates must complete the following requirements:

- have a minimum GPA of 3.0 in all MAT coursework, and
- successful completion of all courses required for MAT licensure, except TEDM 6800 Capstone: Lesson Study for the Master of Arts Teaching Degree (may be taken concurrently with student teaching)

For additional information, please visit the Alternative Licensure Program website, msudenver.edu/alp.

Prerequisite Requirement

- MTH 1610 - Integrated Mathematics I Credits: 3

Required Content Prerequisite Course: 3 credits

Master of Arts in Teaching Core

- TEDM 6100 - Educational Research Credits: 3
- TEDM 6200 - Classroom Assessment Credits: 3
- RDGM 5530 - Foundations of Language and Literacy for English Language Learners in Elementary Classrooms Credits: 3
- TEDM 6800 - Capstone: Lesson Study for the Master of Arts Teaching Degree Credits: 1

Required Master of Arts in Teaching Core Courses: 10 Credits

Elementary Education Alternative Licensure Requirements

- EDUM 5650 - Field Experience: Teaching and Learning K-6 Credits: 1
- EDUM 5660 - Teaching Writing K-6 Credits: 3
- RDGM 6000 - Literacy Instruction in Grades K-6 Credits: 3
- EDUM 6100 - Integrated Methods of Teaching Social Studies and Literacy: K-6 Credits: 3
- EDUM 6105 - Field Experience: Integrated Social Studies and Literacy: K-6 Credits: 1
- EDUM 6120 - Integrated Methods of Teaching Science, Health, and Mathematics: K-6 Credits: 3
- EDUM 6125 - Field Experience: Integrated Science, Health, and Mathematics: K-6 Credits: 1
- EDUM 6190 - Elementary Student Teaching and Seminar: K-6 Credits: 12

Required Licensure Courses: 33 Credits

Teaching Core

In addition to the coursework required for the Master of Arts in Teaching: Elementary Education Concentration, students in the alternative licensure option should also complete the following courses:

- ALP 4493 - Educational Theory and Methods Credits: 3

*
• ALP 4494 - Advanced Field Experience Credits: 0 **
  - A 0-credit coaching course is required, in addition to
    the listed course requirements. Please see your ALP
    advisor.

  Please call 303-615-0013 for further information about
  the Alternative Licensure Program, or visit the
  Alternative Licensure Program
  website: msudenver.edu/alp.

NOTE:
*This course is variable credit: 0 or 10. Students in the
MAT Elementary Education Alternative Licensure
Option must register for 0 credits.
**This course is variable credit: 0 or 20. Students in
the MAT Elementary Education Alternative Licensure
Option must register for 0 credits.

Grand Total for Elementary Education
Alternative Licensure Concentration: 46
Credits

Special Education Concentration

The MAT licensure program in special education provides
candidates with a case-based curriculum designed to prepare
them to meet the needs of children and adolescents with mild to
severe disabilities. The professional education sequence for a
special education generalist provides content that emphasizes the
development of effective decision making in diverse contexts.

Candidates who are interested in the program must have
completed a baccalaureate degree. Candidates should meet with
an MAT special education advisor to determine a program plan
of study.

Master of Arts in Teaching Core

• TEDM 6100 - Educational Research Credits: 3
• TEDM 6200 - Classroom Assessment Credits: 3
• TEDM 6800 - Capstone: Lesson Study for the Master
  of Arts Teaching Degree Credits: 1

Please select one of the following courses:

• TEDM 6300 - Learning in Context Credits: 3
• TEDM 6400 - Differentiated Instruction and
  Collaboration Credits: 3

Required Master of Arts in Teaching Courses: 10
credits

Special Education Licensure Requirements

• SEDM 5000 - Exceptional Learners in the Classroom
  Credits: 3
• SEDM 5650 - Individualized Education and
  Curriculum Credits: 3
• SEDM 5750 - Assessment Methods and Assistive
  Technology for Severe Disabilities Credits: 3
• SEDM 5820 - Elements of Literacy Instruction for
  Students with Disabilities Credits: 3
• SEDM 5900 - Mathematics Instruction for Students
  with Disabilities Credits: 3
• SEDM 6050 - Assessment and Instructional Planning
  Credits: 3
• SEDM 6200 - Reading Disabilities and Content
  Instruction Credits: 3
• SEDM 6250 - Effective Behavioral Support Systems
  Credits: 3
• SEDM 6300 - Assessment and Methods for Emotional
  and Behavioral Disorders Credits: 3
• SEDM 6490 - Special Education Student Teaching and
  Seminar Credits: 12

Required Licensure Courses: 39 credits

Grand Total for Special Education
Concentration: 49 credits

Special Education Alternative Licensure
Concentration

This concentration provides candidates with a case-based
curriculum designed to prepare them to meet the needs of
children and adolescents with mild to severe disabilities. The
professional education sequence for a special education generalist
provides content that emphasizes the development of effective
decision making in diverse contexts.

Candidates who are interested in the program must have
completed a baccalaureate degree. Candidates will meet with an
MAT special education advisor to determine a program plan
of study.

In addition to completing the admission requirements listed
above, students seeking alternative licensure must:

• secure an Alternative License pending
  employment/program status from the Colorado
  Department of Education in special education, and
• secure full-time employment as a special education
  teacher with a Denver-metro public school district,
  charter school, accredited private school, or approved
  facility school.

Eligibility for Student Teaching
To be eligible to receive student teaching credit during the fourth semester of the program, alternative licensure candidates must complete the following requirements:

- have a minimum GPA of 3.0 in all MAT coursework and
- successful completion of all courses required for MAT licensure, except TEDM 6800 Capstone: Lesson Study for the Master of Arts Teaching Degree (may be taken concurrently with student teaching)

Please call 303-615-0013 for additional information about the program, or visit the Alternative Licensure Program website: msudenver.edu/alp.

Master of Arts in Teaching Core

- TEDM 6100 - Educational Research Credits: 3
- TEDM 6200 - Classroom Assessment Credits: 3
- TEDM 6800 - Capstone: Lesson Study for the Master of Arts Teaching Degree Credits: 1

Please select one of the following courses:

- TEDM 6300 - Learning in Context Credits: 3
- TEDM 6400 - Differentiated Instruction and Collaboration Credits: 3

Required Master of Arts in Teaching Core Courses: 10 credits

Special Education Alternative Licensure Requirements

- SEDM 5000 - Exceptional Learners in the Classroom Credits: 3
- SEDM 5650 - Individualized Education and Curriculum Credits: 3
- SEDM 5750 - Assessment Methods and Assistive Technology for Severe Disabilities Credits: 3
- SEDM 5820 - Elements of Literacy Instruction for Students with Disabilities Credits: 3
- SEDM 5900 - Mathematics Instruction for Students with Disabilities Credits: 3
- SEDM 6050 - Assessment and Instructional Planning Credits: 3
- SEDM 6200 - Reading Disabilities and Content Instruction Credits: 3
- SEDM 6250 - Effective Behavioral Support Systems Credits: 3
- SEDM 6300 - Assessment and Methods for Emotional and Behavioral Disorders Credits: 3
- SEDM 6490 - Special Education Student Teaching and Seminar Credits: 12

Required Licensure Courses: 39 credits

Grand Total for Special Education Alternative Licensure Concentration: 49 credits

Autism and Significant Support Needs Certificate Program

Autism and Significant Support Needs Certificate Program
Autism and Significant Support Needs Certificate

The Autism and Significant Support Needs Certificate Program is designed for all educators and service providers working with students who have Autism and/or significant support needs. The goal of the certificate program is to increase the number of well-trained school personnel in the areas of autism and significant support needs by preparing them to utilize universal design for learning, differentiated instruction, assistive technology, positive behavior approaches, person- and family-centered transition planning, communication strategies, and other innovative teaching methods that support the success of all learners within inclusive environments.

Certificate Program Requirements
Students must hold an undergraduate degree from a regionally accredited college or university.

Gaining Acceptance into MSU Denver
- Submit MSU Denver graduate application
- Provide all official baccalaureate transcripts
- Pay graduate application fee
- Meet all additional requirements for admission

Gaining Acceptance into the Autism and Significant Support Needs Certificate Program
Submit School of Education graduate application which requires the following:
- Current resume
- Personal statement
- Acknowledgment of need for access to individuals with Autism and/or significant support needs
- Criminal history agreement
- Worker's Compensation agreement

After Acceptance
Students must review a certificate program plan with an advisor prior to enrollment, as well as maintain a cumulative grade point average of 3.00. No more than two grades of "C" will be counted toward certificate requirements. No grade lower than "C" will be counted toward certificate requirements. Students with similar courses in their prior experience may request up to three credits be transferred to meet part of the certificate requirements.

Financial Aid
Students enrolled in the Master of Arts in Teaching program with a concentration in Special Education will be able to complete the certificate coursework while they are completing the coursework for licensure in special education and may be eligible for financial aid.

Students who enroll in the certificate program after they have achieved licensure and are taking these graduate-level courses as a non-degree seeking student will not be eligible for financial aid.

Required Courses

Complete the following courses:
- SEDM 5600 - Academic Instruction for Students with Autism and Significant Support Needs Credits: 3
- SEDM 5675 - Transition Planning and Instruction Credits: 3
- SEDM 5800 - Communication Skills for Students with Autism and Significant Support Needs Credits: 3
- SEDM 6250 - Effective Behavioral Support Systems Credits: 3
- TEDM 6400 - Differentiated Instruction and Collaboration Credits: 3

Required Courses Total: 15 credits

Optional Field Experience Course
This one credit course provides students with extra support if needed. This course is designed to provide field based experience as a culmination of the Autism and Significant Support Needs Certificate Program. Students will be required to assess their field placement, create an action plan for improvement in an area of need determined by the assessment, determine interventions to improve the program, and then to conduct a final assessment. Based on the action plan students will be provided with coaching and resources that will support them in their efforts in educating students with Autism and significant support needs.

- SEDM 6350 - Field Experience: Mentoring for Students with Autism and Significant Support Needs Credits: 1

Subtotal: 1 credit

Total for Certificate: 15-16 credits
Course Descriptions

This section of the Catalog includes course descriptions, listed alphabetically by discipline. The descriptions provide information on course numbers, titles, the level of instruction, credit, course sequence, content, and prerequisites as shown in the following example:

**SWKM 5000 Generalist Practice in a Multicultural Society**
Credits: 4 (4 + 0)
Prerequisite: SWKM 5150
This course provides students with the knowledge, values and skills for generalist practice with diverse client systems. The course focuses on the ethics and values, professional relationships, interviewing, assessment, and evaluation at the micro, mezzo, and/or macro levels.

The first four letters, called the course subject code, represent the area of study or discipline, e.g., SWKM represents social work (master's level). The course number follows the course subject code, e.g., 5000. The first digit in a four-digit course number designates the level of instruction. Only courses numbered 5000 or above will be included in credits toward a degree. Following each course number is the semester hours of credit. As an example, SWKM 5000-4 is a master's level, four-credit course. After the course number is the course title, which is followed by the number of credit hours (5). Course descriptions provide a summary of the content of the course. If a prerequisite must be met before a student can register for the course, this information is listed above the course description. A list of courses being offered in a given semester, instructors, class meeting times, and locations is described in the Class Schedule.

- **Regular courses** appear in this section of the University Catalog and are offered on a regular basis.
- **Independent study courses** provide students the opportunity to pursue in-depth study of a topic of special interest. Independent study courses are specified as 698_ and include an alpha character in the course number. Independent study courses are published in the Class Schedule.
- **Special topics or omnibus courses** are temporary courses that are not listed in the Catalog. They may be used to pilot-test a course, present a special topic, or provide a unique, experiential-learning opportunity. Omnibus courses use a specified range of course numbers (590_, 690_) and include an alpha character in the course number. Omnibus courses are published in the Class Schedule.
- **Variable topics courses** allow courses of varying titles under an overall theme or “umbrella” course. Variable topic courses include an alpha character in the course number and are published in the Class Schedule.

Master of Business Administration

**MBA 5000 - MBA Foundation**
Credits: 1
Description: This course establishes a foundation for incoming MBA student success and must be completed successfully before beginning the MBA program. Content includes leadership, team building, communication and consulting skills, and a framework for decision making. In addition, students are introduced to resources that will enable them to successfully complete their MBA degree. The course requires students to self-assess, set goals, network with peers, and prepare for experiential components of the MBA program.

**MBA 5105 - Accounting Concepts**
Credits: 3
Description: This course introduces accounting concepts, principles, and practices needed by business managers. The course focuses on the reporting, analysis, and interpretation of accounting information, as well as the role it plays in the decision making process. Students will be able to identify and analyze the economic consequences of transactions on the financial statements used by external stakeholders and they will develop the tools necessary to make effective economic decisions. This course may be used as a leveling course for MPAcc students and does not count toward the thirty credit hours required for the MPAcc degree.
Note: Credit will be granted for only one prefix: ACCM or MBA
Crosslisted: ACCM 5050

**MBA 5140 - Strategic Cost Management**
Credits: 3
Prerequisite(s): ACC 3400 (or equivalent) with grade of C or better or ACCM 5050/MBA 5105 with grade of C or better.
Description: This course applies managerial and cost accounting concepts and procedures to strategic business decisions. Topics covered include cost management systems, capital budgeting techniques, inventory management, organizational performance measurement, transfer pricing, and other current topics that support management decision-making.
Note: Credit will be granted for only one prefix: ACCM or MBA
Crosslisted: ACCM 5400

**MBA 5205 - Information Systems Strategy Planning**
Credits: 3
Description: This course builds an understanding of information technology from a management perspective. Students develop an
understanding of the links between information technology, business strategy, business process management, and organizational management dynamics. Three main themes are emphasized: the current market for IT capabilities and services, ways to gain competitive advantage by using information technology to enable new value-enhancing strategies and business models and products, and understanding how managers should specify, source, deploy, manage and support their information technology assets and infrastructure.

Note: Credit will be granted for only one prefix: CYBM or MBA
Crosslisted: CYBM 5205

MBA 5210 - Knowledge Discovery using Business Analytics

Credits: 3
Description: This course presents students with tools and concepts from each of the three areas of Business Analytics-Descriptive Analytics, Predictive Analytics, and Prescriptive Analytics. Descriptive Analytics addresses descriptive statistics and the exploration of data. Predictive Analytics covers regression analysis, model building, time series analysis, forecasting and Analysis of Variance. Prescriptive Analytics addresses decision making under uncertainty and risk, linear optimization, integer optimization nonlinear optimization, and simulation modeling. A variety of software tools are used to analyze data and solve decision-making problems.

MBA 5220 - Practical Business Analytics

Credits: 3
Description: This course introduces the role of business analytics in organizations using a variety of business analytics methods. This course applies practical methodologies, strategies, and best practices for performing descriptive, predictive, and prescriptive analytics. In order to support the overall business analytics framework and methodology, this course also includes the use of enterprise level analytics tools and systems.

MBA 5230 - Data Mining for Business Intelligence

Credits: 3
Description: This course provides students with a theoretical and practical understanding of data mining concepts and techniques and hands-on experience in applying these techniques to practical real-world business problems using commercial data mining software. As an applied course, the emphasis is on application and interpretation of various data mining methods using business cases and data.

MBA 5305 - Managerial Economics

Credits: 3
Description: This course applies the fundamental tools of price theory--consumer and firm behavior, demand and supply, the allocation of resources, competition and monopoly-to managerial decision making. This course analyzes external interactions of the firm with its customers, competitors, markets, and the government. This course also analyzes the various issues the firm faces when interacting with its various stakeholders. This includes issues related to organizational structure and contract design, especially as these issues relate to opportunism, rent-seeking, and asymmetric information, are discussed.

