



Graduate Council
Metropolitan State University of Denver
April 28, 2016 at 11 am in SSB 324
AGENDA

Attending: Jinous, Paula, Christian, Cindy, Mike, Lisa, Linda, Nicole, Clay, Marlee, John, Kim, Kevin

I. APPROVAL OF MINUTES: None – March 17, 2016 notes were vaporized

II. ANNOUNCEMENTS

- A. Meeting on 05/26/2016?—John at conference, substitute interviews for director instead of meeting in May-John to arrange a new meeting time for those on the hiring committee, one more meeting over the summer to leave a clean slate for the director,
- B. WAGS conference – Marlee
 - a. NAGAP (enrollment mgmt.) conference is another good one to consider
- C. Director of Graduate Studies search—31 qualified through first round
- D. Mike's last meeting, Linda taking over from here

III. OLD BUSINESS

- A. Performance monitoring policy
 - a. Added yearly monitoring process through budget office/evaluation, moved annual evaluation if there is a deficit,
 - b. Need to address before vote: Discontinuation of program—do we need to address “lines” that were added when the program was created—check out the handbook as it's addressed there but grad programs are cash funded and the undergraduate program would still be running (Cat II, tenure track, tenure)—need policy now to avoid thorny issues in the future. Make this a program level decision. HR and EO should be involved to make these decisions.
- B. Best practices regarding graduate teaching load
 - a. Toned down to allow program to make this decision
 - b. All programs should strive to follow the same best practice
 - c. Programs were not set up to allow a course release but HLC sees it as an issue
 - d. U doesn't differentiate GR vs. UG faculty and this best practice could play into creating a differentiation. Conversation on graduate culture vs. graduate faculty should be more robust.
 - e. New programs should expect to provide reassigned time to those teaching in grad program

- f. Due to HLC recommendation the conversation on UG vs. GR faculty should happen again.
 - g. Put this into the program proposal guidelines vs. in a handbook at this time. Create a best practices section.
- C. Revision to the graduate program approval process to include wording regarding the college/school's financial responsibility
 - a. Move best practices into this doc
 - b. Clarify that Phase 0's do not necessarily need to be rewritten but do need to be approved by the dean/appropriate parties for resubmission; phase 1 does need to be redone
 - c. BOT approval to move from phase 3 to phase 1 section C (they approve the concept not the curriculum)
 - d. Phase 3 might run currently with curriculum approval process
 - e. Clarify that Phase 1 is an approval/authorization phase
 - f. Need to reevaluate the grading rubric
 - g. Phase 2 change purple book to GCCC
- D. Initiative to develop graduate learning outcomes - TABLED
- E. Employee tuition assistance policy. TABLED until we have information from ENG and MTH
- F. Proposal on profit sharing for all forms of graduate programs - TABLED
 - Determination of profit
 - How is the profit to be split?
- G. Graduate student representative on GC. If yes, change to Constitution – TABLED
- H. HLC suggestions
 - Prior learning assessment
 - Prior graduate degree transfer policy

IV. NEW BUSINESS

- A. Math cluster—break even analysis brought it down to 11 students, lower than originally thought, projected 20 students to enroll, monitoring clusters will follow the same model/criteria as degrees. VOTE: Mike to approve, Lisa second, all else approved
- B. MBA curriculum—GCCC issue with each academic dept. not signing off on each course, but the program is cross college, representation on the MBA college committee who voted on the curriculum and it did go through the college level curriculum committee as well. Phase 0 needs to go with the curriculum packet to GCCC to avoid questioning of details not related to curriculum. Need to review policies and procedures due to the above issue – add to next agenda. GCCC kicked it back here to GC to vote, faculty senate cc has voted yes. VOTE: Christian motion, Kevin second, all yes

- a. Reviewers recommended MHA and MBA be approved, HLC meets
May 17—hopefully we'll hear soon after that
- C. Pay scale for adjuncts teaching graduate courses

Budget Committee:

1. Overhead recovery rate

REPORT OF A REQUESTED FOCUSED VISIT FOR CHANGE, Advancement Section, February 1 – 2, 2010

From page 2-3:

Because of the high likelihood that present expectations for revenue generation in the Master of Social Work may likely fall short of program expenses at the start of the program, the administration of the College and the Department have agreed to develop a plan for sustainability, which will illustrate how MSW program expenses will be met if student enrollment and retention do not start off as robustly as predicted. This alternative graduate education support plan is an important element in preparing the College to successfully launch the MSW and other graduate programs.

This institution has moved with unusual rapidity to embrace and integrate graduate education into three of its current undergraduate programs. The three new proposed master's degree programs generated considerable discussion on campus, but consensus was reached very rapidly. While the institution is commended for being nimble and responsive to the needs of its constituent groups the institution should also recognize that there is a risk that any dissent that may be present may not have had an opportunity to be heard and addressed, and that pockets of concern and non-support may remain within the institutional structure in the process of implementation. This attention to airing and valuing diverse views on graduate education is particularly important, since there were indications that the College could consider other master's level programs in the future.

In this context, the College is encouraged to give additional consideration for how it will evaluate and report on the success of the MSW, MPAcc, and MAT programs, so that its experience informs future decisions, directions and processes. Again, resource planning for graduate programs is imperative...

A revised strategic plan needs to be prepared that plans for the College achieving the Hispanic Serving Institution status, developing graduate programs, establishing evaluation and reward system for faculty teaching in graduate programs, and for the President's "urban land grant" focus and direction for the college, including continued elimination of interim positions...

The team had concern that the professional development for faculty involved in graduate education has not yet been given enough attention. Faculty in the Department of SW for instance, are largely untenured, with minimal teaching experience at the graduate level. As the institution and department plan faculty hires in the near future, strong consideration should be given to hiring faculty at the associate level, who have a Ph.D. and teaching experience at the graduate level...

Faculty and administration are encouraged to continue the discussion about best practices for graduate education in terms of faculty workload, salaries and expectations of faculty associated with graduate education and to translate their awareness into informed actions. For example, they can create some policies to shape and drive decisions about faculty associated with graduate education so that Departments can attract and retain appropriately educated and committed individuals with enough expertise and talent to guide the graduate programs through what is a challenging and unpredictable startup period.

Higher Learning Commission Progress Report on Master's Programs Metropolitan State College of Denver September 1, 2011, page 9

The [visit] report goes on to say that the progress report should address the following issues: As the College continues to expand its graduate programming, a more expansive viewpoint will be needed to assure that graduate programs are consistently thought of as central to the educational mission and reflected in the strategic plan. As an institution that has traditionally focused on delivering high quality undergraduate programs to its service area with a faculty focused on teaching, the leadership of the institution must consider the additional needs of faculty involved in graduate programs, especially in terms of their involvement in scholarly and professional development activities. Proper supervision of graduate students can require special consideration to reduction in teaching to accommodate the added advisement and supervision that normally accompanies graduate teaching.

PERFORMANCE MONITORING FOR ALL GRADUATE PROGRAMS

This document sets out the policies regarding the performance monitoring process and, if deemed necessary, the bankruptcy implementation process for all forms of graduate programs at MSU Denver.

1. The performance monitoring process

The performance monitoring process should include at least the following components:

1. Each spring and fall semester the program meets with the budget office to evaluate the current financial position. Any concerns about the financial performance should be communicated to the Graduate Council.
2. In the fall of each year the five-year rolling budget is updated and an analysis of the actual versus budgeted data for the previous fiscal year is provided. This information should be forwarded to the Graduate Council.
3. The fall meeting will also include a determination of any deficit for the prior year over and above the amount detailed in the break-even analysis that cannot be funded from other sources. This funding shortfall is the responsibility of the school/college.

2. The performance monitoring variables

The academic literature is replete with numerous bankruptcy prediction models which are appropriate for publicly traded companies. Since MSU Denver is not a publicly traded entity and since the graduate programs have to be cash funded, this requires some adjustments to the proposed variables to be used at MSU Denver. Table 1.1 lists variables that have been used in bankruptcy models and which can be modified to fit the unique characteristics of MSU Denver's graduate programs. A number of the variables in bankruptcy models cannot be replicated for the MSU model as they use market data (market value of equity/book value of debt) or accrual accounting information that is not appropriate (working capital/total assets). Table 1.2 gives a variable that incorporates the changes in the enrollment which is the key variable that is currently used to monitor the graduate programs

Table 1: Bankruptcy triggers		
1. Based on prior academic research		
Actual variable in original model	Suggested ratio for MSU	Interpretation
Retained earnings/Total assets	Cumulative surplus/(Cash balance or debt balance)	If these ratios are increasing over time then the likelihood of bankruptcy decreases
Net income/Total assets	Income before profit-sharing/(Cash balance or debt balance)	
Revenue/Total assets	Gross revenue/ (Cash balance or debt balance)	
Log of (market capitalization/Total market capitalization of all listed companies)	Log of (Number of students in the program/Total number of graduate students)	
	Log of (Credit hours for the program/Total credit hours for all graduate students)	
Cash flow/Interest payments	Cash flow/Interest payments	

References:

Altman, E. I. (1968). Financial ratios, discriminant analysis and the prediction of corporate bankruptcy. *The Journal of Finance*, 23(4), 589-609.

Bijnen, E. J., & Wijn, M. F. (1997). Corporate Prediction Models, Ratios or Regression Analysis. *Ratios or Regression Analysis (Undated)*.

Shumway, T. (2001). Forecasting bankruptcy more accurately: A simple hazard model*. *The Journal of Business*, 74(1), 101-124.

Zmijewski, M. E. (1984). Methodological issues related to the estimation of financial distress prediction models. *Journal of Accounting Research*, 59-82.