MBA 5405 - Corporate Finance

Credits: 3
Description: This course emphasizes effective financial decision making. The course covers a variety of managerial finance topics including financial statement analysis, financial planning and forecasting, security valuation, risk and return, and capital budgeting.

MBA 5480 - Strategic Finance

Credits: 3
Prerequisite(s): MBA 5405 with a grade of "C" or better
Description: This case study oriented, interactive course applies principles and analytical skills developed in the MBA core to evaluate the impact of alternative financial strategies and policies on a company. Topics to be addressed include capital budgeting, financing decisions, firm valuation analysis of merger and acquisitions, and working capital management. To enhance critical-thinking and problem-solving skills, teamwork, and spreadsheet analysis, in combination with routine written and oral presentations, are essential components of the course.

MBA 5505 - Legal Analysis and Sustainability

Credits: 3
Description: This course focuses on current issues in business, law, and ethics to analyze the challenges and responsibilities of a business in meeting the interests of all stakeholders. The class emphasizes sustainable development and ethics with a focus on social, environmental, and economic resources and impacts within a legal framework at a state, federal and international level.

MBA 5510 - Operations and Supply Chain Management

Credits: 3
Description: This course examines the management of operations both within service and manufacturing organizations and in the broader context of the supply chain. Special emphasis is placed on process analysis, continuous quality improvement, lean methods, and developing analytical skills for the purpose of supporting effective business decision making.
MBA 5520 - Global Enterprise Management

Credits: 3  
Description: This course focuses on the challenges and opportunities associated with organizational management and business strategy in the global environment. Students are exposed to an overview of the process and effects of internationalization in the current business environment. The course provides an overview of theories, concepts and skills needed to manage effectively in today's global environment. Students integrate knowledge gained from other business courses to understand the conceptual framework of global business issues and apply knowledge and analytical tools to business situations.

MBA 5580 - Transforming Organizations through Leadership

Credits: 3  
Description: This course integrates knowledge and practices for leaders to conceptualize and realize organizational transformation for improved effectiveness, better financial performance, and a vibrant culture. The course utilizes a systems approach to analyze complex, dynamic organizations in order to synthesize a path to greater organizational success through effective leadership.

MBA 5605 - Marketing Analysis and Planning

Credits: 3  
Description: In this course, students gain a working knowledge of marketing planning and implementation in the context of a firm's strengths, overall strategy, and competitive environment. Students use marketing information to conduct internal and external analyses that support effective decision making. The course emphasizes the development of decision-making skills regarding market selection, pricing, promotion, product definition, and distribution channels in order to create and manage long-term, profitable customer relationships.

MBA 5680 - Advanced Strategic Marketing and Analysis

Credits: 3  
Prerequisite(s): MBA 5605  
Description: In this course, students apply analytic tools and methods to evaluate and select customer-centric marketing strategies within specific product-markets to achieve sustainable competitive advantage. These strategic processes include analyzing competitors and markets, evaluating and selecting customer segments, designing strategies appropriate to the product lifecycle, and organizing the marketing function. This course bridges the disciplines of marketing and strategic management through cases, client projects, and/or simulations.

MBA 5710 - Global Business Management Experience

Credits: 3  
Description: This travel-based course focuses on the challenges and opportunities associated with organizational management and business strategy in the international business environment as well the geography, culture, and economy of a foreign country. Students first research an overview of the process and effects of internationalization in the current business environment of the country, then travel to the country to meet with government and non-government agencies, local businesses, and international businesses, as well as experience aspects of local culture. Through case studies, students integrate knowledge gained from other business courses to understand the conceptual framework of global business issues and apply knowledge and analytical tools to business situations in a foreign country.

MBA 6500 - Integrative and Strategic Perspectives of Organizations

Credits: 3  
Prerequisite(s): MBA 5000; MBA 5105; MBA 5205; MBA 5305; MBA 5405; MBA 5505; MBA 5510; MBA 5520 or approved study abroad; MBA 5605.  
Description: This is the MBA capstone course representing an integrative experience dealing with strategic organizational issues. Analysis of internal and external factors affecting the development of company objectives and strategies are examined. Students learn the complexities involved in determining long-term strategies, examine the dynamics of the competitive environment, and discuss how an industry may change as a result of the capabilities and competitive interactions of rival firms. The course stresses the interrelationships among major functional areas and the adjustments that may result from changes in strategy. Students are expected to apply analytical tools developed in the MBA Core and this course.

Master of Science in Cybersecurity

CYBM 5000 - Cyber Laws/Regulations and Prosecution

Credits: 3  
Description: Students in this course will assess, analyze and critique current cyber laws and regulations as they relate to cybersecurity and cybercrime and U.S. and state court cases addressing cyber laws and regulations violations. Students will interpret the legal aspects of forensic computer science, privacy issues, constitutional protections, and will employ related state, federal and international laws and regulations. Students will also identify and differentiate the challenges in the investigation and
prosecution of cyber criminals as well as the constitutional issues applicable to the presentation of cybercrime evidence. Students will explain the ramifications of legal and ethical implications created in cyberspace.

**CYBM 5001 - Cybercrime Investigation**

**Credits:** 3  
**Description:** Students in this course will conduct an in-depth analysis on investigative processes related to deconstructing and disassembling crimes and terrorist activities committed in cyberspace. Students will examine how traditional investigations of crime and terrorism have each evolved through the use of technology and digitalization to include using computer systems as both tools for crime and targets of crime. Students will also explore and define the various roles of law enforcement in investigating cybercrime and cyberterror, facilitating relationships with other organizations, and managing cybervictimization.

**CYBM 5002 - Theories of Cybercrime**

**Credits:** 3  
**Prerequisite(s):** CYBM 5000 and CYBM 5001 each with a grade of C or better  
**Description:** Students in this course will explore the theoretical causes of cybercrime at the graduate student level. They will analyze key criminological theories as they pertain to hacking, piracy, theft, and harassment carried out through the Internet. The characteristics of criminal behavior will be examined using empirical evidence in order to theoretically explain the central causes of Internet crimes.

**CYBM 5020 - Cybersecurity Infrastructure**

**Credits:** 3  
**Description:** This course is an introduction to information system infrastructure. The focus of this course is on data communications and networks. Discussion covers layered network architectures and communication hardware. Emerging technologies such as social media, mobile computing, cloud computing, big data, SCADA, and the Internet of Things are examined. The basics of application security such as SQLi and the OWASP top-ten list are introduced.

**CYBM 5021 - Network and Internet Security**

**Credits:** 3  
**Prerequisite(s):** CYBM 5020 with a passing grade of C or better  
**Description:** An introduction to the security concepts needed for the design, use, and implementation of secure voice and data communications networks, including the Internet. A brief review of networking technology and standards (including an introduction to Internet communication protocols) is provided. Security subjects addressed include defense models, security policy development, authentication and authorization controls, firewalls, packet filtering, virtual private networks (VPNs), and wireless network security. A specific project on network security in a hypothetical scenario based on the inputs from government agencies and commercial organizations is assessed by a team of experts who are working in the field.

**CYBM 5022 - Intrusion Detection and Prevention**

**Credits:** 3  
**Prerequisite(s):** CYBM 5020 with a passing grade of C or better  
**Description:** An exploration of the theory and implementation of intrusion detection and intrusion prevention. Topics include network-based, host-based, and hybrid intrusion detection; intrusion prevention; attack pattern identification; deployment; response; surveillance; damage assessment; data forensics; data mining; attack tracing; system recovery; and continuity of operation. A specific project on intrusion detection and intrusion prevention in a hypothetical scenario based on the inputs from government agencies and commercial organizations is assessed by a team of experts who are working in the field.

**CYBM 5023 - Computer and Mobile Device Forensics**

**Credits:** 3  
**Prerequisite(s):** CYBM 5021 with a passing grade of C or better  
**Description:** An introduction to the fundamental concepts behind the collection and analysis of the digital evidence left behind in a digital crime scene. Topics include the identification, preservation, collection, examination, analysis, and presentation of evidence for prosecution purposes. Discussion also covers the laws and ethics related to computer forensics and challenges in computer forensics. Network forensics is briefly explored. A specific project on computer forensics or network forensics in a hypothetical scenario based on the inputs from government agencies and commercial organizations is assessed by a team of experts who are working in the field.

**CYBM 5205 - Information Systems Strategy Planning**

**Credits:** 3  
**Description:** This course builds an understanding of information technology from a management perspective. Students develop an understanding of the links between information technology, business strategy, business process management, and organizational management dynamics. Three main themes are emphasized: the current market for IT capabilities and services, ways to gain competitive advantage by using information technology to enable new value-enhancing strategies and business models and products, and understanding how managers should specify, source, deploy, manage and support their information technology assets and infrastructure.
Note: Credit will be granted for only one prefix: CYBM or MBA

Crosslisted: MBA 5205

CYBM 5242 - Security Risk Analysis and Risk Management

Credits: 3
Prerequisite(s): MBA/CYBM 5205 with a grade of C or better
Description: This course explores fundamental information systems security risk areas, planning, and management, including risk analysis, business continuity, disaster recovery, and security controls. The course will also explore risks as they relate to areas of information systems operations, legal regulations, and online privacy. Other topics include governance, internal and external partnerships, emerging technologies, threats and vulnerabilities, and new security solutions and capabilities.

CYBM 5244 - Incident Detection and Response

Credits: 3
Prerequisite(s): MBA/CYBM 5205 with a grade of C or better
Description: This course provides students with the background and skills to manage information systems security incidents while minimizing impact on business operations. The covered topics include detection, investigation, and response to different types of cyber security incidents. Students explore these topics by developing incidence response plans by utilizing best practices, industry-standard processes, and appropriate tools for investigating information security incidents. They will recommend processes for possible incidence response that adhere to operational, regulatory, legal, and organizational compliance.

CYBM 5248 - Information Assurance

Credits: 3
Prerequisite(s): MBA/CYBM 5205 and CYBM 5242 each with a grade of C or better.
Description: This course examines the principle areas of information assurance in an enterprise environment. Topics will include protecting networks, intrusion detection, monitoring, and supervisory control and data acquisition. The course surveys the broad fields of enterprise security and privacy, concentrating on the nature of enterprise security requirements by identifying threats to enterprise information technology systems, access control and open systems, and organizational structures for managing information assurance.

CYBM 6000 - Internship in Cybersecurity

Credits: 3
Prerequisite(s): Must have completed 24 credits of CYBM courses and instructor's permission.
Description: Students in this course will demonstrate the skills learned at Metropolitan State University of Denver with experience working in the field of cybersecurity. Students will gain hands-on experience related to their field of study by integrating classroom learning with the acquisition of meaningful knowledge in an applied work setting. Through direct coordination, performance and formulation, students gain an understanding of an assigned agency's work, mission, and client, and how these potentially relate to their individual academic study, and the agency's position in the broader industry or field. Students will produce a critical evaluation on their internship experience demonstrating how they have addressed specific learning goals.

CYBM 6001 - Cybersecurity Capstone

Credits: 3
Prerequisite(s): CYBM 5000, CYBM 5001, CYBM 5002, CYBM 5020, CYBM 5022, CYBM 5244, MBA/CYBM 5205 each with a passing grade of C or better
Description: Students in this course will complete a graduate research project. Students will integrate the knowledge acquired on the institutions policies and practices of computer information systems, computer science, and criminal justice. In this senior project, students will synthesize both academic and technical components to address real-world cybersecurity and management issues. Students will emphasize a security conscious system and best practices of software development and testing to tackle complex issues facing the industry.

Master of Health Administration

MHA 5000 - Fundamentals of Health Care Systems and Organizational Structures

Credits: 3
Description: Students in this course engage in an overview of the U.S. health care system. Students will learn about the role of providers in different health care settings, payers, intermediaries and other public and corporate entities involved in the delivery of health care services. Organizational structures, economic and political influences, financing and payment and evolving changes occurring in the health industry in the United States will be evaluated. Perspectives of the various stakeholders and cultural challenges in health care delivery are also reviewed. Critical issues such as access, quality, utilization, costs, technology, regulation, and ethics will be analyzed.

MHA 5010 - Health Care Administration, Theory and Application, Governance, and Leadership

Credits: 3
Pre/Corequisite(s): MHA 5000
Description: Students in this course will analyze and evaluate the environment surrounding health care administration, governance, legal structures, and organizational leadership. Composition, diversity, cultural proficiency, and qualities that
define excellence in governance and leadership of health care organizations will be considered. An examination of principles and theories related to managing different types of complex organizations will be addressed. Students will consider the role of governing boards, executives, and administrative leadership teams in developing a mission-focused culture that supports organizational strategic objectives, regulatory and policy changes, organizational change, excellent communications and overall organizational leadership.

MHA 5020 - Health Care Human Resources, Organizational Behavior, Change, and Development

Credits: 3
Pre/Corequisite(s): MHA 5000
Description: Students in this course will analyze and evaluate concepts and theories surrounding human resources and organizational behavior/development pertaining to the health care industry. Topics of study include: human resource functions; job analysis and design; recruitment, selection, and retention; performance management; employee relations; training, compensation, benefits; organizational development/behavior; HR legal and regulatory policies; organized labor; workforce innovation, forecasting, emotional intelligence and diversity.

MHA 5030 - Health Care Legal Principles, Compliance, and Ethics

Credits: 3
Pre/Corequisite(s): MHA 5000
Description: Students in this course will survey the major legal and ethical issues of the health care system. The course covers the legal issues surrounding the relationships of patient, provider, and health care institution. There will be specific isolation for analysis by career designation, i.e., MD, RN, etc., as well as ways in which organizations manage these professionals from a legal standpoint. Further, the course will focus on shareholder responsibility, corporate compliance, key cases in health care law, elements of assault, battery, tort, etc., and elements of ethics within health care and how they are both similar and dissimilar to legal concepts.

MHA 5040 - Population and Community Health

Credits: 3
Pre/Corequisite(s): MHA 5000
Description: Students in this course will differentiate perspectives of the healthcare delivery system, identify chronic diseases and wellness needs at a community level using disparate sources of data, and create programs to address health determinants and care coordination among a defined population of individuals. Further, the course content will include information needed for designing plans to improve the health status of the community and its members. Concepts provided in this course will help students identify methods to conduct community health assessments, evaluate community intervention programs, and utilize data to understand community health profiles. Cultural competence will also be considered through both theory and case studies. Relevant data will also support the incidence of health disparities as it applies to the individual and the community.

MHA 5050 - Seminar in Health Administration: Current Topics, Trends, Policy, and Sustainability

Credits: 3
Pre/Corequisite(s): MHA 5000
Description: Students in this course will appraise current topics and trends within health care administration environment. Due to the changing healthcare environment, these topics and trends will shift over time. In addition, students will also develop the ability to explain and summarize evolving policy and ongoing efforts of sustainability. Familiarity with progressive trend setting, payment structures, innovative models of healthcare delivery, and modern policymakers are critical to the success of health care administration personnel. Students will have the ability to discuss, debate, and make informed evidence-based recommendations concerning the contemporary state of health care administration.

MHA 5060 - Health Information Systems

Credits: 3
Pre/Corequisite(s): MHA 5000
Description: Students in this course will gain insights to the use of information systems on evaluating and improving the quality and efficiency of the delivery of health care. After reviewing data gathered by contemporary health information systems, students will engage in applied exercises to identify how information and decision support tools can be used to investigate and formulate responses to current health care management problems.

MHA 5070 - Seminar in Health Administration: Capstone Preparation

Credits: 1
Pre/Corequisite(s): MHA 5000
Description: Students in this seminar course will transition from theory to practice, including evaluating elements of professional relationship skills and accountability. Considered the pre-requisite to the capstone internship and thesis courses, students will explore internship and thesis options for their capstone, develop goals and create measurable learning objectives.

MHA 5080 - Marketing and Strategy in the Health Industry
Credits: 3
Pre/Corequisite(s): MHA 5000
Description: Students in this course will explore concepts of strategic and marketing management - analyze mission, vision, external trends, competitive forces and internal issues and investigate primary and secondary research - all in creating, executing, and analyzing a strategic plan. Students will evaluate marketing principles of product, price, place, and promotion, as well as positioning as derived from the strategic plan in order to create a marketing plan. Students will critique how all aspects of health care management - including financial and operations management - are derived from the health care organization's strategy.

MHA 5090 - Financial Analyses and Application in Health Care Organizations

Credits: 3
Pre/Corequisite(s): MHA 5000
Description: Students in this course will be familiarized with the financial statements used to manage health care businesses and the essential skills of financial statement analysis and budgeting. Students will explore the key elements of managing the revenue cycle in health care, pricing, cost analysis, expense management, and capital investment analysis. Students in the course will also be challenged to use financial and operational data to support management decision-making.

MHA 5100 - Health Care Research Methods and Statistical Analysis

Credits: 3
Pre/Corequisite(s): MHA 5000
Description: Students in this course will gain an overview of essential statistical concepts in health care administration including descriptive statistics, sampling and hypothesis testing, analysis of variance, and fundamental inferential techniques. Students will then apply this knowledge to implementing various research study designs methodologies (quantitative, qualitative and mixed), using hands-on experiences to apply concepts presented in the course to health services research ideas of interest.

MHA 5200 - Health Care Operations, Risk Management, and Quality Assessment and Improvement

Credits: 3
Pre/Corequisite(s): MHA 5000
Description: Students in this course will obtain a comprehensive and practical examination of all aspects of operations management in health care. Students will use mathematical skills to critically assess patient flows, process and quality improvement, volume projection, and supply chain management to improve processes in health care organizations. Detailed content on reducing cycle times (e.g., patient wait times), measuring productivity, streamlining process flows, tracking outcomes, quality, and performance metrics, and risk assessment of health care business processes will also be presented.

MHA 5300 - Health Economics

Credits: 3
Pre/Corequisite(s): MHA 5000
Description: Students in this course will evaluate economic concepts and tools including demand theory and production functions in health care. Insurance, provider, and health care labor markets will be examined. Economic information will be used to analyze markets and understand contemporary policy issues in health care in the U.S. Assessment of economic utility in health care from different stakeholder perspectives will also be addressed.

MHA 6100 - Health Administration Capstone: Residency

Credits: 3 (150 field hours)
Pre/Corequisite(s): MHA 5000, 5010, 5020, 5030, 5040, 5050, 5060, 5070, 5080, 5090, 5100, 5200 & 5300
Description: Considered the culminating experience for students in the Master of Health Administration program. This capstone course is a structured field experience in which students work under direct supervision of a faculty advisor and internship preceptor. Students function as an integral member of a health care organization to complete a minimum of 150 field hours. The purpose of the field capstone is to obtain first-hand knowledge, apply didactics, build professional competencies, gain critical thinking skills, negotiate consensus and collaboration in work teams, and analyze administrative and operational matters.

MHA 6200 - Health Administration Capstone: Thesis

Credits: 3
Pre/Corequisite(s): MHA 5000, 5010, 5020, 5030, 5040, 5050, 5060, 5070, 5080, 5090, 5100, 5200 & 5300
Description: Considered the culminating experience for students in the Master of Health Administration program. This capstone course requires completion of a major analytical paper. Students investigate a health care topic related to his/her career aspirations or personal research interests. Under direct supervision of a faculty advisor, students will analyze, synthesize, and integrate previously learned knowledge gleaned from coursework and professional experiences. Students will be required to demonstrate the ability to conduct independent research and create an individual, unique, analytical thesis paper and present the project and findings to peers and faculty.
Master of Science in Human Nutrition and Dietetics

NUT 5000 - Introduction to Graduate Studies

Credits: 1
Description: This course provides graduate students with an introduction to strategies and tools for success in the graduate learning experience at MSU Denver. Topics include program standards and objectives, professionalism, graduate level oral and written communication expectations, and research expectations.

NUT 5010 - Macronutrients in Health and Disease

Credits: 3
Description: Content focuses on energy containing macronutrients, fiber and water. Structural properties, digestion, absorption, metabolism and excretion are discussed. Topics include the gut microbiome, physiology of energy balance and exercise, nutrigenomics, disease prevention, and lifecycle considerations. Dietary practices for promoting health and preventing disease will be discussed and analyzed. Emphasis will be placed on the integration of macronutrient metabolism on molecular, biochemical and physiological processes. Students will present on contemporary issues related to advanced macronutrient metabolism.

NUT 5011 - Vitamins, Minerals, and Bioactive Compounds in Health and Disease

Credits: 3
Description: Content focuses on advanced topics in vitamins, minerals, and bioactive compounds. The mechanisms of action, physiological functions, pharmacology and toxicology will be discussed along with structure, function, and metabolism of these compounds. Emphasis will be placed on the advanced integration of micronutrient and bioactive compound metabolism on molecular, biochemical and physiological processes in solving applied nutrition in health and disease issues. Nutrigenomics and dietary supplements will be discussed as appropriate. Case studies on contemporary issues will be utilized. The course is not intended to be a first course in micronutrients as the content will both apply and expand on basic micronutrient information.

NUT 5020 - Maternal and Child Nutrition

Credits: 3
Description: This course focuses on the nutrition requirements, health issues, and diseases affecting pregnant and postpartum women, females of reproductive age, and infants and children. Epidemiology of maternal and childhood diseases in both developed and developing nations will be discussed. This course will integrate clinical and community evidence based guidelines and recommendations to provide a comprehensive overview of best practices in treating maternal and child nutrition issues. Counseling techniques and strategies for encouraging behavior change will be discussed for different socio-environmental domains.

NUT 5030 - Advanced Assessment and Intervention in Clinical Nutrition

Credits: 3
Description: Explores common pathophysiological conditions and diseases to provide an in-depth analysis of the role of diet in disease prevention, development, and treatment. Students will apply and evaluate assessment methods (e.g. anthropometric, biochemical, and clinical) and interpret assessment results to accurately diagnose nutritional status and plan interventions. Topics include the nutrition care process, evidence-based practice, coding and billing, and education in clinical settings. Evaluation of energy balance and nutritional needs during physiological stress or illness will be discussed. Course will be taught using case-based learning and application of primary research.

NUT 5031 - Advanced Clinical Practice Topics

Credits: 3
Prerequisite(s): NUT 5030
Description: Content focuses on advanced clinical practice topics to support clients' self-management of diseases, nutrition care support program development, research analysis and communication, and clinical management. Clinical management topics include strategic and operational planning, analysis of clinical practices and procedures, effective leadership, and development of quality improvement and standards of care procedures. Students will evaluate published research and apply findings to clinical practice case studies.

NUT 5040 - Nutrition Research Design and Evaluation

Credits: 3
Description: Understanding that modern research design and evaluation rarely occur alone and that nutrition professionals will be expected to collaborate with other members of a healthcare and/or research team, this course will provide students with an advanced and practical understanding of applied research design and evaluation in the field of nutrition. Topics include integrating the process of conducting research with study design principles, statistical analysis, qualitative and quantitative methods, research report development, dissemination of research findings and research ethics.

NUT 5050 - Global and Cultural Topics in Nutrition
NUT 5060 - Nutrition Communication Strategies

Credits: 3
Prerequisite(s): NUT 5040, NUT 5050
Description: This course provides students with an opportunity to examine and apply strategies and principles of effective communication for diverse audiences in the field of nutrition. Emphasis will be placed on effective translation and dissemination of scientific findings to diverse audiences using a variety of communication strategies including individual counseling, group facilitation, advocacy, and public speaking. The evaluation, interpretation, and communication of scientific literature will also be emphasized.

NUT 5070 - Programmatic and Systematic Prevention Approaches I

Credits: 3
Description: Provides students with an opportunity to apply nutrition knowledge and skills in the development of entrepreneurial, community, clinical, or government-based prevention programs. Students will begin planning prevention programs, including conducting needs assessments, critiquing past research, developing interventions and applying behavioral theories to program planning. Additional topics include entrepreneurial strategies for program planning, epidemiology, and current government and private community nutrition programs and practices.

NUT 5071 - Programmatic and Systematic Prevention Approaches II

Credits: 3
Prerequisite(s): NUT 5070
Description: Provides students with an opportunity to implement and evaluate community or clinical nutrition interventions and strategies. Students will participate in grant writing and budget development, community or clinical nutrition program implementation, applying evidence-based strategies, evaluating program effectiveness and dissemination of program outcomes. Effective communication and collaboration with nutrition partners in the community will be emphasized.

NUT 5080 - Nutrition Seminar

Credits: 1
Description: Content focuses on the critical evaluation, presentation, and discussion of current literature and research in the field of nutrition to promote effectiveness in public speaking and professional written communication.

NUT 5090 - Nutrition Research Practicum I

Credits: 3
Prerequisite(s): NUT 5040
Description: Content focuses on allowing students to gain experience in the planning of nutrition research focused on addressing issues related to diverse populations. Emphasis will be placed on successful group research collaborations, effective study design and development, research ethics, and research protocol approval.

NUT 5091 - Nutrition Research Practicum II

Credits: 3
Prerequisite(s): NUT 5090
Description: Content focuses on allowing students to gain experience in conducting nutrition research focused on addressing issues related to diverse populations. Emphasis will be placed on successful group research collaborations, study protocol implementation, data collection and analysis, and dissemination of research findings.

Master of Professional Accountancy

ACCM 5000 - Accounting Ethics, Professionalism, and Leadership

Credits: 3
Prerequisite(s): Master's Standing
Description: This graduate-level course provides the ethical grounding professional accountants need to identify ethical issues that they might face and to respond effectively to them. The foundational construct is from Giving Voice to Values modeling. Students will evaluate dilemmas utilizing the major theoretical ethical reasoning models and the ethical principles included in the codes of ethics disseminated and enforced by the major accounting organizations, with emphasis on the AICPA Code of Professional Conduct. Completion of this course qualifies a student for the accounting ethics course requirement for CPA licensure in Colorado per the Colorado Board of Accountancy, effective July 1, 2015.

ACCM 5020 - Communication and Accounting Research
Credits: 3
Description: This course develops a student's knowledge, skills, and abilities in communication and research in accounting. The course focuses on written and oral communication and accounting research.

ACCM 5050 - Accounting Concepts

Credits: 3
Description: This course introduces accounting concepts, principles, and practices needed by business managers. The course focuses on the reporting, analysis, and interpretation of accounting information, as well as the role it plays in the decision-making process. Students will be able to identify and analyze the economic consequences of transactions used by external stakeholders and they will develop the tools necessary to make effective economic decisions. This course may be used as a leveling course for MPAcc students and does not count toward the thirty credit hours required for the MPAcc degree.
Note: Credit will be granted for only one prefix: ACCM or MBA
Crosslisted: MBA 5105

ACCM 5060 - Commercial Law for Accountants

Credits: 3
Description: This course provides a contemporary view of the legal environment as it relates to the accounting profession. Students study selected provisions of the Uniform Commercial Code including secured transactions, commercial paper, and sales. Students also study and analyze cases and problems in bankruptcy, financial reporting, and professional liability.

ACCM 5090 - Tax Research

Credits: 3
Prerequisite(s): ACC 3090 with grade of "C" or better or permission of the instructor
Description: The purpose of this course is to conduct in-depth tax research applicable to federal tax law, including the use of traditional and computerized tax services. The emphasis is on tax planning principles.

ACCM 5200 - Contemporary Auditing Issues

Credits: 3
Prerequisite(s): Master's standing or permission of the instructor
Description: This course is a study of the theory and practice of auditing and attestation services with a special emphasis on current developments and approaches. The course concentrates on the public accounting environment, internal control, contemporary methodologies in auditing and attestation, generally accepted auditing standards (GAAS), auditing research, and corporate governance.

ACCM 5300 - Seminar in Accounting Information Systems

Credits: 3
Prerequisite(s): ACC 3300 with grade of "C" or better or permission of the instructor
Description: This course builds upon basic areas such as the knowledge of, and the ability to institute critical accounting-related information technology governance. It involves students in the creation and evaluation of accounting and accounting information systems controls. The course also covers current and emerging areas in accounting information systems.

ACCM 5400 - Strategic Cost Management

Credits: 3
Prerequisite(s): ACC 3400 (or equivalent) with grade of C or better or ACCM 5050/MBA 5105 with grade of C or better
Description: This course applies managerial and cost accounting concepts and procedures to strategic business decisions. Topics covered include cost management systems, capital budgeting techniques, inventory management, organizational performance measurement, transfer pricing, and other current topics that support management decision-making.
Note: Credit will be granted for only one prefix: ACCM or MBA
Crosslisted: MBA 5140

ACCM 5420 - International Financial Accounting, Reporting, and Analysis

Credits: 3
Prerequisite(s): ACC 3510 with grade of "C" or better
Description: This course focuses on identifying and managing the similarities and differences in financial reporting practices throughout the world. The topics include the background to international accounting, a comparison between Statement of Financial Accounting Standards (SFAS) and International Financial Reporting Standards (IFRS), discussion of specific IFRS, international financial statement analysis, emerging issues in IFRS and the United States' transition to IFRS.

ACCM 5510 - Accounting Theory

Credits: 3
Prerequisite(s): ACC 3520 with grade of "C" or better
Description: In this course, students analyze the theoretical foundations that underlie financial reporting. This is achieved by examining the authoritative pronouncements and the contemporary accounting literature.

ACCM 5520 - Business Combinations

Credits: 3
Prerequisite(s): ACC 3520 with grade of "C" or better
Description: This course is a comprehensive study of business combinations focusing on the preparation of consolidated financial statements. Complexities inherent in consolidating investments in foreign subsidiaries and complex groups are addressed in depth. Additional topics include variable interest entities, foreign currency transactions, hedging transactions, equity method investments, and a review of some of the empirical research in this area.

ACCM 5550 - Contemporary Accounting Issues

Credits: 3
Prerequisite(s): ACC 3510 with grade of "C" or better

Description: This course analyzes and evaluates current issues involving the accounting profession. Exposure drafts, discussion papers and other recent pronouncements of various accounting regulatory bodies are discussed.

ACCM 5600 - Fraud Examination Awareness Seminar

Credits: 3

Description: This course examines various aspects of fraud with a focus on how and why fraud is committed and how fraud can be deterred or prevented. Students address issues related to forensic accounting and ethics within a framework of fraudulent matters.

ACCM 5650 - Legal Elements of Fraud

Credits: 3
Prerequisite(s): ACCM 5600 with grade of "C" or better

Description: This course provides students with an understanding of the rules of evidence and an overview of the criminal and civil justice system, including a focus on the court and trial process. The course addresses aspects of engagements and investigation, and the role and responsibilities of the expert witness.

ACCM 5800 - Applied Internal Auditing

Credits: 3

Description: This course applies contemporary case study, research methodology, and practical experience to internal audit principles. Topics explored include corporate governance, enterprise risk management, continuous auditing techniques, fraud auditing, and professional development.