2. Based on MSU experience

Variable	Suggested ratio for MSU	Interpretation
Cipriana's suggestion	$\frac{(\text{Current year[semester] FTE hours less Prior year[semester] FTE hours})}{\text{Prior year[semester] FTE hours}}$	If this ratio increases over time then the likelihood of bankruptcy decreases

3. The performance improvement plan

It is recommended that if one or more of the triggers decreases for two consecutive years then a performance improvement plan should be implemented. This plan should identify the steps that the program proposes to apply and should include the following:

1. A comparison of actual results with the break-even analysis to identify significant variances between actual and budgeted results. This will help (a) identify key areas that need improvement, (b) re-assess the assumptions underlying the break-even analysis, and (c) identify possible areas of cost cutting/**restructuring**.
2. An independent verification of market trends **using secondary research data that is not from the department**.
3. An evaluation of the competition including an analysis of what has changed since the program started.
4. A re-evaluation of whether the program still meets the university mission.
5. Marketing plans to increase enrollment.
6. A three year break-even analysis incorporating the financial implications of the performance improvement plan.

The performance improvement plan must be approved by the department, the appropriate academic dean and the Graduate Council.

4. Bankruptcy procedures

If, after three years, the results of the performance improvement plan have not resulted in the desired improvement in the financial results of the program then the Graduate Council can recommend to the Graduate Planning Committee that the program should enter bankruptcy.

Students faced with the closure of a program must be given the option to continue their education and training in order to obtain their certificate or degree. This can be achieved by either (1) providing a teach-out plan to the students so that they can complete their studies at MSU Denver before it closes the program or by (2) entering into a teach-out agreement where arrangements are made for

students to complete their studies at another state-approved school which offers substantially the same training. A teach-out is intended to fulfill the original contract between the closing program and the student.

Steps:

1. Develop a teach-out plan or agreement and obtain all appropriate approvals,
2. Comply with Section 6, Discontinuing an Academic Program, of the *Graduate Curriculum Guidelines, Policies and Procedures* manual,
3. Create a detailed budget analysis for the shut-down period,
4. Cease incurring all discretionary costs,
5. Clearly articulate when committed costs will be eliminated, and
6. Identify the source of funding for any shortfall.

From section 6 of the *Graduate Curriculum Guidelines, Policies and Procedures* manual:

Discontinuing an Academic Program

Requests to discontinue programs are substantive curriculum changes processed at all internal levels of review and approval. Notification is submitted to the state and HLC. Both the state and HLC require departments to specify a “teach out” plan to assist currently-declared students in completing the program. It is critical that proposals to archive a program are accompanied by concise letters of support from all programs and offices affected directly or indirectly.

From the Higher Learning Commission’s website:

The Higher Learning Commission will provide its approval if the following are met: 1. The teach-out plan provides for equitable treatment of students by ensuring that they are able to complete the educational program in which they were enrolled immediately prior to the notification in Institutional Situations Requiring Submission of Teach-Out Arrangements within a reasonable period of time; and 2. The teach-out plan provides for prompt notification of additional charges to students, if any. If the Commission approves a teach-out plan that includes a program accredited by a specialized or professional accreditor, the Commission shall notify that accreditor.

The Commission may require that an institution submit a teach-out agreement for the Commission’s review and approval in conjunction with its teach-out plan. In addition, any affiliated institution that enters into a teach-out agreement with, or on behalf of, another institution, regardless of whether that institution has presented a teach-out plan to the Commission or is accredited by the Commission, shall submit the teach-out agreement to the Commission for approval prior to its implementation. The Commission will provide its approval if the following are met: 1. The teach-out agreement is with another institution that is accredited by or holding candidacy with an agency recognized by the U.S. Department of Education and, where appropriate, that it is an eligible institution for Title IV financial aid; 2. The teach-out agreement is consistent with all applicable state and federal regulations; the teach-out institution has the necessary experience, resources, and support services to provide an educational program that is of acceptable quality and reasonably similar in content, structure and scheduling to that provided by the institution closing or ceasing operations; demonstrates that it can provide students

access to such programs and services without requiring them to move or travel substantial distances; and is stable, carrying out its mission and meeting all obligations to existing students; and the teach-out agreement is fair and equitable to students and provides students with reasonable opportunities to complete their education without additional charges and includes a notification provision to ensure that students have complete information about the tuition and fees of the institution conducting the teach-out.

BEST PRACTICES REGARDING GRADUATE TEACHING LOADS

The Graduate Council (GC) encourages the adoption of a best practices policy for faculty teaching graduate classes. This policy is the ideal scenario and all graduate degree programs are urged to achieve this goal. All graduate degree proposals received after the approval of this policy will have to address the issue in their plans.

1. Tenure/tenure-track faculty

In order to promote a graduate culture at MSU Denver, the GC recommends that a tenure/tenure-track faculty member who is teaching a graduate level course be given some reassigned time. It is incumbent upon the program to determine the policy regarding the reassigned time. This policy is not impacted by any reassigned time a faculty member may have been granted to carry out other duties.

2. Category II faculty

It is incumbent upon the program to determine the policy regarding category II faculty members that teach graduate courses.

3. Adjunct faculty

No adjustment.

Graduate Program Approval Process

This document details the five phases for the adoption of a new graduate program and it includes an estimated timeline for the process. Each section in this document details the purpose, required documentation and the applicable process. The Graduate Council strongly suggests that an academic unit that is considering a graduate program discuss this with their academic dean and the Graduate Council.

The five phases are:

- Phase 0: The concept review,
- Phase I: The academic and business plans,
- Phase II: The development phase,
- Phase III: The approval phase, and
- Phase IV: The implementation phase.

Phase 0: The Concept Review

Purpose: This phase is a request to plan. The intent is to give the academic Deans and Graduate Council the information needed to make a decision on whether or not a new master's program shall proceed to Phase 1. If a new program will not be supported, the process should be stopped before the faculty invests significant time to fully develop plans for a program. Approval to plan does not guarantee that the program will be approved in Phase 1 or subsequently.

Documentation:

- a. A short prospectus (less than five pages), approved by the department and the appropriate academic dean, must be submitted to the Graduate Council by the designated deadline.
- b. The prospectus should include at least the following:
 - i. Description overview
 - ii. Capacity to run program (i.e. faculty, staff, resources). Please include information about faculty expertise and an overview of the proposed curriculum.
 - iii. How program meets the University mission
 - iv. Market demand (include employment opportunities)
 - v. A description of the impact on existing undergraduate programs
 - vi. Information that identifies the:
 - 1. Potential generation of revenue (basic projections of size of program, number of students X credit hours X price),
 - 2. Anticipated start-up needs (i.e. space, marketing, equipment) with estimated costs, and

3. Anticipated annual program needs.

(The Graduate Council Budget Committee will prepare an abridged break-even analysis.)

Process:

- a. Immediately following the designated deadline, the Graduate Council chair will forward a copy of all of the prospectuses to the academic deans. The Graduate Council's recommendation to the Deans is that no more than 8 programs go forward to Phase I.
- b. Deans' Decision:
 - i. Within 1 month of the designated deadline, the Graduate Council chair will call a meeting of the deans for the purpose of deciding which proposals should advance to Phase I.
 - ii. Those programs that are not forwarded to Phase I can re-submit their updated prospectus in the following review cycle.

Phase I: Academic and Business Plans

Purpose: The task in Phase 1 is to develop an in-depth analysis on the viability of a new graduate degree. The Development Committee of the Graduate Council is available to help the faculty prepare the needed information and plans for further approval. The decision to end the process of planning for a graduate program can still occur after the review of the documentation required in Phase 1.

Documentation:

- a. A detailed proposal, approved by the department and the appropriate academic dean, must be submitted to the Graduate Council by the designated deadline.
- b. Phase 1 proposal should include at least the following:
 - i. Detailed budget and break-even analysis (should include a narrative for each item, also please include assumptions – see appendix 2).
 - ii. Return on investment for students (i.e. placements).
 - iii. Independent validation of market trends **using secondary research data that is not from the department (Revised xx/xx/2016).**
 - iv. Industry and competitor analysis.
 - v. Program description which should include at least the following:
 - 1. The mission of the proposed program,
 - 2. The goals of the program,
 - 3. Key features,
 - 4. An overview of the proposed program assessment process,
 - 5. Course descriptions,
 - 6. Admission criteria,

- 7. Graduation requirements, and
- 8. The rationale for the proposed tuition.
- vi. Course scheduling and rotation plan.
- vii. Faculty/staff plan (i.e. reassigned time, program coordinator, field coordinator, administrative support).
- viii. Elaboration from Phase 0, (i.e. how program meets the University and Graduate mission).
- ix. Anticipated start date.
- x. An acknowledgement from the Dean that the college/school will be responsible for funding any deficit over and above the amount detailed in the break-even analysis that cannot be funded from other sources. ~~The review is to happen on an annual basis.~~ (This is now included in the performance monitoring document)(revised xx/xx/2016)

Process:

- a. Within 2 months of the designated deadline, the Graduate Council will rank the programs based on their established criteria (see appendix 1 for the rubric).
- b. Graduate Planning Committee's (GPC) Decision:
 - i. Within 6 weeks of the designated deadline, the Graduate Council chair will call a meeting of the GPC for the purpose of deciding which proposals should advance to Phase II.
 - ii. Once approved by the GPC, the program has the green light to enter Phase II.
 - iii. Those programs that are not forwarded to Phase II can re-submit their updated Phase I documentation in the following review cycle.

Phase II: Development Phase

Purpose: The development phase involves the completion of the necessary steps for approval of the curriculum for the new program. This phase also entails the development of an infrastructure plan to ensure that the program operates as intended when it is launched.