Note: Students who have taken ACCM 5200, ACCM 5800, or ACCM 5901 may NOT take this course.

ACCM 5802 - Performance Auditing

Credits: 3
Prerequisite(s): Master's Standing

Description: This course applies performance auditing standards, principles, and methodologies to auditing case studies. Topics explored include service delivery models, internal controls, risk management, criteria development, audit recommendations, evidence evaluation, performance testing, and professional development.

ACCM 5810 - Small Business Consulting and Accounting

Credits: 3
Prerequisite(s): ACCM 5020 with grade of "C" or better

Description: This course focuses on the skills necessary to provide accounting services to a small business. Students provide accounting services and advice to local small businesses.

ACCM 5820 - Data Analysis for Fraud and Litigation

Credits: 3
Prerequisite(s): ACCM 5200, ACCM 5600, ACCM 5800, or ACCM 5901

Description: This course applies contemporary data analysis practices to develop analytical models used in fraud and litigation cases. Students work with multiple data types, data tools, and relational modeling software to produce conclusions used in professional fraud investigations. Data analysis systems used in this course include FileViewer, Microsoft Excel, IDEA, and ACL.

ACCM 5901 - Internal Audit Projects

Credits: 3
Prerequisite(s): Master's level standing OR permission of the MPAcc Coordinator. Completion of an undergraduate auditing course with a grade of C or better.

Description: This course focuses on the practical application of audit theory. Students will perform an internal audit of a business unit under close faculty supervision. During this course, students will gain a thorough understanding of the operational, financial, technological, and cultural factors driving a work group in order to assess the risks pervasive in a business environment. Students will present recommendations for business process improvements to senior management and the Board of Trustees.

ACCM 5980 - Master's Accounting Internship

Credits: 3
Prerequisite(s): Degree-seeking MPAcc student, coursework related to internship, permission of the MPAcc internship
coordinator, and 3.0 GPA in MPAcc courses

**Description:** This course provides an internship experience in a business entity or a governmental agency, that is related to accounting and which is supervised in conjunction with an accounting faculty member.

**Internship requirements vary by department. For information and instructions on finding and enrolling in an internship, contact the Applied Learning Center at 303-615-1333 or internships@msudenver.edu.

**ACCM 6080 - Tax Leadership and Management**

**Credits:** 3  
**Prerequisite(s):** Master's standing and [ACC 3090 with a "C" or better and ACC 3110 with a "C" or better or one year of supervised experience in tax preparation]

**Description:** This course provides students with the opportunity to supervise undergraduate students through a tax preparation season. It includes interaction with community partners, IRS tax return submissions, and advanced tax knowledge application. During the course, students will complete schedules, mentor and assess undergraduate students, and provide leadership to create an efficient and effective tax site.

**ACCM 6090 - Tax Practice and Procedure**

**Credits:** 3  
**Prerequisite(s):** ACCM 5090 with "C" or better

**Description:** This course covers the organization of the Internal Revenue Service (IRS), the return filing process, the assessment process, the refund process, civil penalties, practice before the IRS, criminal investigations, fraud, prosecutions, the collection process, practical applications of IRS rules and aspects of case law.

**ACCM 6100 - Taxation of Corporations and Shareholders I**

**Credits:** 3  
**Prerequisite(s):** ACCM 5090 with "C" or better

**Description:** This course provides an in-depth analysis of federal corporate taxation. Students study a variety of topics including formation, organization, operation, and dissolution.

**ACCM 6110 - Taxation of Corporations and Shareholders II**

**Credits:** 3  
**Prerequisite(s):** ACCM 6100 with "C" or better

**Description:** This course provides an in-depth analysis of tax accounting, consolidated returns, and reorganization under the Internal Revenue Code.

**ACCM 6140 - Taxation of Partners and Partnerships**

**Credits:** 3  
**Pre/Corequisite(s):** ACCM 5090 with "C" or better

**Description:** This course is a detailed study of the taxation of partnerships and partners. Topics include the formation, operations and liquidation of a partnership.

**ACCM 6160 - Taxation of International Transactions**

**Credits:** 3  
**Pre/Corequisite(s):** ACCM 5090 with "C" or better

**Description:** This course covers the operational and policy issues underlying the federal income taxation of international transactions, including both outbound and inbound transactions.

**ACCM 6580 - Financial Statement Analysis and Quantitative Methods**

**Credits:** 3  
**Pre/Corequisite(s):** ACC 3520 with grade of "C" or better  
**Pre/Corequisite(s):** ACCM 5020 with "C" or better

**Description:** This course focuses on the core theory in the practice of financial analysis. The course aims to be an interface between financial reporting and corporate finance by providing a synthesis of the types of quantitative methods used in financial statement analysis.

**ACCM 6600 - Occupational Fraud**

**Credits:** 3  
**Prerequisite(s):** ACCM 5600 with "C" or better

**Description:** This course focuses on what constitutes occupational fraud and white-collar crime and how they are committed. Students develop the skills necessary to detect and investigate allegations of occupational and white-collar fraud and to cultivate an ability to detect material financial statement fraud. The importance of internal control and accounting information systems, as well as the role of the auditing process in the prevention and detection of fraud, are also explored.

**ACCM 6840 - Variable Topics in Accounting, Fraud, and Taxation**

**Credits:** 3  
**Pre/Corequisite(s):** ACCM 5020 with "C" or better

**Description:** This course entails in-depth considerations of specific issues in various areas of accounting. The emphasis is on the exploration of theory, current research, and professional practice. The course content will vary and the course may be repeated for a maximum of twelve credit hours.
ACCM 6900 - Teaching of Accounting

Credits: 3  
Prerequisite(s): Permission of instructor and department chair  
Description: This course provides a student with teaching assistant experience under close faculty supervision. It includes seminar meetings and additional hours of teaching-related applications each week. During the seminar portion of the course, students discuss active learning environments, how to make presentations, and how to write materials for presentations.

ACCM 6950 - Accounting Research

Credits: 1-3  
Prerequisite(s): ACCM 5020 with "C" or better and permission of instructor  
Description: The student works with a faculty member on a research project by assisting with the literature review, the collection of data, and the presentation of the findings.

Master of Social Work

SWKM 5000 - Generalist Practice I in a Multicultural Society

Credits: 4  
Prerequisite(s): Formal, written acceptance into the MSW program. Students must adhere to the required sequence of MSW coursework.  
Corequisite(s): SWKM 5150  
Pre/Corequisite(s): SWKM 5050 and SWKM 5100  
Description: This course provides students with the knowledge, values and skills for generalist practice with diverse client systems. It focuses on ethics and values, professional relationships, interviewing, assessment and evaluation at the micro, mezzo and/or macro levels.

SWKM 5050 - Social Policy Analysis

Credits: 3  
Prerequisite(s): Formal, written acceptance into the MSW program. Students must adhere to the required sequence of MSW coursework.  
Corequisite(s): SWKM 5100  
Description: This course analyzes the historical, economic, political and social factors underlying the United States social welfare system. The impact of current policies on diverse groups is examined.

SWKM 5100 - Human Behavior and the Social Environment I: Prenatal through Adolescence

Credits: 4  
Prerequisite(s): Formal, written acceptance into the MSW program and SWKM 5000. Students must adhere to the required sequence of MSW coursework.  
Corequisite(s): SWKM 5350  
Pre/Corequisite(s): SWKM 5250 and SWKM 5300  
Description: Utilizing an ecological perspective, this course provides students with the knowledge and skills for generalist, multicultural practice with all client systems. It focuses on goal setting, interventions, and outcomes at the micro, mezzo and/or macro levels.

SWKM 5150 - Field Experience I

Credits: 5  
Prerequisite(s): Formal, written acceptance into the MSW program. Students must adhere to the required sequence of MSW coursework.  
Corequisite(s): SWKM 5000  
Pre/Corequisite(s): SWKM 5050 and SWKM 5100  
Description: This course involves supervised practice experience in a social agency serving diverse client populations. A concurrent field practicum assists in the development of generalist practice skills with individuals, families, groups and larger systems. Two hundred and forty hours of agency practice, plus a field seminar, are required.

SWKM 5200 - Generalist Practice II in a Multicultural Society

Credits: 4  
Prerequisite(s): Formal, written acceptance into the MSW program and SWKM 5000. Students must adhere to the required sequence of MSW coursework.  
Corequisite(s): SWKM 5350  
Pre/Corequisite(s): SWKM 5250 and SWKM 5300  
Description: Utilizing an ecological perspective, this course provides students with the knowledge and skills for generalist, multicultural practice with all client systems. It focuses on goal setting, interventions, and outcomes at the micro, mezzo and/or macro levels.

SWKM 5250 - Research Methods in Social Work

Credits: 3  
Prerequisite(s): Formal, written acceptance into the MSW program and SWKM 5050. Students must adhere to the required sequence of MSW coursework.  
Corequisite(s): SWKM 5300  
Description: This course introduces research methods including conceptualizing research problems; designing a survey; sampling, measuring, collecting and interpreting data; and presenting results. Both qualitative and quantitative research methods are
presented. The emphasis is placed on conducting multiculturally focused research and evaluating findings critically.

**SWKM 5300 - Human Behavior and the Social Environment II: Young Adulthood through Old Age**

**Credits:** 3  
**Prerequisite(s):** Formal, written acceptance into the MSW program and SWKM 5100. Students must adhere to the required sequence of MSW coursework.  
**Corequisite(s):** SWKM 5250  
**Description:** This course provides content on the reciprocal relationships between individuals and their environments. Knowledge of biopsychosocial, cultural and spiritual development from young adulthood through old age is included. Students learn to critically analyze micro, mezzo and macro theories and to explore ways in which theories can be used to structure professional activities at the micro, mezzo and macro levels.

**SWKM 5350 - Field Experience II**

**Credits:** 5  
**Prerequisite(s):** Formal, written acceptance into the MSW program and SWKM 5150. Students must adhere to the required sequence of MSW coursework.  
**Corequisite(s):** SWKM 5200  
**Description:** This course involves supervised practice experience in a social agency serving diverse client populations. A concurrent field practicum assists in the development of generalist practice skills with individuals, families, groups and larger systems. Two hundred and forty hours of agency practice, plus a field seminar, are required.

**SWKM 5400 - Human Behavior in the Social Environment**

**Credits:** 3  
**Prerequisite(s):** Formal acceptance into the MSW Program. Students must adhere to the Sequential Coursework Policy and Advising Snapshots as outlined on the MSW Program website.  
**Corequisite(s):** SWKM 5425 and SWKM 5450  
**Description:** Students in this foundation year course learn to identify theories of human behavior and the social environment, and critically evaluate and apply this knowledge in the assessment of diverse clients and constituencies, including individuals, families, groups, organizations, and communities. Students will gain an understanding of how their personal experiences and affective reactions may impact their ability to effectively assess and engage with diverse clients and constituencies.

**SWKM 5425 - Power, Oppression, and Privilege**

**Credits:** 3  
**Prerequisite(s):** Formal acceptance into the MSW Program. Students must adhere to the Sequential Coursework Policy and Advising Snapshots as outlined on the MSW Program website.  
**Corequisite(s):** SWKM 5400 and SWKM 5450  
**Description:** Students in this foundation year course learn to understand how diversity and difference characterize and shape the human experience and are critical to the formation of identity. Students in this course will understand that, as a consequence of difference, a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Students in this course will examine strategies designed to eliminate oppressive structural barriers to ensure that social goods, rights, and responsibilities are distributed equitably and that civil, political, environmental, economic, social, and cultural human rights are protected.

**SWKM 5450 - Social Policy Analysis**

**Credits:** 3  
**Prerequisite(s):** Formal acceptance into the MSW Program. Students must adhere to the Sequential Coursework Policy and Advising Snapshots as outlined on the MSW Program website.  
**Corequisite(s):** SWKM 5400 and SWKM 5425  
**Description:** Current social policies are examined in this course. The influence of current and historical contexts on policy formation will be examined and integrated into policy analysis. The impact of United States social welfare policies will be understood by applying four key analysis lenses: historical, economic, political and social. The impact of social welfare policies on diverse groups are examined and implications for future policies are explored.

**SWKM 5475 - Legal Issues in Social Work Practice**

**Credits:** 3  
**Prerequisite(s):** SWKM 5400, SWKM 5425 and SWKM 5450 or acceptance into the Advanced Standing Program. Students must adhere to the Sequential Coursework Policy and Advising Snapshots as outlined on the MSW Program website.  
**Corequisite(s):** SWKM 5500 and SWKM 5575 OR SWKM 6400  
**Description:** The course provides students with understanding, awareness, and skills to engage as leaders in multi-disciplinary social work practice within the legal system focusing on standards of practice for social work professionals while advancing social, economic, and environmental justice. Students will be exposed to situations requiring identification and intervention with culturally diverse populations who may be treated differentially by the court system, promoting client rights
and humane laws including adequate representation in the legal system by advocating at multiple levels.

**SWKM 5500 - Research Methods in Social Work**

**Credits:** 3  
**Prerequisite(s):** SWKM5400, SWKM5425 and SWKM5450. Students must adhere to the Sequential Coursework Policy and Advising Snapshots as outlined on the MSW Program website.  
**Corequisite(s):** SWKM5475 and SWKM5575  
**Description:** This course presents fundamental principles, methodology, and techniques of social research as applied to social work practice themes. The course emphasizes concepts, skills, and values essential to the design and implementation of a research project. This course also introduces students to strategies for evaluating social work practice and programs at multiple system levels and helps them develop an appreciation for intersectionality. Students will learn how to conduct critical analyses and effective use of published research to inform practice, policy, and future research. This broad-based objective will be achieved by acquainting the student with basic research methods related to all phases of the research process. Fundamentally, this course aims for students to learn how to conduct critical analysis and effective utilization of published research. This will serve as a foundation for students to subsequently exercise leadership through their ability to be good consumers of research.

**SWKM 5575 - Groups, Teams, and Leadership**

**Credits:** 3  
**Prerequisite(s):** SWKM5400, SWKM5425 and SWKM5450. Students must adhere to the Sequential Coursework Policy and Advising Snapshots as outlined on the MSW Program website.  
**Corequisite(s):** SWKM5475 and SWKM5500  
**Description:** People frequently find themselves working within groups in order to effect change with individuals or across systems. This course introduces the following constructs: the functions of groups across multiple systems; how group formation occurs; roles people play in groups; and principles to employ to work effectively as a group member or a group facilitator. Students will be involved in discussion and experiential activities in order to build leadership and evaluative skills in a variety of group contexts.

**SWKM 5600 - Generalist Practice I**

**Credits:** 3  
**Prerequisite(s):** Formal acceptance into the MSW Program. Students must adhere to the Sequential Coursework Policy and Advising Snapshots as outlined on the MSW Program website.  
**Corequisite(s):** SWKM5657  
**Pre/Corequisite(s):** SWKM5475, SWKM5500 and SWKM5575  
**Description:** Utilizing an ecological perspective, this course provides students with knowledge, values and skills for generalist practice with diverse client systems. Students will develop competency in applying steps of the Generalist Intervention Model, i.e. planning, implementation through evidence-based intervention, evaluation, termination, and follow-up at the micro, mezzo and macro levels. Professional tasks of documentation and communication will be integrated into students' development as multicultural generalist practitioners.

**SWKM 5650 - Generalist Practice II**

**Credits:** 3  
**Prerequisite(s):** SWKM5400, SWKM5425, SWKM5450, SWKM5600 and SWKM5625. Students must adhere to the Sequential Coursework Policy and Advising Snapshots as outlined on the MSW Program website.  
**Corequisite(s):** SWKM5600  
**Pre/Corequisite(s):** SWKM5475, SWKM5500 and SWKM5575  
**Description:** This second semester course involves supervised practice experiences in a social agency serving diverse populations. The field seminar integrates theoretical knowledge with practice skills. The course assists in the development of generalist practice skills with individuals, families, groups, and larger systems. Two hundred forty hours of agency practice plus a field seminar are required.

**SWKM 5675 - Field Experience II**

**Credits:** 3  
**Prerequisite(s):** SWKM5400, SWKM5425, SWKM5450, SWKM5600 and SWKM5625. Students must adhere to the Sequential Coursework Policy and Advising Snapshots as outlined on the MSW Program website.
marginalized, or oppressed client populations integrating field experiences and academic learning. This concurrent field practicum assists in the development of generalist practice skills with individuals, families, groups, and larger systems. Two hundred and forty hours of agency practice plus a field seminar are required to successfully meet the requirements of this course.

**SWKM 6002 - Direct Practice**

**Credits:** 3  
**Prerequisite(s):** Formal, written acceptance into the MSW program and SWKM 5350 or a block of 30 foundation-year credits. Students must adhere to the required sequence of MSW coursework.  
**Corequisite(s):** SWKM 6150  
**Description:** The course focuses on the advanced clinical skills needed to work with individuals, families and groups from a biopsychosocial, spiritual, cultural, and strengths perspective. Students build on the generalist foundation using theories and models of advanced clinical engagement, assessment, and evidence-based intervention. The course introduces clinical research strategies to evaluate client outcomes, recognizing the impact that past and present social policies have on the service delivery system. Students design a practice evaluation outcome project using their professional field experience.

**SWKM 6003 - Program Need, Design, and Development**

**Credits:** 3  
**Prerequisite(s):** Formal, written acceptance into the MSW program and SWKM 5350 or a block of 30 foundation-year credits. Students must adhere to the required sequence of MSW coursework.  
**Corequisite(s):** SWKM 6150  
**Description:** This course focuses on advanced macro practice skills from an ecological perspective and provides students with instruction and experience in assessing, engaging, planning, and executing projects in collaboration with organizations and communities. The course focuses on organizational and community change, program design and development, leadership, and resource acquisition and allocation.

**SWKM 6050 - Advanced Policy and Programming**

**Credits:** 3  
**Prerequisite(s):** Formal, written acceptance into the MSW program and SWKM 6256. Students must adhere to the required sequence of MSW coursework.  
**Corequisite(s):** SWKM 6256  
**Description:** This course is an advanced-level policy course in which students explore challenges confronting society with regard to national and global policy practice and advocacy. Students examine and critically analyze current social policies and trends and existing social service delivery systems. Emphasis is on the national and global impact of current policy, as well as programs upon minority and disenfranchised populations. Students examine evidence-based policy practice paradigms.

**SWKM 6100 - Family Therapy**

**Credits:** 3  
**Prerequisite(s):** Formal, written acceptance into the MSW program and SWKM 5350 or a block of 30 foundation-year credits. Students must adhere to the required sequence of MSW coursework.  
**Corequisite(s):** SWKM 6207  
**Description:** This course focuses on the family as a unit of assessment and intervention in clinical social work practice. Students examine theoretical perspectives and major family therapy models used to understand and analyze family dynamics and interactional patterns. They investigate how techniques of intervention are applied to diverse families with varied system and individual problems.

**SWKM 6150 - Field Experience III**

**Credits:** 5  
**Prerequisite(s):** Formal, written acceptance into the MSW program and SWKM 5350 or a block of 30 foundation-year credits. Students must adhere to the required sequence of MSW coursework.  
**Corequisite(s):** SWKM 6002 and SWKM 6003  
**Description:** This course involves supervised practice experience in a social agency that serves a diverse client population. A concurrent field practicum assists in the integration of theory and practice as students develop advanced skills with individuals, families, groups and larger systems. Three hundred hours of agency practice, plus a field seminar, are required.

**SWKM 6201 - Direct Interventions: Older Adults**

**Credits:** 3  
**Prerequisite(s):** Formal, written acceptance into the MSW program and SWKM 6002. Students must adhere to the required sequence of MSW coursework.  
**Corequisite(s):** SWKM 6250  
**Description:** This course is designed to integrate the theories, practices and advocacy skills that are needed for effective social work with older adults and their families in mental health and health care settings. Students examine issues of evaluation and treatment approaches, care giving, case management, support groups, and service delivery.

**SWKM 6202 - Direct Interventions: Children/Youth/Families**

**Credits:** 3  
**Prerequisite(s):** Formal, written acceptance into the MSW
program and SWKM 6002. Students must adhere to the required sequence of MSW coursework.

**Corequisite(s):** SWKM 6250

**Description:** This course focuses on the advanced clinical skills needed to work with children and youth with mental health disorders. Theories for clinical (problem-based and strengths-based) assessments, diagnoses, and evidence-based interventions are examined from an ecological and multicultural perspective. Students examine the accessibility to, and effectiveness of, the mental health service delivery system. They conduct a practice evaluation outcome project using their professional field experience.

**SWKM 6203 - Direct Interventions: Child Welfare**

**Credits:** 3  
**Prerequisite(s):** Formal, written acceptance into the MSW program and SWKM 6002. Students must adhere to the required sequence of MSW coursework.  
**Corequisite(s):** SWKM 6250  
**Description:** This course focuses on the experiences of children and families in the child welfare system and the impact of neglect, abuse, and family violence. Practice content is from a family-centered, strengths-based approach. Child protective policies and practices are examined. Special consideration is given to diverse family types. Students conduct a practice evaluation outcome project using their professional field experience.

**SWKM 6204 - Direct Interventions: Adult Mental Health**

**Credits:** 3  
**Prerequisite(s):** Formal, written acceptance into the MSW program and SWKM 6002. Students must adhere to the required sequence of MSW coursework.  
**Corequisite(s):** SWKM 6250  
**Description:** This course focuses on the advanced clinical skills needed to work with adults with mental health disorders from an ecological perspective. Theories for clinical (problem-based and strengths-based) assessments, diagnoses, and evidence-based interventions are presented. The accessibility to and effectiveness of the mental health service delivery system is examined. Students conduct a practice evaluation outcome project using their professional field experience.

**SWKM 6205 - Social Entrepreneurship and Social Justice**

**Credits:** 3  
**Prerequisite(s):** Formal, written acceptance into the MSW program and SWKM 6256. Students must adhere to the required sequence of MSW coursework.  
**Description:** This course incorporates social work values, ethics, practices and entrepreneurial elements to impact social problems by collaborating with citizens who are impacted by social and economic injustice. Through a community service project, the students analyze, organize, plan, implement and evaluate innovative strategies aimed at making social change and achieving greater social justice.

**SWKM 6206 - Program Management and Organizational Leadership**

**Credits:** 3  
**Prerequisite(s):** Formal, written acceptance into the MSW program and SWKM 6003. Students must adhere to the required sequence of MSW coursework.  
**Corequisite(s):** SWKM 6250  
**Description:** This course focuses on the principles, theories, attributes, and skills related to individual leadership development. This course also examines the organizational management knowledge and leadership skills required in the development and management of structure, resources, and cultures of human services delivery systems.

**SWKM 6207 - International Social Work**

**Credits:** 1  
**Prerequisite(s):** Formal, written acceptance into the MSW program and SWKM 6256. Students must adhere to the required sequence of MSW coursework.  
**Corequisite(s):** SWKM 6050  
**Description:** This course focuses on how Western trained social workers formulate response strategies to the needs and strengths of communities in other countries.

**SWKM 6250 - Field Experience IV**

**Credits:** 5  
**Prerequisite(s):** Formal, written acceptance into the MSW program and SWKM 6150. Students must adhere to the required sequence of MSW coursework.  
**Corequisite(s):** SWKM 6201 or SWKM 6202 or SWKM 6203 or SWKM 6204 or SWKM 6206  
**Description:** This course serves as the second of two semesters of supervised practice experience at a social agency serving diverse client populations. A concurrent field practicum assists in the integration of theory and practice as students develop advanced skills with individuals, families, groups and larger systems. Three hundred hours of agency practice and field seminar are required.

**SWKM 6256 - Legal Issues in Social Work**

**Credits:** 1  
**Prerequisite(s):** Formal, written acceptance into the MSW program and SWKM 5350 or a block of 30 foundation year credits. Students must adhere to the required sequence of MSW
coursework.

**Description:** This course examines laws, policies, and court procedures related to Social Work practice and how they impact the quality of life.

**SWKM 6400 - Bridge Seminar**

**Credits:** 3  
**Prerequisite(s):** Formal acceptance into the MSW Advanced Standing Program and block of 30 foundation credits. Students must adhere to the Sequential Coursework Policy and Advising Snapshots as outlined on the MSW Program website.  
**Corequisite(s):** SWKM5475  
**Description:** To augment their background knowledge, values, and skills in social work, this course provides Advanced Standing students an overview of major subject areas in graduate level social work. This course offers a review of the key areas of practice, theory, research and policy to ensure students' readiness for concentration year graduate-level course work. This course requires students to be independent and self-directed in their work.

**SWKM 6425 - Advanced Integrative Practice: Leadership**

**Credits:** 3  
**Prerequisite(s):** A block of 30 foundation credits, SWKM5475 and SWKM6400 or completion of all foundation coursework. Students must adhere to the Sequential Coursework Policy and Advising Snapshots as outlined on the MSW Program website.  
**Corequisite(s):** SWKM6450  
**Description:** This course examines theories of leadership, management and administration in multiple contexts including program management, organizational leadership, and community organizing. A primary focus is on the principles, theories, attributes and skills related to individual leadership development. Topics covered include elements of planning, implementation and evaluation of practice; leadership style and management strategies in diverse settings with diverse populations and across systems; system context; resource allocation; and sustainability.

**SWKM 6450 - Advanced Integrative Practice: Clinical**

**Credits:** 3  
**Prerequisite(s):** A block of 30 foundation credits, SWKM5475 and SWKM6400 or completion of all foundation coursework. Students must adhere to the Sequential Coursework Policy and Advising Snapshots as outlined on the MSW Program website.  
**Corequisite(s):** SWKM6425  
**Description:** The course focuses on the advanced clinical skills needed to work with multiple systems (individuals, families and groups) from a biopsychosocial, spiritual, cultural and strengths perspective. Students build on the generalist foundation using clinically focused theories and models of advanced clinical engagement, assessment, and evidence-based intervention with individuals and families within the larger health and mental health systems. This course is designed to integrate the traditional clinical theories, practices and advocacy skills with an appreciation for intersectionality that are needed for effective social work with multiple populations and settings. Students will examine micro, mezzo, and macro issues of evaluation and treatment approaches, and service delivery.

**SWKM 6475 - Advanced Policy and Advocacy**

**Credits:** 3  
**Prerequisite(s):** A block of 30 foundation credits and SWKM6400 OR completion of all foundation coursework, SWKM6425 and SWKM6450. Students must adhere to the Sequential Coursework Policy and Advising Snapshots as outlined on the MSW Program website.  
**Description:** This course is an advanced level policy course in which students explore challenges confronting society with regard to national and global policy practice and advocacy. Students examine and critically analyze current social policies and trends and existing social service delivery systems. Emphasis is on the national and global impact of current policies across multiple systems. Students will also understand the impact of policies and programs upon minority and disenfranchised populations.

**SWKM 6500 - Group Therapy**

**Credits:** 3  
**Prerequisite(s):** Formal, written acceptance into the MSW program and SWKM 5350 or a block of 30 foundation year credits. Students must adhere to the required sequence of MSW coursework.  
**Description:** This course addresses the critical dimensions of social work with groups and the ways in which group work can be extended through research.

**SWKM 6505 - Family Violence in Social Work**

**Credits:** 3  
**Prerequisite(s):** Formal, written acceptance into the MSW program and SWKM 5350 or a block of 30 foundation year credits. Students must adhere to the required sequence of MSW coursework.  
**Description:** This course provides students with an understanding of family violence. Students focus on risk factors, identification, assessment and treatment of child abuse and neglect, sibling abuse, intimate partner violence, dependent adult and elder abuse, and abuse of other vulnerable populations. They also examine systems' issues, victim's rights and opportunities for victim advocacy from a social work perspective.
SWKM 6510 - Health and Healthcare

Credits: 3
Prerequisite(s): Formal, written acceptance into the MSW program and SWKM 5350 or a block of 30 foundation year credits. Students must adhere to the required sequence of MSW coursework.
Description: This course focuses on the continuum of professional social work in healthcare, from inpatient through outpatient and community-based service and program delivery settings. Students examine the multiple societal, economic, and population changes that influence healthcare policy. The course builds upon the strengths-based and ecological perspectives.

SWKM 6515 - Exploring Diversity

Credits: 3
Prerequisite(s): Formal, written acceptance into the MSW program and SWKM 5350 or a block of 30 foundation year credits. Students must adhere to the required sequence of MSW coursework.
Description: This course affirms and supports groups of diversity and difference that have been impacted by oppression and discrimination. It focuses on diverse populations as they relate to advanced social work practices. Students utilize self-awareness of their own culture and the culture of others to work toward social justice for those impacted by oppression.

SWKM 6520 - Evidence-Based Practice in Mental Health

Credits: 3
Prerequisite(s): Formal, written acceptance into the MSW program and SWKM 5350 or a block of 30 foundation year credits. Students must adhere to the required sequence of MSW coursework.
Description: This course views the perception of specific mental health disorders, help seeking behavior and effective practice from an ecological and multicultural perspective in traditional and alternative mental health and community settings.

SWKM 6525 - Crisis Intervention: Trauma and Disaster Response

Credits: 3
Prerequisite(s): Formal, written acceptance into the MSW program and SWKM 5350 or a block of 30 foundation year credits. Students must adhere to the required sequence of MSW coursework.
Description: This course focuses on effective responses to trauma and disaster at the micro, mezzo and macro levels from a national and global perspective. The course focuses on risk factors, identification, assessment and treatment of the following: child abuse and neglect, sibling abuse, intimate partner violence, dependent adult and elder abuse, and abuse of other vulnerable populations. The course will also examine systems' issues, victim's rights, and opportunities for victim advocacy from a social work perspective.

SWKM 6530 - Macro Practice and the Social Documentary: Variable Topic

Credits: 3
Prerequisite(s): Formal, written acceptance into the MSW program and SWKM 5350 or a block of 30 foundation year credits. Students must adhere to the required sequence of MSW coursework.
Description: This course explores alternative methods of macro work through the depiction of social issues through the methodical compilation of social documentary photographs that can be understood by the external viewer. The topic changes with each course offering. Any student may not earn more than six credits from variable topics courses. Masters' students must have written approval from the department to earn more than three credits from a variable topics course.

SWKM 6625 - Crisis Intervention and Response to Interpersonal Violence

Credits: 3
Prerequisite(s): A block of 30 foundation credits, SWKM5475 and SWKM6400 or completion of all foundation coursework
Description: This course focuses on effective responses to crisis and interpersonal violence at the micro, mezzo and macro levels from a national and global perspective. The content introduces conceptual frameworks for crisis intervention aimed at supporting people exposed to trauma and decreasing the risks of long-term negative consequences. The course focuses on risk factors, identification, assessment and treatment of the following: child abuse and neglect, sibling abuse, intimate partner violence, dependent adult and elder abuse, and abuse of other vulnerable populations. The course will also examine systems' issues, victim's rights, and opportunities for victim advocacy from a social work perspective.