Documentation:

- a. The program will need to prepare a curriculum packet as per the *Curriculum Guidelines, Policies, and Procedures* manual for approval of the proposed curriculum.
- b. The program will need to complete an infrastructure plan (operations) that addresses at least the following, if applicable:
 - i. Admissions/Marketing,
 - ii. Registrar/Financial Aid,
 - iii. Transfer Services,
 - iv. IT,

- v. Facilities (space needs),
- vi. Faculty/staff hiring, and
- vii. Budgeting issues.

Process:

- a. The curriculum process is detailed in the *Curriculum Guidelines, Policies, and Procedures* manual.
- b. The infrastructure plan is an internal document that is developed to ensure an efficient implementation of the program.

Phase III: Approval Phase

Purpose: In this phase all the relevant approvals are obtained. This includes the Board of Trustees (BOT), the Colorado Department of Higher Education, the Higher Learning Commission and any other specialized accreditation requirements.

Documentation: This is determined by the relevant accrediting body and the BOT.

Process:

- a. BOT approval is to be sought at the end of Phase II which ordinarily will be the June 20xx-1 BOT meeting.
- b. The process for external accreditation is determined by the applicable body.

Phase IV: Implementation Phase

Purpose: Once all the necessary approvals have been obtained, then the academic unit can implement the program. The objective of this phase is to complete all the necessary steps for the program to go live in August 20xx and includes promoting/marketing the program, recruiting faculty if applicable, and overseeing the admission process.

Documentation: The infrastructure plan developed in Phase II should be the template for this phase.

Process: The processes necessary to complete this phase are to be determined by the program. The Development Committee of Graduate Council is available to advise and assist if necessary.

Proposed Timeline: (the launch year is denoted as 20xx)

April 1, 20xx-2: Phase 0 submitted to the Graduate Council.

May 1, 20xx-2: Deans' decision on which programs to move forward, if any, and a maximum number based on University resources.

September 15, 20xx-2: Phase 1 submitted to the Graduate Council.

November 15, 20xx-2: Graduate Council completes ranking of proposals.

December 31, 20xx-2: Phase I approved/denied by the GPC.

January - May, 20xx-1: Phase II completed.

June, 20xx-1: BOT approval at their June meeting.

July-Dec, 20xx-1: CCE, HLC and any additional accreditation approvals.

December, 20xx-1: Phase III completed.

March, 20xx: Graduate program information included in the 20xx catalog.

May, 20xx: BOT approval of tuition at their May meeting.

August, 20xx: Phase IV completed and classes begin.


Appendices

Appendix 1. Graduate Council rubric link

Appendix 2. Detailed budget and break-even analysis link [to the MBA proposal](#)



TO: Dr. Vicki Golich
Provost and Vice President for Academic and Student Affairs

FROM: Dr. Joan Laura Foster 
Dean, College of Letters, Arts and Sciences

DATE: March 28, 2016

SUBJECT: Phase 0 Proposal for Graduate Course Cluster in Mathematics

I approve this Phase 0 Proposal for Graduate Course Cluster in Mathematics to support concurrent enrollment. I have talked with the Chair and other faculty members about the importance of this effort. In addition, I have discussed it with members of the Denver Public Schools Administration and they just recently asked me when we can start offering them. The BOT approved the tuition for all LAS Graduate Course Clusters last December. I am leaving the resident tuition the same but lowering the tuition rate for non-resident students so that it will match that of the School of Education.

CC: Dr. Lindsay Packer, Chair, Department of Mathematical and Computer Sciences

TO: Dr. Vicki Golich, Provost
Dr. Joan Foster, Dean, College of Letters, Arts & Sciences
FROM: Dr. Lindsay Packer, Chair, Dept. of Mathematical & Computer Sciences
DATE: March 16, 2016
SUBJECT: Phase 0 Proposal for Graduate Courses in Mathematics

LSPacker

MSU Denver is in the process of forging a relationship with local high schools, to develop a concurrent enrollment program for mathematics. Concurrent enrollment courses are college-level courses taken by high-school students. The students can either enroll in courses to be taken at MSU Denver, or can take college-level courses taught at the high school, and offered through the Extended Campus Program. The instructors for such courses must be approved by the Department of Math & CS to be hired as affiliate instructors in mathematics. In the 2015–16 academic year, we are piloting sections of MTH 1110 College Algebra and MTH 1080 Mathematical Modes of Thought at Lincoln High School. For this pilot, the instructor for MTH 1110 is an affiliate who has been teaching at MSU Denver for a number of years, and the instructor for MTH 1080 is a teacher at Lincoln High School.

At a meeting with Dean Joan Foster, representatives of the Department of English, and the Department of Mathematical and Computer Sciences, Dr. Robert Mitchell, who is Academic Policy Officer for Teacher Preparation at the Colorado Department of Higher Education, indicated that CDHE is eager to expand concurrent enrollment opportunities for high-school students in Colorado. While students at high schools in the Denver metropolitan area can avail themselves of courses taken at any one of many local community college and university campuses, this is logistically difficult for most students. Moreover, students in many rural districts do not have access to a local community college or university. Expanding concurrent enrollment opportunities state-wide entails offering college-level courses at high schools. And the long-term success of a concurrent enrollment program, taught at high schools, depends on the availability of high-school teachers who are qualified to teach these courses.

HLC has advised the institutions it accredits that, effective in Fall 2017, any affiliate instructor (and so any instructor of a concurrent enrollment course) must have a Master's degree in some field, and at least 18 hours of graduate-level coursework in the appropriate subject area. Many high-school mathematics teachers have a Master's degree in a field such as Curriculum and Instruction, but do not have 18 hours of graduate credit in mathematics. We propose to develop a cluster of graduate mathematics content courses, particularly targeted at an audience of high-school mathematics teachers, and that would fill this need. In addition, while all affiliate instructors of mathematics at MSU Denver have a Master's degree, for approximately half of our current instructors those degrees are in related fields, such as mathematics education, engineering or physics. Some of these affiliate instructors have a need for additional graduate course credits in mathematics to satisfy HLC requirements. Our proposed cluster of courses can also serve this population.

TO: Dr. Steven Jordon, President
Dr. Vicki Golich, Provost
Graduate Council
Dr. Joan Foster, Dean, College of Letters, Arts & Sciences

FROM: Dr. Lindsay Packer, Chair, Dept. of Mathematical & Computer Sciences *LSPacker*

DATE: March 21, 2016

SUBJECT: Phase 1 Business Plan for Graduate Courses in Mathematics

I. Mission & Goal

The Department of Mathematical and Computer Sciences proposes to develop a non-degree cluster of graduate mathematics courses. The mission of these courses is to enable a significant expansion of concurrent enrollment offerings in mathematics for students in Colorado high schools. This will contribute to the college preparedness of Colorado students in general, and MSU Denver incoming freshmen in particular, thereby contributing to the university's retention and completion goals, and will also serve as a recruiting vehicle for MSU Denver.

Qualified teachers of concurrent enrollment courses must satisfy the HLC requirement of possessing a Master's degree, in some field, together with 18 hours of graduate course credit in the appropriate subject field. Many high-school mathematics teachers have a Master's degree in a field such as Curriculum and Instruction, but do not possess the requisite graduate mathematics credits. It is the goal of the proposed cluster of courses to provide for these teachers, and also for potential affiliate instructors of college-level mathematics, an opportunity to accrue 18 hours of graduate mathematics credit.

II. Break-even Analysis

Attached is an abridged break-even analysis, prepared by Assistant Budget Director Cipriana Patterson. The tuition rate used in this break-even analysis is that rate approved by the Board of Trustees on 12/3/2015 for LAS concurrent enrollment clusters. While the break-even analysis includes the cost of course development, paid back over 5 years, the department has already absorbed this cost, using its summer revenues, for the first three courses currently under development, and has earmarked funds to similarly pay for the development of remaining courses that will make up the cluster. This in effect reduces the number of students required to break even to 12 in Year 1 and 13 in Years 2-5.

III Market Trends and Employment Opportunities

The intended audience for this cluster of graduate courses consists of two groups:

- Current high school mathematics teachers who wish to be qualified to teach concurrent enrollment courses at their high schools; and
- Current and potential affiliate instructors of mathematics at MSU Denver and community colleges.

The majority of this audience will be already employed, and intending to enhance their qualifications to expand their teaching opportunities. High school mathematics teachers with a Master's degree and with 18 hours of graduate mathematics coursework would be eligible to teach at community colleges, and to be affiliate instructors at local universities, teaching summer courses, for example.

High School Mathematics Teachers

There are almost 500 high schools in the state of Colorado. In the greater Denver metropolitan area, comprising 18 school districts, there are 148 high schools, not including technical schools and online and alternative schools. In the first two years of offering our cluster of graduate courses, the courses would be hybrid classes, partially online but with some face-to-face meetings on campus. Thus, the initial target audience will be high school teachers in the Denver metropolitan area. A conservative estimate is that we might generate initial interest in these courses from teachers at 10–15% of local high schools, generating an audience of 14–22 students in years 1 and 2 of these offerings. By year 3 it is planned that all courses would be offered in a completely online format to expand the target audience, and serve the needs of teachers in rural school districts. This would considerably expand the potential class, using the same conservative estimate, to 50–75 students in years 3 and later.

Affiliate Instructors at MSU Denver

Of the 60 affiliate instructors whom we use to teach general studies math classes at MSU Denver, approximately half have Master's degrees that are not specifically in mathematics, but in related fields such as mathematics education, physics or engineering. We are currently reviewing the graduate transcripts of these faculty. While some of them have coursework that is equivalent to graduate-level mathematics content courses, almost all will need to take some additional graduate courses to meet the HLC requirements of 18 graduate credits in mathematics. Some of these instructors have already expressed an interest in our proposed courses, and we anticipate that this will provide a short-term boost to the potential audience for our cluster of classes. Using a conservative estimate of 20–30% of these instructors, we estimate an additional 6–9 potential students from this source in years 1 and 2, but probably not beyond.