SWKM 6630 - Social Work in Health and Integrated Practice

Credits: 3
Prerequisite(s): A block of 30 foundation credits, SWKM5475 and SWKM6400 or completion of all foundation coursework
Description: This course focuses on social work in health care throughout multiple systems and settings from strengths-based and ecological perspectives. The course includes information required to work in and provide leadership within health care from primary care, to inpatient and community-based services and program delivery settings. Students will be exposed to multidisciplinary work and integrated healthcare teams, as well as, the examination of multiple societal, economic and population changes that influence healthcare policy. The course also examines systems that health care clients, families and communities may also be engaged in, e.g. child welfare, mental health, criminal justice systems and their potential relevant intersections with health care across the lifespan.
SWKM 6635 - School-Based Social Work Practice

Credits: 3
Prerequisite(s): A block of 30 foundation credits, SWKM5475 and SWKM6400 or completion of all foundation coursework
Description: This course prepares students to apply social work knowledge and skills in school settings through prevention, assessment, intervention, and evaluation. The ecological multilevel approach is used to address conflicts and personnel, and cross-cultural work is included. This course is aligned with the standards of the Colorado Department of Education requirements for course-specific work for school social work certification. Particular attention will be paid to issues critical in schools including special education, truancy, discipline, crisis intervention, and standardized testing.

SWKM 6640 - Social Work Supervision

Credits: 3
Prerequisite(s): A block of 30 foundation credits, SWKM5475 and SWKM6400 or completion of all foundation coursework
Description: This course examines the application of supervision theory in social work practice settings. A focus is placed on the roles of the supervisor, consultant, and advisor in Social Work practice across the continuum of professional development and practice. Students will learn the difference between the required knowledge competence, skill development, values and ethics for administrative supervision, clinical supervision, consultation and advising. Students will examine how multicultural humility affects their competency in their supervisory relationships. Students will be encouraged to consider differential supervisory styles that are theoretically informed by various perspectives and by the developmental needs of supervisees. Similarities and differences in the expectations of settings where clinical social work supervision occurs will be explored. A focus on one to one supervision skills, managing conflicts and personnel, and cross-cultural work will be addressed. This course is recommended for any student seeking leadership/ supervision positions in either clinical or community settings.

SWKM 6645 - Organizational Development and Change

Credits: 3
Prerequisite(s): A block of 30 foundation credits, SWKM5475 and SWKM6400 or completion of all foundation coursework
Description: Applying leadership and clinical skills, students will develop strategies to effect change in multiple settings. Students will increase their capacity to use their voice in multiple systems: supervisory relationships, team meetings, intra and interdepartmental organizational settings and with community stakeholders. Students will learn skills related to mindful reflections and non-judgmental engagement when sharing their truth about their intersectional experiences. Students will explore how power, privilege, and oppression are present in peer, supervisory and managerial relationships, teams, organizations, systems, and institutions. Students will learn to disrupt these systems through doing role plays with cases depicting situations they have been exposed to involving micro-aggressions, implicit biases, ethical dilemmas, organizational hierarchies and constraints, and differential styles of communication and leadership. By the end of this course, students will learn how to apply their clinical knowledge and skills to assess the larger context, identify and strategize on opportunities for sharing their perspectives and to engage with systemic challenges. Students will increase their capacity to hold multiple truths while advocating for their client's needs and fostering their own resilience and well-being amidst the challenges of social work practice in community and agency-base contexts.

SWKM 6650 - The DSM for Social Work

Credits: 3
Prerequisite(s): A block of 30 foundation credits, SWKM5475 and SWKM6400 or completion of all foundation coursework
Description: This course focuses on how diagnostic criteria determines and applies to behavioral Health disorders. Students gain a thorough understanding of the Diagnostic and Statistical Manual and congruence with the International Classification of Disease (ICD-10). Students gain an understanding of how behavioral health manifests along with client help-seeking behavior and evidence based practice models. Interventions are explored from a multi-systems approach which includes ecological and multicultural perspectives in behavioral health and community settings. Students will gain an understanding of the differences between evidence-based, evidence informed, and emerging practice models. The application of evidence-based practice models are explored from micro perspectives, including the impact the disorder has on the life of the client, diagnosis, and treatment.

SWKM 6655 - Therapeutic Use of Groups

Credits: 3
Prerequisite(s): A block of 30 foundation credits, SWKM5475 and SWKM6400 or completion of all foundation coursework
Description: Group therapy is an important and practical therapeutic modality focused on empowering clients to change their experiences through social connection. This course builds upon the foundations of group practice and addresses the deeper dimensions of social work with groups. Students will learn to identify and examine evidence-based strategies as a means of developing, facilitating, and evaluating various types of groups from an integrative practice approach. Students will be involved in discussion and experiential activities in order to build leadership and evaluative skills in a variety of group contexts.
SWKM 6690 - Variable Topics in Social Work

Credits: 3  
Prerequisite(s): Formal acceptance into the MSW Program. Students must adhere to the Sequential Coursework Policy and Advising Snapshots as outlined on the MSW Program website.  
Description: This course explores new and emerging trends and issues in the field to ensure agility and responsiveness in the ever-changing social, economic, and political landscape in which social work operates. It offers advanced graduate students opportunities to further their understanding, hone critical skills, or apply innovative methods in a way to adapt to the changing realities of contemporary social work practice. The course content necessarily varies according to the specific topic and may include issues related to micro, mezzo, or macro social work practice.  
Note: This course may be repeated under different topics for a total of 6 credits.

SWKM 6700 - Capstone I

Credits: 3  
Prerequisite(s): A block of 30 foundation credits, SWKM5475 and SWKM6400 or completion of all foundation coursework. Students must adhere to the Sequential Coursework Policy and Advising Snapshots as outlined on the MSW Program website.  
Corequisite(s): SWKM6725  
Pre/Corequisite(s): SWKM6425 and SWKM6450  
Description: This is the first course in a two-sequence Capstone that gives students the opportunity to integrate and apply foundational social work knowledge and skills by proposing and then conducting a meaningful field-based evaluation project. Students are expected to demonstrate the following: integrate foundational concepts and theoretical frameworks, conduct critical analyses and effective utilization of published research, and provide meaningful feedback based on evidence in their field placements aimed to improve practice, policy, and/or programming. During the Capstone I course, students will develop the knowledge and skills to prepare a policy, program, or practice evaluation proposal. At the end of this course, the student will seek and obtain approval for their Capstone project.

SWKM 6725 - Field Experience III

Credits: 3  
Prerequisite(s): A block of 30 foundation credits, SWKM5475 and SWKM6400 or completion of all foundation coursework. Students must adhere to the Sequential Coursework Policy and Advising Snapshots as outlined on the MSW Program website.  
Corequisite(s): SWKM6700  
Pre/Corequisite(s): SWKM6425 and SWKM6450  
Description: This course involves supervised practice experience in a field agency serving diverse, marginalized or oppressed client populations. The course assists in the integration of theory and practice as students develop advanced skills with individuals, families, groups, and larger systems. Three hundred hours of agency practice plus a field seminar are required.

SWKM 6775 - Field Experience IV

Credits: 3  
Prerequisite(s): SWKM6425, SWKM6450, SWKM6700 and SWKM6725 Students must adhere to the Sequential Coursework Policy and Advising Snapshots as outlined on the MSW Program website.  
Corequisite(s): SWKM6750  
Pre/Corequisite(s): SWKM6475  
Description: This course serves as the final semester of a two semester supervised practice experience sequence in a social agency that serves diverse, marginalized, or oppressed client population. The field seminar assists in the integration of theory and practice as students develop advanced skills with individuals, families, groups, and larger systems. Three hundred hours of agency practice plus a field seminar are required.

Individualized Supervised Practice Pathway

NUTM 5800 - Advanced Practicum in Dietetics

Credits: 1-12  
Prerequisite(s): DPD verification statement  
Description: Supervised practical experience in clinical, food service, and community settings for development of entry-level skills for the registered dietitian nutritionist.
Master of Arts in Teaching

EDUM 5650 - Field Experience: Teaching and Learning K-6

Credits: 1
Corequisite(s): EDUM 5660
Pre/Corequisite(s): RDGM 5111
Description: Students are placed in a diverse, urban classroom for 55 hours to practice the objectives of the course. This field experience focuses on diversity in students and their learning as well as methods to accommodate these differences.

EDUM 5660 - Teaching Writing K-6

Credits: 3
Corequisite(s): EDUM 5650
Pre/Corequisite(s): RDGM 5111
Description: Teacher candidates will apply various components of a K-6 writing program for literacy instruction with emphasis on the Colorado Academic Standards for Literacy to aid in the development of writing skills for diverse learners. This course provides teacher candidates with the opportunity to apply theoretical concepts to lessons and assessments in conjunction with techniques of planning with standards, objectives, assessment, teaching methodology and classroom management.

EDUM 6100 - Integrated Methods of Teaching Social Studies and Literacy: K-6

Credits: 3
Prerequisite(s): Admission to graduate program; EDUM 5650, EDUM 5660
Corequisite(s): EDUM 6105 and RDGM 6000
Description: This course focuses on integrated methods, materials, and curricula currently in use in elementary social studies and literacy education. Social studies concepts and skills will be explored within the framework of age-appropriate content and methods. The course will emphasize decision-making skills to foster the integration of diverse literacy skills within social studies disciplines (history, geography, economics, and civics). Teacher candidates will incorporate state and national standards, use technology, and develop an integrated unit that will include appropriate assessment strategies to evaluate instruction and learning.

EDUM 6105 - Field Experience: Integrated Social Studies and Literacy: K-6

Credits: 1
Prerequisite(s): Admission to graduate program; RDG 3110; EDUM 5650, EDUM 5660
Corequisite(s): EDUM 6100 and RDGM 6000
Description: This field experience is taken concurrently with EDUM 6100 and RDGM 6000. Teacher candidates spend 55 hours in a public-school, elementary classroom making instructional, assessment, and management decisions in reading language arts and social studies in diverse contexts.

EDUM 6120 - Integrated Methods of Teaching Science, Health, and Mathematics: K-6

Credits: 3
Prerequisite(s): Admission to graduate program; MTLM 5120, EDUM 5650, and EDUM 5660
Corequisite(s): MTLM 5600
Description: This course presents an overview of the integrated methods, materials and curricula currently in use in elementary science, health and mathematics education. Promotion of positive attitude, gender equity, inquiry, discovery and problem-solving technique and strategies will be stressed. Teacher candidates will make decisions based on the diverse context of the classroom and pupils incorporating state and national standards, including the appropriate use of technology and development of appropriate assessment strategies to support effective instruction.

EDUM 6125 - Field Experience: Integrated Science, Health, and Mathematics: K-6

Credits: 1
Prerequisite(s): Admission to graduate program; MTLM 5120, EDUM 5650, EDUM 5660
Corequisite(s): EDUM 6120
Description: This course is a field experience taken concurrently with EDUM 6120. Teacher candidates will spend 55 hours in an elementary classroom practicing making instructional, assessment and management decisions in mathematics, science and health in the diverse contexts of a public school classroom.

EDUM 6190 - Elementary Student Teaching and Seminar: K-6

Credits: 12
Prerequisite(s): EDUM 6100, EDUM 6120, RDGM 6000
Description: This is a supervised full-time field experience in an accredited public or private elementary school, providing increasing responsibility for the teaching, supervision, and assessment of learners (grades K-6). Ten hours of seminar are required. To pass this course and be recommended for licensure, teacher candidates must be minimally rated as proficient in all Teacher Quality Standards.

MTLM 5020 - Integrated Mathematics II

Credits: 3
Prerequisite(s): MTH 1610
Description: By solving rich problems, and by examining video
and written cases of children doing mathematics, students in this course study algebra, geometry, probability and statistics from a concept-oriented, integrated perspective. Students deepen their mathematical understanding and their ability to justify solutions, and analyze and communicate their reasoning about complex problems. In addition, students will delve into the mathematics education literature that informs decisions about teaching and learning mathematics with understanding.

**MTLM 5600 - The Mathematics of the Elementary Curriculum**

**Credits:** 3  
**Prerequisite(s):** Graduate standing  
**Pre/Corequisite(s):** MTLM 5020  
**Description:** This course approaches mathematical concepts in the elementary curriculum (with a focus on number and operations) from an advanced perspective. By examining video and written cases, as well as artifacts of children doing mathematics, students in this course will (1) connect their developing understanding of mathematics to the important mathematical concepts they will be required to teach; (2) turn their attention from understanding their own mathematical thinking, and the thinking of their classmates, to understanding and assessing the mathematical thinking of children; (3) lay the foundation for being able to learn mathematics from teaching. In addition, students will delve into the mathematics education literature that informs decisions about teaching and learning mathematics with understanding.

**RDGM 5111 - Literacy of K-3 Emergent Bilingual Children**

**Credits:** 3  
**Description:** This graduate-level literacy course focuses on first and second language acquisition and literacy development for K-3 emergent bilingual students. Topics include phonemic awareness; the alphabetic principle; high frequency vocabulary development; spelling and writing development; and decoding and fluency in reading. Course participants develop applied sociolinguistic knowledge of instructional strategies and assessment techniques for emergent literacy, with a specific focus on children whose linguistic repertoire spans more than one language.

**RDGM 5530 - Foundations of Language and Literacy for English Language Learners in Elementary Classrooms**

**Credits:** 3  
**Prerequisite(s):** RDG 3110 or permission of instructor  
**Description:** This course in language acquisition theory and language and literacy instruction techniques is designed to extend elementary teacher candidate’s knowledge of literacy instruction to English language learners. Teacher candidates learn how to develop language and literacy of the English language learners in their elementary classrooms.

**RDGM 6000 - Literacy Instruction in Grades K-6**

**Credits:** 3  
**Prerequisite(s):** Admission to graduate program and RDG 3110  
**Corequisite(s):** EDUM 6100 and EDUM 6105  
**Description:** In this course, teacher candidates will extend and apply various components of the K-6 developmental reading program for balanced literacy instruction. They develop and implement instructional plans, materials, and assessment techniques, with emphasis on reading and writing standards to succeed in the literacy development of diverse learners. The content of the course provides teacher candidates the opportunity to practice theoretical concepts through structured observations, teaching assignments, and assessment techniques in conjunction with a language arts methods course.

**SEDM 5000 - Exceptional Learners in the Classroom**

**Credits:** 3  
**Description:** This class introduces students to exceptionality in the classroom from an educational decision making perspective. A case study approach will be utilized to present information regarding disabilities and giftedness. Students will be expected to apply course content to solve various problems which are presented within the context of case studies. These case studies will provide exposure to relevant issues pertaining to early childhood, elementary, or secondary education.

**SEDM 5600 - Academic Instruction for Students with Autism and Significant Support Needs**

**Credits:** 3  
**Prerequisite(s):** Conditional admission to the MAT program  
**Description:** This course focuses on academic instruction for students with autism, and/or students with significant support needs. The purpose of the course is to prepare special educators for teaching curricula within the context of special and general education classrooms. Participants will gain knowledge and skills necessary to support the learning of children with autism spectrum disorders and students with significant support needs, including instructional strategies, classroom organization, and teaming with families and professionals.

**SEDM 5650 - Individualized Education and Curriculum**

**Credits:** 3  
**Prerequisite(s):** Admission to the MAT program  
**Description:** This course focuses on Individualized Education Plans (IEP) and transition plans for purposes of preparing special
educators for teaching curricula within the context of special and general education classrooms. An overview of the philosophical, historical, and sociological foundations of education will be addressed.

SEDM 5675 - Transition Planning and Instruction

Credits: 3
Prerequisite(s): Conditional admission to the MAT program
Description: This course provides an in-depth understanding of transition services for students with exceptionalities from childhood to adulthood. Course content focuses on an in-depth investigation of the provision of transition services in the context of comprehensive secondary education services. Topics in this course include transition-focused IEP development, self-determination and self-advocacy, interagency collaboration, transition assessment, and career, vocational, and post-secondary education strategies. Teacher candidates gain the knowledge base and skills necessary to successfully manage the transition services of their future students. Teacher candidates must complete a 15-hour field experience.

SEDM 5750 - Assessment Methods and Assistive Technology for Severe Disabilities

Credits: 3
Prerequisite(s): Admission to the MAT program
Description: This course is designed to introduce teachers to assessment, curriculum, and instruction for students with severe disabilities. Focus will be given to including students in their neighborhood schools, home, work, and community. The course also emphasizes the selection and efficacy of assistive device technologies. A minimum 45-hour field-based experience is required.

SEDM 5800 - Communication Skills for Students with Autism and Significant Support Needs

Credits: 3
Prerequisite(s): Conditional admission to the MAT program
Description: This course provides in-depth information regarding language and communication problems for students with autism and significant support needs. Participants will learn the process of verbal and non-verbal communication skills and investigate research-based strategies and interventions for improving communication for students with significant support needs and/or autism. Cues and prompts; augmentative and alternative communication techniques; and analysis of the communication environment will be addressed.

SEDM 5820 - Elements of Literacy Instruction for Students with Disabilities

Credits: 3
Prerequisite(s): Admission to the MAT program
Pre/Corequisite(s): SEDM 5650
Description: This course is designed to introduce effective classroom methods and strategies for teaching, assessing, and monitoring the mathematical performance of students with disabilities within diverse classroom settings. An emphasis will be placed on practical classroom techniques to facilitate, maintain, retain, and generalize skill acquisition. Computation and problem-solving techniques will also be covered. This class requires a 15-hour field project-based experience.

SEDM 5900 - Mathematics Instruction for Students with Disabilities

Credits: 3
Prerequisite(s): Admission to the MAT program
Pre/Corequisite(s): SEDM 5650
Description: This course is designed to introduce effective classroom methods and strategies for teaching, assessing, and monitoring the mathematical performance of students with disabilities within diverse classroom settings. An emphasis will be placed on practical classroom techniques to facilitate, maintain, retain, and generalize skill acquisition. Computation and problem-solving techniques will also be covered. This class requires a 15-hour field project-based experience.

SEDM 6050 - Assessment and Instructional Planning

Credits: 3
Prerequisite(s): SEDM 5650 and SEDM 5820 or permission of instructor
Description: This course focuses on making informed decisions on the selection, use, and interpretation of formal and informal methods for the assessment of students with disabilities. Teacher candidates must complete assessments and reports during a minimum 15-hour project-based field-experience.

SEDM 6200 - Reading Disabilities and Content Instruction

Credits: 3
Prerequisite(s): SEDM 5650 and SEDM 5820
Description: This course explores the nature of dyslexia including etiological, sociological, and psychological perspectives as well as treatment methods. Special emphasis is devoted to reading disabilities in reference to the demands of content instruction at the secondary school level. Critical thinking, study skills, cooperative learning, and Universal Design for Learning (UDL) will be addressed within the context of improving reading and writing achievement of students with disabilities. This class requires a 15-hour field experience at the secondary level.
SEDM 6250 - Effective Behavioral Support Systems

Credits: 3
Prerequisite(s): Conditional admission to the MAT program
Description: The purpose of this course is to introduce theoretical models of behavior and models for management in the classroom from a decision-making perspective. The use of systematic behavioral assessments, functional behavior assessment plans, and intervention strategies such as social skill development are emphasized. Teacher candidates are prepared to apply Universal Design for Learning principles and management decisions in diverse contexts that include both general and special education classes.

SEDM 6300 - Assessment and Methods for Emotional and Behavioral Disorders

Credits: 3
Prerequisite(s): SEDM 5820 and SEDM 6250
Description: This course is designed for teacher candidates to learn how to select, adapt, and use instructional interventions and strategies with students with emotional and behavioral disorders in a variety of settings. Theoretical approaches, identification, educational placement, and evaluation issues will be addressed. In addition, specific categories of disordered behavior, such as bipolar, depression, anxiety, oppositional defiant disorders, schizophrenia, and childhood psychosis, will be discussed. Students are required to apply knowledge and skills in a 30-hour field-based experience.

SEDM 6350 - Field Experience: Mentoring for Students with Autism and Significant Support Needs

Credits: 1
Prerequisite(s): Conditional admission to the MAT program
Description: This course is designed to provide a field-based experience as a culmination of the Autism and Significant Severe Needs Certificate Program. Students will be required to assess their field placement using a state-approved assessment instrument, create an action plan for improvement in an area of need determined by the assessment, determine interventions to improve the program, and conduct a final assessment of the field placement. The final assessment will be repeated with the state-approved assessment instrument.

SEDM 6490 - Special Education Student Teaching and Seminar

Credits: 12
Prerequisite(s): SEDM 6050, SEDM 6200, SEDM 6250, and SEDM 6300
Description: This course is a full-time special education student teaching experience in an accredited public or private school that provides teacher candidates responsibility for teaching an identified group of learners with exceptionalities. A minimum of 16 weeks is required for 12 credits. College supervisors provide regularly scheduled observations and seminars.

TEDM 6000 - Technology Integration in the 21st Century Classroom

Credits: 3
Description: This course prepares students for the use and basic application of emerging educational technologies including online resources in order to enhance teaching and to create an effective learning environment in the 21st century classroom. This course serves as the foundation for integrating educational technology into lesson planning, portfolio preparation, and practices in the field. A wide selection of computer programs, web-based tools, apps and other resources contributing to teaching and learning in K-12 settings will be explored, evaluated, utilized and integrated. Skills in making multimedia projects, creating a web-based learning environment and utilizing interactive technologies such as interactive whiteboard will be introduced.

TEDM 6100 - Educational Research

Credits: 3
Prerequisite(s): Admission to graduate program
Description: In this course students will become knowledgeable consumers of research including qualitative, quantitative, and mixed-methods designs. Students will be able to determine the quality of existing research, its implications for educational practice, and develop plans for application. Students will write a literature review synthesizing educational research on a specific topic.

TEDM 6200 - Classroom Assessment

Credits: 3
Prerequisite(s): Admission to graduate program
Description: This course explores the critical issues required for assessment in educational decision-making. Aligning assessment with learning goals and outcomes, tying to higher-level thinking and performance, and differentiating for diverse learners will be the focus. Students will summarize assessments for sharing and reporting, and evaluate the role of standardized tests.

TEDM 6300 - Learning in Context

Credits: 3
Prerequisite(s): Admission to graduate program
Description: This course provides student with an interdisciplinary perspective on cognition in the context of the learning environment. Informed by current research on cognition, motivation, and culture, the course is designed to promote a
thorough understanding of the connection of theory to practice. Students will use case studies to illustrate the realities of teaching and offer valuable perspectives on challenging education. Drawing on multiple lenses, students will create innovative learning environments designed to optimize learning and engagement of students.

TEDM 6400 - Differentiated Instruction and Collaboration

Credits: 3
Prerequisite(s): Admission to graduate program
Description: This course provides professionals in education and related fields with the knowledge and communication skills to teach and work effectively with all members of the learning community. The purpose of this course is to analyze the needs of learners, develop instruction to meet those needs, and evaluate and adjust instruction accordingly. Specific competencies include problem solving, conflict resolution, data collection/observation skills, conferencing, facilitating meetings and interacting with others while respecting diverse discourses and multicultural backgrounds.

TEDM 6800 - Capstone: Lesson Study for the Master of Arts Teaching Degree

Credits: 1
Prerequisite(s): Coursework required for licensure and MAT core; or permission of instructor
Description: This course is designed to prepare a teacher candidate to achieve an in-depth understanding of unit and lesson development to meet the needs of a particular group of students. The purpose of this class is to synthesize the skills and knowledge acquired through completion of the core courses and the coursework required for licensure, including student teaching. This course will focus on learning and implementing the lesson study protocol.

Alternative Licensure Undergraduate Course

ALP 4493 - Educational Theory and Methods

Credits: 0
Prerequisite(s): Course participants must hold a baccalaureate degree from a regionally accredited institution and have been hired by a Metro-area school or school district to teach in an area for which the candidate can meet grade level and content licensure requirements under the Alternative Licensure legislation, SB 09-160.
Corequisite(s): ALP 4494
Description: Alternative Licensure Program candidates learn appropriate educational practices in management of the learning environment, short/long range planning, assessment and pedagogy to meet the Colorado Performance-Based Standards for Teachers and licensure requirements. Candidates will apply content knowledge and pedagogical strategies with appropriate discipline and management practices in assigned classrooms to facilitate learning and improve student achievement in the advanced field experience ALP 4494. ALP candidates will address the needs of diverse learners (gender, ethnicity, English language learners, exceptional learners, socioeconomic differences, etc.) in different contexts as reflected in daily decision-making and documented by direct observation and selected artifacts. Instruction includes required readings, articles, field-based examples, student-centered instructional tasks, classroom interaction and analysis to meet proficient level of performance in the Colorado Performance-Based Standards for Teachers. Candidates will learn about and practice selected theories and programs in discipline, management, and pedagogy. Coaching and feedback as strategies are used to support the development of ALP candidates in the classroom.

ALP 4494 - Advanced Field Experience

Credits: 0
Prerequisite(s): Course participants must hold a baccalaureate degree from a regionally accredited institution and have been hired by a Metro-area school or school district to teach in an area for which the candidate can meet grade level and content licensure requirements under the Alternative Licensure legislation, SB 09-160.
Corequisite(s): ALP 4493
Description: Alternative Licensure Program candidates put educational theory into practice as a classroom teacher in the field to meet the Colorado Performance-Based Standards for Teachers and licensure requirements. This course is the advanced field experience for ALP 4493. Candidates will apply content knowledge and pedagogical strategies with appropriate discipline and management practices in assigned classrooms to facilitate learning and increase student achievement. ALP candidates will address the needs of diverse learners (gender, ethnicity, English language learners, exceptional learners, socioeconomic differences, etc.) in different contexts, as reflected in daily decision-making, and will be assessed by direct observation and selected artifacts. Field experiences include application of methodology introduced in ALP 4493 to meet proficient level of performance in the Colorado Performance-Based Standards for Teachers. Candidates will model and practice selected theories and programs in discipline, management, and pedagogy.

Mathematics Undergraduate Course

MTH 1610 - Integrated Mathematics I
Credits: 3
Prerequisite(s): One and one-half years of high school algebra or equivalent, and an appropriate score on the mathematics preassessment test or Permission of instructor. All course and test score prerequisites for 1000 level MTH courses must be five or fewer years old.

Description: This course integrates mathematical topics including those from algebra, geometry, probability and statistics. Students take a concept-oriented approach to: exploring critical problems from an advanced standpoint; deriving and justifying multiple solutions; analyzing and communicating the reasoning behind these solutions.

Course Attributes: (General Studies—Level I, Mathematics) (GT-MA1)
Faculty

Master of Business Administration Faculty

Dr. Angelica Bahl, Professor of Marketing
BA, MA, Far-Eastern Institute of Trade; PhD, G.V. Plekhanov Academy of Economics

Dr. David Bechtold, Assistant Professor of Management
B.S., Arizona State University; MBA, University of Hawaii at Manoa; PhD, University of Hawaii at Manoa

Dr. Gregory S. Black, Professor of Marketing
BA, Brigham Young University; MBA, Brigham Young University; PhD, Washington State University

Dr. Nicolas Cachanosky, Associate Professor-Economics
Licentiate in Economics, UCA-Argentina; M.A., ESEADE-Argentina; M.S., Ph.D., Suffolk University

Dr. Yunkyang Cho, Assistant Professor of Management
B.Sc., M.Sc., Seoul National University, South Korea; M.B.A., University of Guelph-Canada; Ph.D., University of Western Ontario-Canada

Dr. Anna Dai, Assistant Professor-Finance
MS Finance (University of Texas-San Antonio), PhD Finance (University of Texas-San Antonio).

Dr. Wossen Kassaye, Professor of Marketing
MA, University of Illinois; PhD, University of Illinois, Urbana

Dr. Rajendra Khandekar, Professor of Management
B. Tech (Honors), Indian Institute of Technology; P.G.D.M, Indian Institute of Management; PhD, University of Kansas

Dr. Viktor Kiss, Assistant Professor of CIS & BA
B.A., M.A., Middlesex University of London; Ph.D., University of Pecs-Hungary

Dr. Elizabeth R. McVicker, Professor of Management
BA, The University of Texas at Austin; MA, Johns Hopkins University; JD, University of Denver; PhD, New York University

Dr. Alexandre Padilla, Associate Professor of Economics
BS, Universite de Droit, d'Economie, et des Sciences d'Aix-Marseille III; MA., Universite de Droit, d'Economie, et des Sciences d'Aix-Marseille III; PhD, Universite de Droit, d'Economie, et des Sciences d'Aix-Marseille III

Dr. Norman E. Pence, Professor of CIS & BA
BA Mathematics, Southern Illinois University; MS Mathematics, Southern Illinois University; PhD, Colorado School of Mines

Dr. Mark A. Segall, Professor of CIS & BA
BS Chemistry, Purdue University; MS Information Systems, University of Colorado - Denver; PhD, Temple University

Dr. Johannes Hendrik Snyman, Professor of Management
BA, Harding University; MA, Radford University; MBA, New Mexico State University; PhD, New Mexico State University

Dr. Nicole S. Vowles, Chair and Associate Professor of Marketing
BBA, University of San Diego; MBA, Ohio State University; PhD, Victoria University of Wellington

Dr. Stuart Warnock, Associate Professor of Management
BS, Midwestern State University; PhD, University of North Texas

Master of Science in Cybersecurity Faculty

Dr. Steven Beaty, Professor of Mathematics & Computer Science
B.S., M.S., Ph.D., Colorado State University

Dr. Janos Fustos, Professor of CIS & BA
B.S., M.S., Ph.D., University of Veszprem-Hungary

Dr. Di Jia, Assistant Professor of Criminal Justice and Criminology
B.S., Hebei University; M.A., Chinese People's Public Security University; Ph.D., Sam Houston State University

Dr. Li Ying Li, Professor of Criminal Justice and Criminology
B.A., Beijing Teachers' College-China; M.S., University of California; Ph.D., University of Utah

Dr. Denise Mowder, Associate Professor of Criminal Justice and Criminology
B.A., University of Colorado-Denver; J.D., Willamette University College of Law; M.A., Ph.D., Washington State University

Dr. Wieying Zhu, Associate Professor of Mathematics & Computer Science
B.S., Xi'an Jiaotong University; M.S., Huazhong University of Science and Technology; Ph.D., Old Dominion University

Master of Health Administration Faculty

Dr. Amy Dore, Professor of Health Care Management and Master of Health Administration
BS, Health Care Management, Metropolitan State University of Denver; MHS, Health Systems, University of Denver; DHA, Health Administration, Central Michigan University

Dr. Jeff Helton, Associate Professor of Health Care Management and Master of Health Administration
BBA, Health Care Administration, Eastern Kentucky University; MS, Hospital and Health Administration; University of Alabama at Birmingham; PhD, Health Care Management, The University of Texas School of Public Health

Dr. Erin Seedorf, Assistant Professor of Health Care Management and Master of Health Administration BS, Psychobiology, Hastings College, MPH, Health Behavior Education, Michigan Public Health, DrPH, Doctor of Public Health, Colorado School of Public Health, CU Anschutz Medical Campus

Dr. Kevin Zeiler, Associate Professor of Health Care Management and Master of Health Administration BS, Health Care Management, Metropolitan State University of Denver; MBA, Health Care Management, Regis University; JD, Law, University of Denver, Sturm College of Law

Note: PhDc faculty are ABD and are expected to defend dissertations within the year

Master of Science in Human Nutrition and Dietetics Faculty
Dr. Jennifer Powell Bolton, Professor of Nutrition B.S., Arizona State University; M.S., Illinois State University; Ph.D., Colorado State University

Dr. Ann Diker, Professor of Nutrition B.A., Briar Cliff College; R.D., University of California; M.S., Ph.D., Colorado State University

Dr. Cynthia Gillette Dormer, Professor of Nutrition B.S., Montana State University; M.S., Ph.D., Colorado State University

Dr. Jerald Foote, Associate Professor of Nutrition B.A., University of Northern Colorado; M.S., Ph.D., Texas Tech University

Dr. Melissa Masters, Associate Professor of Nutrition B.S., Radford University; M.S.W., Ph.D., University of Denver

Dr. Bruce Rengers, Professor of Nutrition B.S., Utah State University; M.S., University of California; Ph.D., Colorado State University

Dr. Rachel Sinley, Assistant Professor of Nutrition B.S., Ph.D., University of Nebraska-Lincoln; M.P.H., University of Minnesota-Minneapolis

Master of Professional Accountancy Faculty
Ms. Sheri Betzer, Lecturer of Accounting B.S., Colorado Mesa State University

Dr. Gregory T. Clifton, Chair and Associate Professor of Accounting B.B.A., Georgia Southern University; J.D., Thomas M. Cooley Law School; LL.M., University of Denver

Dr. Rick Crosser, Professor of Accounting B.S., M.S., Colorado State University; Ph.D., Oklahoma State University; C.P.A., C.C.E.P.