In summary, the potential audience for our proposed cluster of courses is conservatively estimated at 20–30 students in years 1 and 2, when the courses are offered in hybrid format, rising to approximately 50 students per year in later years.

IV Competitor Analysis

The only other institution that currently offers similar courses at the graduate level is the University of Northern Colorado, Greeley. UNC offers a Master of Arts in Mathematics – Teaching Emphasis degree that specifically targets secondary mathematics teachers (also our target audience). This degree is offered through the Mathematics Teacher Leadership Center, which is an NSF-funded joint venture of UNC and the University of Wyoming, with the collaboration of school districts in northern Colorado and Wyoming. The coursework for this degree includes both mathematics content courses and pedagogical courses. The mathematics content courses are taught on campus in two four-week intensive sessions during summer semesters. While it is not clear if teachers can take these courses as non-degree-seeking students, these courses are in direct competition with the courses we propose to offer, and it is likely that they will limit the enrollments in our courses by teachers in northern Colorado school districts. However, the UNC courses are only taught on campus, and by developing courses that, while initially hybrid in nature, will be fully online by 2017 or 2018, we have an opportunity to get a jump on the market, and serve a much broader audience.

There obviously are other graduate mathematics programs in Colorado, but these are programs for future mathematicians, with traditional graduate mathematics offerings that would be inaccessible to

all but a handful of high-school mathematics teachers, and our cluster of courses would not be competing with graduate courses at UCD, UC Boulder, and CSU, for example.

V Courses in this Proposal

The proposed cluster will consist of at least 6 courses. Two of these have been developed as omnibus courses:

MTH 590x Statistical Methods and Theory

MTH 590x Geometry from an Advanced Perspective

Subject to approval, these two courses could be offered in summer 2016 as hybrid courses, with a significant online component and some on-campus meetings. A third course is under development for delivery in fall 2016, and we plan to offer a fourth course in spring 2017, and two additional courses in summer 2017. Further courses may be developed in the future to provide a changing rotation of courses.

Admission to all courses will be by instructor permission. While the primary criterion for admission will be a bachelor's degree in mathematics, some potential students (such as some of our affiliate instructors, and some secondary mathematics teachers) will have degrees in related fields. The instructor will need to assess these students individually, to determine if they have sufficient mathematical training to be prepared for graduate-level coursework in mathematics.

VI Deficit Funding

The department undertakes to fund any deficit incurred during years 1 and 2 of these offerings, and has allocated funds from its summer revenues to cover any such deficit. The department has already provided 3 hours of reassigned time to three faculty who have developed the above two courses and are developing the third course that is planned to be offered in the fall. For future courses, the department will provide three additional faculty with 3 hours of reassigned time each, at an estimated cost of $3 \text{ faculty} \times 3 \text{ CH} \times \$1200/\text{CH} = \$10,800$. The department plans to support offering these courses with a minimum of 8 students in years 1 and 2. Using the break-even analysis, and taking account of the costs of course development already being borne by the department, a class of 8 students would be four below the required break-even enrollment in year 1 (four courses), and 5 below break-even in year 2 (two additional courses). Using an average tuition of $\$380/\text{CH}$ (the approximate 5-year average tuition rate), the potential deficit from low enrollment is:

$$\text{Year 1: } 4 \text{ students} \times 4 \text{ courses} \times 3 \text{ CH} \times \$380/\text{CH} = \$18,240$$

$$\text{Year 2: } 5 \text{ students} \times 2 \text{ courses} \times 3 \text{ CH} \times \$380/\text{CH} = \underline{\$11,400}$$

$$\text{Total, years 1 and 2:} \qquad \qquad \qquad = \$29,640$$

The department has allocated $\$10,800 + \$29,640 = \$40,440$ from its existing summer revenues to support the development of this cluster of courses and provide for a possible deficit in years 1 and 2 of these offerings.

Breakeven Analysis						
Math Concurrent Enrollment - 6 Course Cluster						
Pro Forma Revenues, Expenses & Break Even Analysis						
	Start-Up Costs					
	Year 0	Year 1	Year 2	Year 3	Year 4	Year 5
Start-up costs						
Marketing, advertising and promotion	500					
Course Development	5,000					
Total start-up costs	5,500					
EXPENSES						
Personnel						
Faculty Salary		\$ 7,050	\$ 7,050	\$ 7,050	\$ 7,050	\$ 7,050
Fringe		1,875	1,893	1,911	1,928	1,946
Total personnel		\$ 8,925	\$ 8,943	\$ 8,961	\$ 8,978	\$ 8,996
Non-labor						
Materials and Supplies		2,000	3,000	4,000	4,120	4,244
Total non-labor		2,000	3,000	4,000	4,120	4,244
Total estimated expenses		\$ 10,925	\$ 11,943	\$ 12,961	\$ 13,098	\$ 13,240
BREAK-EVEN						
Resident Tuition Per Credit Hour		\$ 357.20	\$ 367.92	\$ 378.95	\$ 390.32	\$ 402.03
Less Adjustment for Bad Debt (-2%)		(7.14)	(7.36)	(7.58)	(7.81)	(8.04)
Less Adjustment for Administrative Expense (-13%)		(46.44)	(47.83)	(49.26)	(50.74)	(52.26)
Adjusted Tuition Per Credit Hour (Net of Bad Debt & Admin)		303.62	312.73	322.11	331.77	341.73
Required CHP to Break Even (Total estimated expenses / Adjusted Tuition Per Credit Hour)		40	42	44	43	42
Students needed per course to break-even		13	14	15	14	14
Esimated Revenue		\$ 12,025	\$ 13,043	\$ 14,061	\$ 14,198	\$ 14,340
\$ Surplus/Deficit	\$ (5,500)	\$ 1,100	\$ 1,100	\$ 1,100	\$ 1,100	\$ 1,100
Cumulative surplus/deficit		(4,400)	(3,300)	(2,200)	(1,100)	-

Questions from the preamble

1. What will your leveling requirements be in terms of credit hours? Who will administer the online leveling courses? If it is MSU Denver, will these non-degree seeking credits with tuition attached? Is this graded? What is the minimum grade to pass the modules? If it isn't graded, what's the guarantee the student will follow through with this?

The leveling will not have credit hours associated with it. We are working with Peregrine Academic Services; their 4 - 6 hour modules start with a pre-test and end with a post-test. Results are reported to us so that we can then get them enrolled. If students don't follow through, they don't start the program.

2. Why did you choose less than eight years as the cut-off for leveling courses?

This is common for MBA programs. Eight years of experience is a substantial amount that would lead to the prospective student to have encountered most areas of a business.

3. Why are there only two 6000 level courses?

Our committee made the decision to keep masters level courses in the 5000s, with 6000 indicating the capstone (there is only one in the 6000s).

4. You have a course number with the prefix MBA. We would suggest that you use the existing BUS prefix and add the M (to give BUSM) which is then consistent with all graduate courses at MSU Denver.

That is a good idea, thanks.

5. For the strategic business concentration all of the courses, except MGMT 5800, have a pre-req from the MBA core. We suggest that you make one of the MGMT 5000 level courses from the core a pre-req for this course.

The other courses in this concentration have a logical pre-req, i.e., the basics of marketing must be covered before learning about strategies. In the case of 5800, none of the core courses act as a foundation for the leadership course per se.

6. For the business analytics concentration CISM 5600 is a pre-req for the other two courses. Will this potentially increase the time it takes to graduate? It may be beneficial to make CISM 5600 a co-req rather than a pre-req.

These courses build on one-another and the pre-req structure will be import for student success. We will provide students with course-planning tools so that the CISM concentration courses can be taken in sequence and not delay their planned graduation. In other words, students in this concentration cannot

"save up" all of the concentration courses until they have the core requirements complete - they will need to be taken in parallel.

7. What is meant by "planned capacity"? Do you mean 2018/19 or some later time? Is it based on student enrollment, course offerings, or what?

Planned capacity is when our student enrollment grows and then levels out at about 55 new students per semester (about 250 students in the program at one time). The current forecast for this is 2021.

8. Please clarify the role and function of the director. It is stated that the day-to-day operations will be managed by a full-time Asst Director and therefore what the PD will do differently from the Asst Director is unclear.

The Assistant Director is a full-time administrator who will manage staff and processes for graduate programs, including the MBA. The program director is a faculty member who leads faculty-driven efforts such as curriculum development and assurance of learning.

9. Perhaps we've missed something but we don't think it will be sufficient to rely solely on the university resources for marketing. We would hope to see a marketing plan in place and some resources dedicated to a campaign.

The marketing plan is not part of the curriculum packet. We agree that university resources are not the primary resource for marketing efforts.

10. Has the need for support staff been underestimated in this proposal?

We don't believe so. The MpAcc has been well-managed with one full-time coordinator. We will now have two full-time resources supporting the MBA + MpAcc, in addition to a faculty committee that will support curriculum, assessment, and admission decisions.

11. What are the enrollment estimates beyond break-even? Or, are you not expecting enrollments beyond break-even? We suspect that there will be demand and we're wondering if the program has thought of how it will address that potential demand, as it seems just the minimum is addressed in the planning here.

The forecast is included in the Phase I proposal. The preliminary budget in the preamble is the Graduate Council standard approach to presenting the financial viability of a program, and focuses on break-even. We do project moving into profitability in three years and targeting an average of 25 students per class, which is a healthy amount above break-even.

12. What is the policy regarding the required GPA for graduation?

We've added an "Advancement to Candidacy" policy section in the preamble, which addresses this question (we have mirrored the MpAcc policy here). The required GPA is 3.0.

13. Will you have a limit on the number of grades below a B- that will count towards the degree?
This has implications for the pre-req requirement for ACCM 5400 (C or better for ACCM 5050) and FINM 5800 (FINM 5050 with a minimum grade of a "C"). You may not need to specify the C requirement if you are following the MPAcc policy.