Mr. Joe Giordano, Senior Lecturer of Accounting B.S., University of Florida; M.B.A., M.S., University of Colorado-Denver

Dr. Andrew Holt, Professor of Accounting M.Sc., Ph.D., University of London

Dr. Doug Laufer, Professor of Accounting B.S., B.A., University of Denver; M.S., Colorado State University; Ph.D., Oklahoma State University; C.P.A., C.F.E.

Dr. Minga Negash, Professor of Accounting B.A., Addis Ababa University; M.B.A., Catholic University of Leuven; Doctor of Economic Science, Vrije Universiteit Brussels

Dr. Letitia Meier Pleis, Professor of Accounting B.A., M.A., University of Central Arkansas; Ph.D., University of North Texas; CPA, CMA, CFO

Dr. Richard L. Russell, Assistant Professor of Accounting B.B.A., M.P.A., Jackson State University College of Business; J.D., University of Iowa College

Master of Social Work Faculty
Dr. Kristen Atkinson, Lecturer in Social Work B.A., Eastern Michigan University; M.S.W., San Francisco State University; Ph.D., University of Illinois at Chicago

Dr. Joanne Bailey, Associate Professor of Social Work A.A., San Jacinto College; B.S., M.A., M.S.W., Ph.D., University of Houston

Dr. Kristin Danhoff, Assistant Professor of Social Work B.A., University of Nebraska-Lincoln; M.S.W., University of Nebraska-Omaha; Ph.D., Colorado State University

Ms. Lori Darnel, Assistant Professor of Social Work B.A., University of Michigan; J.D., M.S.W, University of Denver

Ms. Barbara Decker, Lecturer in Social Work B.A., M.S.W., University of Denver

Dr. Matthew Drake, Lecturer in Social Work B.A., Weber State University; M.S.W., University of Utah; Ph.D., Colorado State University

Dr. Tanya Greathouse, Assistant Professor of Social Work B.A., University of Colorado-Boulder; M.S.W., University of Denver; Ph.D., Smith College
Ms. Louise Haimowitz, Lecturer in Social Work  
B.A., M.S.W., University of Denver

Dr. Christian Marcel Itin, Professor of Social Work  
B.S., Cornell University; M.S.W., Ph.D., University of Denver

Dr. Dawn R. Matera Bassett, Associate Professor of Social Work  
B.S., Radford University; M.S.W., Ph.D., University of Denver

Dr. Ann Obermann, Assistant Professor of Social Work  
B.A., St. Olaf College; M.S.S.W., University of Wisconsin-Madison; Ph.D., University of Denver

Dr. Jessica Retrum, Chair and Associate Professor of Social Work  
B.S., Illinois State University; M.S.S.W., University of Wisconsin-Madison; Ph.D., University of Denver

Dr. Jessica Ritter, Associate Professor of Social Work  
B.S., University of Texas at Austin; M.S.S.W., University of Texas at Austin; Ph.D., University of Texas at Austin

Dr. Adjua Robinson, Lecturer in Social Work  
B.S., University of Maryland-College Park; M.S.W., Howard University; Ph.D., Washington University in St. Louis

Dr. LaTra Tracy Rogers, Associate Professor of Social Work  
B.S., Metropolitan State College of Denver; M.A., University of Denver; B.A., Ph.D., Colorado State University

Dr. Kristin S. Scherrer, Associate Professor of Social Work  
B.A., University of Colorado-Boulder; M.S.W., M.A., Ph.D., University of Michigan

Dr. Eileen Starr, Assistant Professor of Social Work  
B.A., Marywood Catholic University; M.S.W., Ph.D., Widener University

Dr. Kathryn A. Trujillo, Associate Professor of Social Work  
B.A., University of Colorado-Boulder; M.S.W., Ph.D., University of Denver

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**Master of Arts in Teaching**

**Faculty**

Dr. Susan Ahrendt, Associate Professor of Elementary Education & Literacy  
B.A., St. Olaf College; B.S., Ph.D., University of Minnesota-Minneapolis; M.A., University of St. Thomas, St. Paul, Minnesota

Dr. Lisa Altemueller, Professor of Special Education  
B.A., University of North Carolina; M.A., Appalachian State University; Ed.D., University of Northern Colorado

Dr. Peggy Anderson, Professor of Special Education  
B.S., University of Florida; B.A., Flagler College; M.Ed., The Citadel; Ph.D., University of Denver

Dr. Philip Bernhardt, Associate Professor of Secondary Education, K-12 Education & Educational Technology  
B.A., University of North Carolina; M.A., Boston University School of Education; Ed.D., George Washington University

Dr. Pamela (Charlie) Buckley, Assistant Professor of Special Education, Early Childhood, & Culturally & Linguistically Diverse Education  
B.S., M.S., Colorado State University; PhD., University of Northern Colorado

Dr. Rebecca Canges, Chair and Associate Professor of Special Education  
B.A., M.A., California State University, Long Beach; Ed.D., University of Southern California

Dr. Krista Griffin, Associate Professor of Elementary Education & Literacy  
B.A., M.A., Ed.D., University of Northern Colorado

Dr. William Gustashaw, Assistant Professor of Special Education, Early Childhood, & Culturally & Linguistically Diverse Education  
B.A., M.S., Indiana University-Bloomington; Ph.D., University of Virginia-Charlottesville

Dr. Kara Halley, Associate Professor of Special Education  
B.A., Adams State College; M.A., Ed.D, University of Northern Colorado

Dr. Tina Herring, Professor of Special Education  
B.A., University of Washington; M.Ed., Lewis and Clark College; Ph.D., Ohio State University

Dr. Deborah Horan, Chair and Associate Professor of Elementary Education & Literacy  
B.A., M.A., University of Colorado at Denver; Ph.D., Boston College

Dr. Kathleen Luttenegger, Professor of Elementary Education  
B.A., Mount Holyoke College; MA, Columbia University Teachers College; MBA, University of Denver; PhD, University of Colorado, Boulder

Dr. Roland Schendel, Associate Professor of Elementary Education & Literacy  
B.A., University of Puget Sound; M.A., Ph.D., University of Northern Colorado

Dr. Ofelia Schepers, Assistant Professor of Elementary Education & Literacy  
B.S., M.S., University of Kansas; Ph.D., University of Colorado-Boulder

Dr. Corey Sell, Associate Professor of Elementary Education & Literacy  
B.A., University of Mary Washington; M.Ed., University of Virginia; Ph.D., George Mason University
Dr. Peter Vigil, Professor of Special Education, Early Childhood, & Culturally & Linguistically Diverse Education
B.A., Metropolitan State College of Denver; M.A., Ph.D., University of Colorado

Dr. Ingrid Carter, Associate Professor of Elementary Education & Literacy
B.A., University of California-Santa Cruz; M.S., California State University-East Bay; Ph.D., Indiana University-Bloomington
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- **Office of the President**
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- **Academic Affairs Division**
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- **Student Affairs Division**
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<table>
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<tr>
<th>Name and Position</th>
<th>Date of First Appointment</th>
<th>Present Term Expires</th>
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<tr>
<td>Elaine Gantz Berman</td>
<td>2015</td>
<td>2019</td>
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<td>Christopher Harder, Ph.D., Faculty Trustee</td>
<td>2018</td>
<td>2019</td>
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<td>Terrance Carroll, J.D.</td>
<td>2011</td>
<td>2018</td>
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<td>Wendy Dominguez</td>
<td>2016</td>
<td>2019</td>
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<td>Judith George, Alumni Representative</td>
<td>2014</td>
<td>2018</td>
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<td>Barbara Barnes Grogan, Vice Chair</td>
<td>2015</td>
<td>2018</td>
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<td>Lacey Hyde, Student Trustee</td>
<td>2017</td>
<td>2018</td>
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<td>Walter Isenberg</td>
<td>2012</td>
<td>2019</td>
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<td>Michelle M. Lucero, J.D.</td>
<td>2007</td>
<td>2018</td>
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<td>James Mulligan J.D.</td>
<td>2017</td>
<td>2020</td>
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<tr>
<td>John Pogge, J.D., Chair</td>
<td>2012</td>
<td>2019</td>
</tr>
<tr>
<td>William Jeffrey Shoemaker</td>
<td>2016</td>
<td>2019</td>
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Director of the Writing Center                                       Elizabeth Kleinfeld, Ph.D.

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Associate Vice President for Administration and Finance             George Middlemist, Ph.D., C.P.A.
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CIO/Associate Vice President Information Technology Services
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Director of Budget
Jinous Lari, M.B.A., C.P.A.

Bursar
Christina Nguyen

Executive Director, Office of University Effectiveness and Director of Center for Advanced Visualization and Experiential Analysis
Sarah Harman, M.F.A.

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Nick Pistentis, M.S.

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Michael Hart, B.S.

Student Affairs Division

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Vice President for Student Affairs
Will Simpkins, Ed.D.

Director of Operations and Planning for Student Affairs
Emily Willan, B.S.

Career Engagement

Executive Director of Classroom to Career Initiatives
Adrienne Martinez, M.S.W.

Director of the Applied Learning Center
Rhonda Eaker, Ph.D.

Director of Career Services
Bridgette Coble, Ph.D.

Enrollment Management

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Thad Spaulding, B.A.

Executive Director of Admissions and Outreach
Vaughn Toland, M.A.

Director of Admissions Internal Operations
Marylnn Rocha-Vasquez, B.A.
Director of Enrollment Management Systems and Operations  
Michael Nguyen, B.S.

Executive Director of Financial Aid and Scholarships  
Thad Spaulding, B.A.

Director of Financial Aid Operations and Systems  
Tyler Resch, B.A.

Director of Orientation, Transition, Retention  
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Director of Recruitment  
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Interim Registrar  
Connie Sanders

Executive Director of Roadways  
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Director of Student Support and Retention  
Vacant

Director of MSU Denver Testing Services  
Russell Reynolds

Director of the Center for Urban Education and TRIO High School Upward Bound  
Carla Mirabelli, M.P.A.

**Student Engagement and Wellness**

Associate Vice President for Student Engagement and Wellness/Dean of Students  
Braelin Pantel, M.A.

Associate Dean for the Center of Student Equity and Achievement  
Brandi Scott, M.S.

Associate Dean for Student Engagement and Wellness/Dean of Students  
Dave Haden, M.S.

Director for Behavioral Intervention and Student Conduct  
Kelli Frank, M.S.

Director of Campus Recreation  
Diane Yee, M.S.

Interim Director, College Assistance Migrant Program  
Raquel Jimenez, M.S.W.

Director of the Center for Multicultural Excellence and Inclusion  
Cynthia Baron, M.S.W.

Executive Director of the Counseling Center  
Gail Bruce-Sanford, Ph.D.

Director of the Health Center at Auraria  
Steve Monaco, M.S.

Director of Immigrant Support Services  
Gregor Mieder, M.A.

Director of the LGBTQ Student Resource Center  
Steve Willich, B.S.

Director of Met Media  
Steve Haigh, B.A.

Director of Student Activities  
Vacant

Director of TRIO Student Support Services  
Allyson Garcia, M.A.
Director of the Veteran and Military Student Services  Vacant

Director for Veteran and Military Benefits  Ted Jimenez, B.S.

**University Advancement Division**

**Office of the Vice President for University Advancement**

Vice President of University Advancement and Executive Director of the MSU Denver Foundation  Christine Márquez-Hudson

Chief Financial and Operating Officer/Chief Strategic Business Analyst  Steve DeVisser

Assistant Vice President of Strategic Engagement  Jamie Hurst

Associate Vice President for University Advancement/Campaign Director  Brett Befus

Executive Director of Corporate and Foundation Relations  Megan Conklin

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Director of Major Gifts  Steve Galpern

Director of Prospect Management and Analytics  Rachael Wilfahrt

**Academic Administrators**

**Graduate Program Directors/Coordinators**

Master of Business Administration  Chittibabu Govindarajulu, Ph.D.

Master of Health Administration  Amy Dore, Ph.D.

Master of Professional Accountancy  Gregory Clifton, Ph.D.

Master of Science in Cybersecurity  LiYing Li, Ph.D.

Master of Science in Human Nutrition and Dietetics  Ann Diker, Ph.D.
Master of Social Work
Joanne Bailey, Ph.D.

Master of Teacher Education
Ingrid Carter, PhD.

College of Business
Dean
Ann B. Murphy, Ph.D.

Associate Dean
Chittibabu Govindarajulu, Ph.D.

Associate Dean
Bill D. Herman, Ph.D.

Chair, Accounting
Gregory Clifton, Ph.D.

College of Letters, Arts and Sciences
Interim Dean
Arlene Sgoutas, Ph.D.

Associate Dean
Marina Pereira, M.S.W

Associate Dean
Linda Lang-Peralta, Ph.D

College of Professional Studies
Dean
Jennifer Capps, Ph.D.

Associate Dean
Rebecca Trammell, Ph.D.

Chair, Criminal Justice and Criminology
Henry Jackson, Jr., Ph.D.

Chair, Nutrition
Kathy Heyl, M.S.

Chair, Social Work
Jessica Retrum, Ph.D.

School of Education
Dean
Elizabeth Hinde, Ph.D.

Associate Dean
Robert Nava, Ph.D.

Chair, Elementary Education and Literacy
Deborah Horan, Ph.D.

Chair, Secondary, K-12, and Educational Technology
Hsin-Te Yeh, Ph.D.

Chair, Special Education, Early Childhood and Culturally/Linguistically Diverse Education
Rebecca Canges, Ed.D.