The "Advancement to Candidacy" policy section now covers these questions.

14. Are you going to limit the number of credit hours that a student can take in any one semester?

Yes - 15 (included in the "Advancement to Candidacy" policy).

15. Will you have a time limit on the number of years to complete the degree?

Yes, six years (included in the "Advancement to Candidacy" policy).

16. The argument appears to be this program is being formed largely to target MSU Denver graduates. We think that it should be regionally competitive.

Agreed, and it is designed to be regionally competitive. MSU Denver alumni are the initial target market.

17. Will the program be available online? (From the syllabi it appears so, but it is not overtly stated in the narrative AND for some reason, you indicate CSU online is not really a competitor.) One-third of your own graduate respondents indicated they wanted online. That seems to be a huge chunk of your potential market. So, if there is an online option, we would encourage clarity around this. If there isn't, it might be problematic for program growth and development. We imagine the program will be regionally competitive and the program can grow quite substantially. That being said, you could stay small and niche and maybe that fits the goals for the program. We do wonder how you're thinking through the competitors who are coming into the market area, particularly online.

We are not positioning this program as "online". Some classes will be offered online, in order to provide flexibility in scheduling for busy professionals. We've included the online format in all syllabi so that we don't have to make changes to a syllabus every time we choose to make a particular course online in a given semester. Please see the Phase I Proposal for a full discussion of market trends, competition, and positioning.

18. All the program goals are about student learning, which is fine. Does the program has goals beyond the student learning related ones? For example, does the program have a goal for its relevance within the community/business environment? For faculty?

The program-level goals are focused on relevance in the business community. Please see the Phase I Proposal section "Program Description".

19. What are the minimum criteria for admission? You list the materials required but what is minimally required (e.g., cut-off score for GMAT)? Why are there so many options for the

required materials for admission? How will you be able to compare applicants to one another (GMAT versus portfolio versus license)? You may get into some difficulties regarding fairness in the admissions process. Or, are you not planning on denying applicants (that is, as long as something is submitted, they are admitted)?

The admission materials are consistent with other MBA programs. We project that the vast majority of applicants will apply with a GMAT. We are not starting with a set GMAT cut-off score, as it will be important to manage program capacity. For example, if we set score X and 90% of applicants have that score or above, we may end up with twice as many students as we have room for in the first few semesters - or, alternatively, we could have few applicants who hit that score and slow down our path to profitability. While we do not plan to publish minimum standards for admission (which is consistent with other MBA programs), we will gain benchmark information over time, which can be shared with potential applicants and will smooth our internal admission processes.

20. Why are there no signatures from the department curriculum chairs? The RCS do need to be vetted by the departments.

Because the program is cross-departmental, the CBUS graduate program committee serves as the "department." The respective functional departments did develop the syllabi, with heavy involvement by department chairs and faculty.

Questions from the regular course syllabi

For all of the below, if the transcript title is the same as the course title, it is not completed (as it is already 30 characters or less). I double-checked with Megan Jones that this is okay, and she said it's fine.

ACCM 5050

1. The transcript course title is missing.
2. In the course description you say "students will be able to identify the economic consequences of transactions". Based on the detailed outline of the course content it is probably prudent to replace identify with analyze.

This has been changed to "identify and analyze".

3. At the top of page 6 the ACC 5050 should read ACCM 5050.

This is fixed.

4. With ACCM 5050 you link the learning objectives to the MBA learning goals (LG) but this is not done on all RCS. Is this intentional?

The core courses include links to the MBA learning goals where they are explicitly covered. While the majority of core courses have these links, a few do not (because they don't have explicit coverage of MBA learning goal topics).

5. LO 5 mentions various environments but, based on the detailed outline of the course content, this does not appear to be covered.

This will be covered in items IX – XIV.

6. Capital budgeting (item XV of the detailed outline of the course content) is also covered in FINM 5050, FINM 5800 and ACCM 5400. Is this duplication?

Some duplication of key financial concepts would be expected between these courses.

ACCM 5400

1. The transcript course title is missing.
2. Does the pre-req requirement of a C or better apply to both ACC 3400 (*assuming this is 5400?*) and ACCM 5050 or just to ACCM 5050?

Both. A student must earn a C regardless of which course is taken to satisfy the prereq. Language in syllabus is clarified.

CISM 5050

1. The course description says that there are three main themes to the course but the link between the themes and the learning objectives as well as the detailed outline of the course content is not obvious.

The link between the three themes is information technology from a management perspective. While the themes are not explicitly stated in the outline, the topics are fully covered. For example, "ways to gain competitive advantage by using IT" would be covered in I, II, VIII, and XI. No changes are made in the syllabus.

CISM 5700

1. The transcript course title is missing.
2. The course description mentions functional areas and industries but these do not appear to be covered in the detailed outline of the course content.

The phrase "functional areas and industries" is removed from the description. The examples that will be used in the course will come from various applications of analytics in business and may fall into various processes,

functional processes and in different industries – insurance, retail, technical services – and will likely be dynamic (not the same every semester); this does not have to be in the description.

CISM 5800

1. Learning objective 6 should be generalized by saying something like analyze data sets using data mining software and interpret the results. The LOs are supposed to identify what the student can do upon completion of the course.

That change is made as suggested.

2. LO #1 seems too basic for a graduate course.

This first LO (“Describe”) provides a foundation for further learning in the course. First they describe data mining, then they evaluate tools, assess/compare/choose/analyze data sets and data mining techniques. This LO was expanded to say “Describe core concepts of data mining and data mining processes.”

ECOM 5050

1. The transcript course title is missing.
2. The course description is difficult to understand – especially the last sentence.

The last sentence of the course description is now broken into two sentences, making it less complex.

3. LO 2 needs to be rewritten. Do we really want our students to design solutions for mismanagement?

Yes, MBA students need to learn the causes of mismanagement and the various possible mechanisms that can be implemented to minimize mismanagement. This LO is edited so that perhaps it is more clear.

4. The detailed outline of the course content lists demand but there is no mention of supply. Is it possible to discuss demand without talking about supply?

Supply is covered in production and cost; this is now explicitly stated in the outline.

FINM 5050

1. The transcript course title is missing.
2. What is the difference between the financial statement analysis in this course and that of ACCM 6580?

The analysis will be approached as appropriate for the particular business function. Covering this topic from multiple perspectives will help students better understand the material and understand the inter-connection between Accounting and Finance.

3. Under item III of the detailed outline of the course content, A and B are repeated.

This is fixed.

4. Financial planning and forecasting is mentioned in the course description but the topic does not seem to appear in the learning objectives or the detailed outline of the course content.

These two topics are covered, just not stated explicitly in the objectives. For example, valuing financial assets is a planning activity. Forecasting is covered in the course outline. No changes are made here.

5. Course description is a little spartan.

The description is concise, yet covers complex topics that will be covered in-depth. No changes are made here.

FINM 5800

1. The transcript course title is missing.
2. The course description states that this course applies skills developed in the MBA core but the only pre-req is FINM 5050. Should ACCM 5050 be added as a pre-req?

No, the core finance course is all that is needed to be prepared for 5800.

3. LO 5 evaluate credit policies but this is not mentioned in the detailed outline of the course content. Should the LO evaluate working capital management?

We've deleted LO5 to reduce confusion.

4. The course description mentions teamwork and spreadsheet analysis as essential components of the course but neither are included in the evaluation of student performance.

Teamwork is assessed via the peer evaluations mentioned in the student performance section. Spreadsheet analysis is part of "integrating usage of Microsoft Excel."

5. The pre-req should probably read with a minimum grade of a "C" or better.

This is clarified with the edit "with a grade of "C" or better."

MBA 5000 (now BUSM 5000)

1. The transcript course title is missing.

2. The course description mentions leadership and critical thinking but neither appears to be included in the detailed outline of the course content.

The course description now says "decision making" instead of critical thinking, to be consistent with the learning goal and course outline. Leadership is covered in section II of the outline.

3. LO#1 seems too basic for a graduate course.

It is basic, but in this case fits. A portion of this course is focused on covering the program they are entering; they won't be analyzing or evaluating the program learning goals, but we would like them to be able to identify them and know where in the program they will be covered.

MGTM 5050

1. The course description mentions state, federal and international but only the federal level appears to be covered in the detailed outline of the course content.

The course description says "within a legal framework at a state, federal and international level". So the discussion of topics is taken from a local, federal, and international level as appropriate. In other words the legal framework is embedded in the topics. One cannot discuss sustainability and ethics without including all three levels of law. Many court cases from the WTO and UN are related to federal law, etc. No changes made to the syllabus.

MGTM 5100

1. The evaluation of student performance includes an analysis of articles but none are mentioned in the required reading section.

Articles are current and will likely change each semester, so are not specifically stated in the standard syllabus. No changes made to the syllabus.

MGTM 5200

1. The transcript course title is missing.
2. The course description mentions that students integrate knowledge gained from other business courses but there are no pre-reqs. Should there be pre-reqs?

No pre-reqs. The knowledge gained is expected to come from undergraduate business courses or leveling courses (or even work experience). No changes made to the syllabus.

MGTM 5800

1. The course description emphasizes leaders but there is no LO on leadership. Is this correct?

The course description does not emphasize leadership. The course is designed to provide leaders with tools to effectively transform organizational processes to improve organizational effectiveness and success. The course is not designed to provide leadership skills or how to be an effective leader. No changes made to the syllabus.



Substantive Curriculum Proposal - University Level
Office of Academic and Student Affairs
Approved Summer 2015

TRACKING #:

CBUS 1617-2

Revised 4-8-16

Revised 4-22-16

Date:

To Curriculum Committees (Please sign when approved):

N/A
Chair, Departmental Curriculum Committee

Date

[Signature]
Chair, Department or Program Director

Date

[Signature]
Chair, College or School Curriculum Committee

Date

Dean or Associate Dean

Date

Chair, Faculty Senate Curriculum Committee

Date

☐ Recommended – Multicultural Review Committee (if applicable)

☐ Recommended – General Studies Committee (if applicable)

President, Faculty Senate

Date

Associate Vice President, Academic and Student Affairs

Date

☐ Approved – Board of Trustees (if applicable)

☐ Approved – Colorado Commission on Higher Education (if applicable)

☐ Approved – Higher Learning Commission (if applicable)

From: [Author/Compiler of Packet. This will be the contact person for questions and results.]

Department: CBUS Graduate Programs Committee Chair - Nicole Vowles Phone: 2-4825

Email: nvowles@msudenver.edu

Re: Program or Course Title: New Program: Master of Business Administration (MBA)

This form, along with the supporting materials, proposes the following curricular changes:

- ☒ Create an academic program (degree, major, minor, concentration, certificate, teacher preparation, etc.)
- ☐ Discontinue an academic program (degree, major, minor, concentration, certificate, teacher preparation, etc.)
- ☐ Request the Senior Experience (SE) course designation
- ☐ Request the General Studies (GS) course designation
- ☐ Request the Multicultural (MC) course designation
- ☐ Modify a course with special designation (GS, MC, SE)
- ☐ Modify a department name or department code
- ☐ Modify a program name or program code
- ☐ Modify a course prefix or subject code

Are any of these changes the result of assessment findings? ☐ Yes ☒ No If yes, please discuss in the justification for proposal.

Revised: August 11, 2015 ASA

NEW COURSE(S):

Course Prefix and Number (include any crosslistings)	Course Title	Omnibus Number (if applicable)	Equivalent/Cross- listed Courses (if applicable)
MBA 5000	MBA Foundation		
ACCM 5050	Accounting Concepts		
CISM 5050	Information Systems Strategy and Planning		
CISM 5600	Knowledge Discovery using Business Analytics		
CISM 5700	Practical Business Analytics		
CISM 5800	Data Mining for Business Intelligence		
ECOM 5050	Managerial Economics		
FINM 5050	Corporate Finance		
FINM 5800	Strategic Finance		
MGTM 5050	Legal Analysis and Sustainability		
MGTM 5100	Operations and Supply Chain Management		
MGTM 5200	Global Enterprise Management		
MGTM 5800	Transforming Organizations through Leadership		
MGTM 6000	Integrative and Strategic Perspectives of Organizations		
MKTM 5050	Marketing Analysis and Planning		
MKTM 5800	Advanced Strategic Marketing and Analysis		

RESOURCE IMPLICATION NARRATIVE:

Describe additional space, personnel, or equipment required to support this proposal. Attach letter(s) of support if additional resources are needed to support this proposal.

Based on estimated enrollments and the resulting number of course sections required for the roll-out of the Master of Business Administration (MBA) program, the first year-and-a-half of instruction can be covered by current faculty without impact to our required ratios for accreditation for either the undergraduate or graduate program. In the third year of the program (2018-19), two faculty lines will possibly be needed, with an additional line in the fifth year. Please see Table 1 below for details.

Table 1: Number of Sections by Department

Dept/Year	Spring 2017	2017-18	2018-19	2019-20	2020-21
Accounting*	1	1	2	2	3
CIS	1	2	5	6	6
Economics		1	2	2	3
Finance		1	3	4	4
Management	1	4	7	11	13
Marketing		2	3	4	4

Hire 2

Hire 1

*Only includes the Accounting core course, as the other courses will all overlap with the Master of Professional Accountancy (MPAcc) program

The MBA program will be led by a faculty member who will serve as Program Director, reporting to the Dean of CBUS. This position will start as a one-course reduction and potentially grow to a two-course reduction once the program is at planned capacity. The day-to-day processes of the program will be managed by a full-time Assistant Director of CBUS Graduate Programs. In addition, the Career Services role in the CBUS will need to be grown from one full-time employee to two by the fourth year of the program. While CBUS will be heavily

leveraging existing communication channels and our network of alumni and business connections within the College, we will need marketing support from the University. For the Fall 2016 start of marketing communications, we will need a logo and branding, a website, and printed collateral and support with messaging including banners to use at recruiting events.

There is no anticipated need for additional personnel in other areas of campus administration as a result of this program. Any additional administrative costs would be funded by the existing institutional overhead surcharge.

In light of these resource requirements, a formal breakeven analysis was performed and the results may be seen below. According to this analysis, the program is forecasted to break even in the third year of operation, or AY 2018-19.

Table 2: Breakeven Analysis

MBA - Spring 2017 start date	Before 2016	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	Five-year total
Break-even analysis (based on the Hathorn spreadsheet)	\$	\$	\$	\$	\$	\$	\$	\$
<u>START-UP COSTS</u>								
Marketing, advertising and promotion	25,000							25,000
Accreditation costs	3,000							3,000
Marketing research	5,000							5,000
Computer lab/hardware/software	50,000							50,000
Curriculum Development (19 courses @ 5 hours @ \$30/hour in summer)	3,705							3,705
Total start-up costs	86,705							86,705
<u>OPERATING EXPENSES</u>								
<u>Personnel</u>								
Faculty compensation (see sheets 2 and 3)		32,444	130,050	293,245	414,203	512,577	290,955	1,673,473
MBA Coordinator's reassigned time (6 hours per academic year)		4,708	9,778	20,307	31,628	32,838	16,912	116,172
Faculty reassigned time		14,124	58,669	131,997	237,212	311,963	84,559	838,525
Administrator's compensation (see sheets 2 and 3)		71,805	74,538	77,371	80,306	83,348	43,250	430,618
Total personnel		123,081	273,036	522,920	763,349	940,727	435,675	3,058,788
<u>Non-labor</u>								
Bad debt expense (2% of revenues)		3,348	6,978	12,684	19,181	22,224	10,336	76,722
Administration overhead (10% of revenues)		16,742	34,889	63,419	95,903	111,121	51,682	383,610
Marketing research				5,464				5,464
Materials and Supplies		4,000	4,120	4,244	4,371	4,502	2,319	23,555
Marketing, advertising, promotion, and recruitment		10,000	10,300	5,305	5,464	11,255	5,796	48,120
Equipment for new people		1,500	1,545	1,591	1,639	1,688	869	8,833
Travel		5,000	10,300	10,609	10,927	11,255	5,796	53,888
Lab maintainance		3,750	7,725	7,957	8,195	8,441	4,347	40,416
Capital and Remodel - update of lab equipment					50,000			50,000
Total non-labor		44,341	75,857	111,272	195,680	170,487	81,147	690,607

Total estimated expenses		167,422	348,893	634,192	959,029	1,111,214	516,822	3,836,100
<u>BREAK-EVEN ANALYSIS</u>								
Required break-even revenue		167,422	348,893	634,192	959,029	1,111,214	516,822	3,836,100
Number of courses offered each year		3.33	11.67	22.67	32.00	38.00	20.33	128.00
Average revenue required per course to break-even		50,226	29,905	27,979	29,970	29,242	25,417	29,970
Proposed credit-hour tuition - base year is MPAcc 2014/15	424.30	450.14	463.64	477.55	491.88	506.64	521.84	485.28
Average number of students per course to break-even		37	22	20	20	19	16	21
Note 1: The tuition increases by 3% per year.								
Note 2: The five-year total includes the start-up costs and uses the average tuition rate for the period.								
Note 3: For the justification of the cost of the reassigned time, see Hathorn's paper titled "A mathematical model of the cost allocation implications for reassigned time".								

MBA	Before 2016	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
Surplus/deficit analysis	\$	\$	\$	\$	\$	\$	\$
Estimated CHP (see the estimated CHP sheet)		182.5	866.7	1,583.3	2,101.6	2,376.5	1,317.6
Required CHP to Break-Even (Total estimated expenses /Tuition Per Credit Hour)		371.9	752.5	1,328.0	1,949.7	2,193.3	990.4
CHP Surplus/Deficit		(189.4)	114.2	255.3	151.9	183.2	327.2
Estimated revenues		82,151	401,840	756,110	1,033,735	1,204,021	687,570
Estimated expenses	86,705	167,422	348,893	634,192	959,029	1,111,214	516,822
Surplus/(deficit)	(86,705)	(85,271)	52,948	121,918	74,706	92,807	170,748
Cumulative surplus/(deficit)		(171,976)	(119,028)	2,890	77,596	170,403	341,152

JUSTIFICATION FOR PROPOSAL:

Describe how this course or program is of benefit to students, the department, and/or the University.

The proposed MBA program has been designed based on a consideration of market demand, positioning of competitor programs, market trends, and primary data collection from both alumni and members of the Denver business community. The MSU Denver MBA will be uniquely positioned around current strengths including small class sizes, hands-on/practical courses that link to the business community, flexible scheduling that allows students to continue to work full-time while completing their degree, and strong value. Our initial target market will primarily be comprised of MSU Denver alumni, an audience that has expressed a strong desire for the program.

The MBA degree is a staple of the US economy, with one of the largest number of degrees conferred per year in the US and a steady annual growth rate of around 20% (National Center for Education Statistics). While the market for MBA programs could be considered mature, the MBA "product" continues to change to meet changing market needs and new programs continue to enter the market successfully. The MBA is useful for students with undergraduate degrees in business to grow their knowledge of all aspects of business and move into management and decision making roles. The MBA is also seen as a way for students with non-business undergraduate degrees to change careers or progress into managerial roles.

MBA Opportunities

MBA graduates fulfill a variety of job titles and functional areas. While some jobs require an MBA degree to apply, other jobs suggest or prefer an MBA. A survey of 4,300 MBA employers showed a 14% increase in MBA job opportunities globally in 2013, including a 2% growth in North America (TopMBA.com Jobs and Salary Trends Report 2014). The average MBA compensation in the U.S. is \$98,300 (ibid). Despite some news reports about a glut of MBA graduates, GMAC reports that 95% of 2013 MBA graduates of full-time programs were employed by September of that year (GMAC 2013). A survey earlier in the year showed that about 60% of students had received a job offer before graduation; while the numbers are fairly consistent across program-type, the part-time program actually showed the highest employment rate at 67% (ibid).

The growing number of MBA graduates in the marketplace creates a question about the value of new degrees. With the average cost of MBAs ranging from \$40,000 to \$60,000 a year for full time (MBA Programs.org), students must also consider the quality of the program, the reputation of the university, the opportunity cost of not working or reducing work during the program, and perception of the degree among potential employers. The issue of value creates an opportunity for MSU Denver, as we can provide a degree program that costs less, allows students to continue to work, and is supported by a strong and growing reputation in the state. A competitively priced MBA provides opportunities for underserved students to progress in the job market.

A snapshot of the Colorado job market in February 2014 showed that 57 new jobs that had been posted within the previous few days required or recommended an MBA degree (monsterjobs.com). While MBA jobs cover all areas of business, the largest number of positions was in the areas of management and marketing. Many jobs, across functional areas, mention the need for analytic skills. (**Note:** a follow-up search in April 2015 resulted in a similar number of new MBA-preferred jobs newly listed in Colorado, at a variety of companies including Level 3, UnitedHealth, DISH, DaVita, Charles Schwab, ProLogis, KPMG, Western Union, and Oracle).

MBA Program Formats

MBA programs are offered in a variety of formats, targeting different market segments. The traditional full-time MBA is the largest portion of the market, but has seen fluctuating enrollments. One survey of potential MBA students showed a drop in primary interest in full-time from 82% in 2009 to 56% in 2011 ([Topmba.com Applicant Survey 2012](#)), which may be a result of the rebounding economy and job market. A slight rebound in full-time applications is being driven by overseas applicants (GMAC 2013 Application Trends Survey). The full-time programs tend to be two-year, lock-step programs that target students who are willing and able to put their careers on hold for the duration of the program. An executive MBA is generally a one to one and a half-year intensive program that targets the more seasoned business professional. These can be either daytime or evening offerings.

The MBA program format that best fits MSU Denver and our target market is a part-time, flexible MBA. These programs tend to be either evenings or weekends, or offered online. The purpose of these programs is to enable students to continue to work while completing their degree at their own pace.

Another trend within the MBA and business master's degree market in general is the specialized degree. While the number of specialized degree enrollments is significantly lower than MBA enrollments (64,000 vs. 156,000 according to AACSB), the growth rate is 73% compared to 11% for a general MBA (AACSB, Business School Data trends 2013). Within MBA programs, some universities offer a long list of possible concentrations, ranging from functional areas (Marketing, Finance) to industries (Healthcare). At MSU Denver, our proposal is to begin with three concentrations, one *general* that will appeal to a broad base of students (Strategic Business), one *specialized*, to attract students interested in a quickly changing and growing field (Business Analytics), and one *functional*, that leverages current coursework and graduate-level students (Accounting).

Business analytics is a specific skill area that is in high and growing demand. “Big Data” is identified as one of three opportunities to provide high-need specialized education (Education Advisory Board). Based on interviews with local professionals, this is an area that is experiencing high demand and low supply in the Denver market. Graduates from this program would qualify for data analyst roles, which comprise 48% of big data job postings (Education Advisory Board), or data-literate manager roles, which range from jobs managing data analysts, to jobs managing other functional areas that are data intensive, such as marketing. In the Denver area, industries such as high tech/telecommunications, sports, and healthcare all have jobs in data analytics (interviews, monsterjobs.com, Education Advisor Board).

MSU Denver MBA Program Demand

The CBUS Graduate Programs Committee conducted an online survey of MSU Denver alumni in February 2014. Some of the key findings include:

- Of the respondents that have completed a master’s in business or are currently enrolled (62), the most frequent concentrations are General and Finance (both with 12), followed by Accounting (8), Strategic Management (5), and Marketing (4). These respondents ranked program accreditation and reputation of the University as the most important reasons why they selected their program. The highest number of respondents attended CSU Global (note that they only offer MS degrees, not an MBA), Regis, and UC Denver.
- Among the 206 respondents who indicated interest in a future MBA program, the average percent chance of enrolling in an MBA program in the next 3 - 4 years is 69.9%. An equal number of respondents selected on-campus evening courses and online courses as their first choice of program format. When including the second choice, though, the evening option outweighs online by about 65% to 35%.
- When rating the reasons for selecting a future MBA program, the three most important are accreditation of program (4.73 on a 5 point scale), price (4.7), and quality of faculty (4.65).
- 70% of those interested in an MBA would take two to three classes per semester and complete the degree in two to three years, while 16% would attend full-time and 14% would take one course per semester.
- Respondents who intend to enroll in an MBA program in the future express a strong preference for a concentration in Strategic Management (3.62 on a 5 point scale) or a general MBA (3.23). The concentrations that received the highest number of “Very Likely” responses are Strategic Management (40) and Marketing (37). Other concentrations that scored well overall are Data Analytics, Entrepreneurship, International Business, and Small Business Management.
- Among respondents that are currently in or intend to be in a graduate business program, 41% work for a company that will pay for a portion of their degree, though 65% say that less than or equal to 50% will be covered. This indicates that the price of the program is still an important factor.
- 84 respondents (21%) left a comment at the end of the survey, indicating a high degree of engagement with the topic. Of those, 15 included a specific comment about future intent to attend a MSU Denver MBA program when it becomes available (many others were positive, but did not directly indicate intent). An additional seven respondents indicated a strong interest in an online program.

MSU Denver Positioning

The MSU Denver MBA will be positioned as the value-leader in the Colorado market. While a lower price than competitors is part of this strategy, it does not indicate being “lowest cost”. Instead, the combination of quality through small class sizes and experiential learning and lower price creates overall value for the student. This positioning leverages MSU Denver's current strengths, which in turn enables us to primarily target our alumni, who already have a strong affinity with MSU Denver.

While an MSU Denver MBA will benefit the graduates, the program will also benefit the Colorado business

community by creating well-rounded and capable employees. The lower price of the degree will open the MBA opportunity to a larger audience, including employees of businesses that cover less than half of the tuition. Lastly, business analytics is a field with substantial demand and a shortage of trained practitioners; a situation that the MSU Denver MBA Program will help to ameliorate.

Competitors

Our primary competitors are the University of Colorado Denver, Regis University, and Colorado State University's online degree (note that this is not CSU's Global campus). Notably, we do not consider University of Colorado Boulder or University of Denver as primary competitors. Both universities offer a variety of MBA programs, with a focus on their full-time MBAs. Both programs are also quite expensive (between \$50,000 - \$70,000), and attract a more affluent and often out-of-state student population.

An overview of our key competitors' programs can be found in the appendix material. A brief summary of our MBA positioning relative to each competing program follows:

- *CU Denver* - MSU Denver's MBA will have fewer credits (37), be lower priced, and offer more hands-on curriculum. Class sizes will be smaller, maxing at 30. Faculty will be a combination of tenured faculty and affiliate faculty with extensive relevant business expertise.
- *Regis University* - Our experiential approach, value, and downtown location as well as our AACSB accreditation differentiates us from Regis.
- *CSU online* - We will not compete head-to-head with a purely online program. Students who chose CSU primarily for the online aspect will not likely add MSU Denver to their consideration set; students who chose CSU for the number of credits, accreditation, and convenience may also now consider the benefit of an on-campus, flexible, hands-on program at MSU Denver.

While specialized Master's in Business Analytics are available (locally, UCD and DU), few MBAs with a concentration in business analytics are available nationwide. Interviews with local professionals in this industry indicate that an MBA in this area will be well received by hiring managers, as there is a need for employees that not only have quantitative skills, but also understand broad business issues, know what questions to ask, and are able to make data analysis relevant to decision makers.

PROGRAM DESCRIPTION FOR UNIVERSITY CATALOG:

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*.

The 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 (LG1). 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' 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
 - Approved professional exam/licensure
 - Earned graduate business degree from a regionally accredited college or university
 - Portfolio documenting at least eight years of significant business and management experience
- 2) Transcripts from all colleges and universities attended
- 3) Essay
- 4) Resume
- 5) Completed application form
- 6) 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.
- 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.

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

Subtotal for MBA Program Foundation: 1 credit

MBA Core (27 credit hours)

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

ACCM 5050 - Accounting Concepts

CISM 5050 - Information Systems Strategy and Planning

ECOM 5050 - Managerial Economics

FINM 5050 - Corporate Finance

MGTM 5050 - Legal Analysis and Sustainability

MGTM 5100 - Operations and Supply Chain Management

MGTM 5200 - Global Enterprise Management

MKTM 5050 - Marketing Analysis and Planning

MGTM 6000 - Integrative and Strategic Perspectives of Organizations (prerequisite: completion of MBA Core)

Subtotal for MBA Core: 27 credits

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:

ACCM 5400 - Strategic Cost Management

FINM 5800 - Strategic Finance

MGTM 5800 - Transforming Organizations through Leadership

MKTM 5800 - Advanced Strategic Marketing and Analysis

Business Analytics Concentration

CISM 5600 - Knowledge Discovery using Business Analytics

CISM 5700 - Practical Business Analytics

CISM 5800 - Data Mining for Business Intelligence

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

ACCM 5400 - Strategic Cost Management

ACCM 5520 - Business Combinations

ACCM 5600 - Seminar in Fraud Awareness

ACCM 5800 - Applied Internal Auditing

ACCM 6580 - Financial Statement Analysis

Subtotal for MBA Area of Concentration: 9 credits

TOTAL FOR MBA PROGRAM: 37 credits

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 (MGTM 6000) 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 Assistant Director of CBUS graduate programs at 303-556-6895 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 Faculty

Dr. John Hathorn, Professor of Accounting

PhD, Kent State University

MS, Kent State University

MBL, University of South Africa

Honours B. Compt., University of South Africa
B. Com, University of Natal

Dr. Letitia M Pleis, Associate Professor of Accounting

PhD, University of North Texas
MBA, University of Central Arkansas
BBA, University of Central Arkansas

Dr. Janos T Fustos, Professor of Computer Information Systems and Business Analytics

University Doctorate, University of Veszprem
MS, University of Veszprem
BS, University of Veszprem

Dr. Biswadip Ghosh, Associate Professor of Computer Information Systems and Business Analytics

PhD, University of Colorado Denver
MBA, Regis University
MS, Colorado State University
B. Tech, Indian Institute of Technology

Dr. Norman E Pence, Professor of Computer Information Systems and Business Analytics

PhD, Colorado School of Mines
MS, Southern Illinois University, Carbondale
BA, Southern Illinois University

Dr. Samuel Young, Adjunct Faculty for Computer Information Systems and Business Analytics

PhD, Saint Louis University
MS, Arkansas State University
BS, Arkansas State University

Alexandre Padilla, Associate Professor of Economics

PhD, Université de Droit, d'Economie, et des Sciences d'Aix-Marseille III
MA, Université de Droit, d'Economie, et des Sciences d'Aix-Marseille III
BS, Université de Droit, d'Economie, et des Sciences d'Aix-Marseille III

Dr. Su-Jane Chen, Professor of Finance

PhD, University of Missouri
MBA, University of Missouri
BBA, National Chengchi University

Dr. David Bechtold, Assistant Professor of Management

PhD, University of Hawaii at Manoa
MBA, University of Hawaii at Manoa
BS, Arizona State University

Rajendra Khandekar, Professor of Management

PhD, University of Kansas
P.G.D.M, Indian Institute of Management
B. Tech (Honors), Indian Institute of Technology

Dr. Elizabeth R McVicker, Associate Professor of Management

JD, University of Denver
PhD, New York University
MA, Johns Hopkins University
BA, The University of Texas at Austin

Dr. Johannes Hendrik Snyman, Professor of Management

PhD, New Mexico State University
MBA, New Mexico State University
MA, Radford University, Radford University
BA, Harding University

Mr. Whitney C Traylor, Associate Professor of Management

JD, Emory University
BA, Morehouse College

Dr. Stuart Warnock, Associate Professor of Management
PhD, University of North Texas
BS, Midwestern State University

Dr. Gregory S Black, Associate Professor of Marketing
PhD, Washington State University
MBA, Brigham Young University
BA, Brigham Young University

Mr. Darrin C Duber-Smith, Lecturer of Marketing
MBA, University of Colorado, Denver
MS, University of Colorado, Denver
BA, University of Colorado, Boulder

Dr. Nicole S Vowles, Associate Professor of Marketing
PhD, Victoria University of Wellington
MBA, Ohio State University
BBA, University of San Diego

Content of packet, to follow this form, includes:

- ☒ Page numbers in the top right-hand corner of every page
- ☒ Letters of support from impacted departments and administrative units, if applicable
- ☒ Proposed Regular Course Syllabus for each course included in the program or for each course receiving special designation (arrange in ascending alphanumerical order)

Each Regular Course Syllabus form followed by, if necessary:

- ☐ Course Crosslisting Agreement form(s)
 - ☐ General Studies Designation Request form(s)
 - ☐ General Studies Supporting Documentation
 - ☐ Sample instructor's syllabus
 - ☐ Sample assessment pieces (such as exams and assignments)
 - ☐ Multicultural Designation Request form
 - ☐ Senior Experience Designation Request form
-
- ☐ Existing Regular Course Syllabus for each course included in the packet
 - ☒ Order of materials is the same as the order in this checklist

Letter of Support
Minutes of MSU Denver Board of Trustees Meeting
12/4/15

Item v.

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previously listed under "Land Use" are being separated into three stand-alone major programs, a change that will require no additional resources. Dean Haynes said that the Bachelor of Fine Arts degree program is being reconfigured to create a separate program for K-12 arts education. Trustee Grogan made a **motion to approve** the Phase One proposal for the Bachelor of Arts in Geography degree program, the Phase One proposal for the Bachelor of Science in Geospatial Science degree program, the Phase One proposal for the Bachelor of Science in Applied Geology degree program, and the Phase One proposal for the Bachelor of Fine Arts in Art Education degree program. The motion was **seconded** by Trustee Hanzlik, and **unanimously approved**, Acting Chair Pogge casting proxy votes approving the motion on behalf of Trustee Carroll, Trustee Cohen, and Chairwoman Lucero.

iii. **Approval of Phase One Review Process for New Degree Programs: College of Professional Studies; (1) Bachelor of Science in Fire and Emergency Response Administration, (2) Bachelor of Science in Health Information Systems, (3) Bachelor of Science in Brew Pub Operations, (4) Bachelor of Science in Brewery Operations, (5) Bachelor of Science in Event and Meeting Management.** Dean Haynes requested approval of five new baccalaureate programs. Trustee Grogan expressed her pride in MSU Denver's offering of the degree programs. Trustee Grogan made a **motion to approve** the Phase One proposal for the (1) Bachelor of Science in Fire and Emergency Response Administration degree program, (2) Bachelor of Science in Health Information Systems degree program, (3) Bachelor of Science in Brew Pub Operations degree program, (4) Bachelor of Science in Brewery Operations degree program, and (5) Bachelor of Science in Event and Meeting Management degree program. The motion was **seconded** by Trustee Isenberg, and **unanimously approved**, Acting Chair Pogge casting proxy votes approving the motion on behalf of Trustee Carroll, Trustee Cohen, and Chairwoman Lucero.

iv. **Approval of Graduate Offerings in Nutrition and English.** Dean Haynes requested approval of graduate offerings in Nutrition and English, stating the need for graduate courses in areas for which the University does not have existing graduate programs in place. The cluster of graduate courses in English will enable greater numbers of high school teachers in Colorado to teach concurrent enrollment courses. Additionally, an internship in Nutrition is required to become a Registered Dietitian, providing a unique opportunity for the University's students. Trustee Hanzlik made a **motion to approve** the Graduate Offerings in English and Nutrition, **with a second** by Acting Chair Pogge, which was **unanimously approved**, Acting Chair Pogge casting proxy votes approving the motion on behalf of Trustee Carroll, Trustee Cohen, and Chairwoman Lucero.

v. **Approval of Phase One Review Process for New Graduate Degree Programs: College of Letters, Arts and Sciences; Master of Business Administration with concentrations in Data Analytics, Strategic Business, and Accounting.** Trustee Berman said the Academic and Student Affairs Committee had a great discussion regarding the importance of and need for this new graduate degree program. Trustee Hanzlik made a **motion to approve** the Phase One proposal for the Master of Business Administration with concentrations in Data Analytics, Strategic Business, and Accounting new graduate degree program, **with a second** by Acting Chair Pogge, which was **unanimously approved**, Acting Chair Pogge casting proxy

A

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votes approving the motion on behalf of Trustee Carroll, Trustee Cohen, and Chairwoman Lucero.

Approval of Phase One Review Process for New Graduate Degree Programs: College of Letters, Arts and Sciences; Master of Science in Health Administration (MHA).

Department Chair Nancy Sayre stated that this new graduate degree program will be an extension of the undergraduate degree in Health Care Management, largely for clinicians who would like to transition into administration. The job market in health care is expected to grow by 20% nationwide. Trustee Hanzlik made a **motion to approve** the Phase One proposal for the Master of Science in Health Administration (MHA) new graduate degree program, **with a second** by Trustee Grogan, which was **unanimously approved**, Acting Chair Pogge casting proxy votes approving the motion on behalf of Trustee Carroll, Trustee Cohen, and Chairwoman Lucero.

E. Handbook Revisions

- i. **Chapter V, Subsections C. and D. – Student Ratings of Instruction Process**
- ii. **Chapter V, Subsection C.4.h. – Faculty Evaluation Process.**

Dr. Luis Torres explained the rationale for and history of the proposed changes to the Handbook. The purpose of the changes to the Student Ratings of Instruction Process are to make the process clearer and more explicit.

The Faculty evaluation process has changed significantly and the language in the Handbook needs to be modified to reflect the new evaluation process and rating scale. The current Handbook language requires an immediate implementation of changes to faculty evaluation guidelines, making the thoughtful revision of guidelines problematic and resulting in shifting standards for faculty members to achieve tenure, promotion, or a successful post-tenure review. The proposed amendment will ensure that the guidelines for evaluation of faculty members for tenure do not change until their tenure/early tenure review. Additionally, tenured faculty will be afforded a minimum of three years to adapt to revised guidelines. The amendment additionally permits an immediate change, in extraordinary circumstances.

Trustee Grogan **made a motion** to approve the revisions to the Handbook of Professional Personnel regarding the Student Ratings of Instruction process, and regarding the evaluation process for Faculty, **with a second** by Trustee Hanzlik, which was **unanimously approved**, Acting Chair Pogge casting proxy votes approving the motion on behalf of Trustee Carroll, Trustee Cohen, and Chairwoman Lucero.

F. Student Trustee Report. Student Trustee Maria Garibay Campos thanked the Trustees for the warm welcome she received to the Board. She outlined Student Government Association's goals, which are led by student engagement and retention. SGA intends to become a leader in sexual violence prevention and awareness on campus.

4

METROPOLITAN STATE UNIVERSITY OF DENVER
Office of Academic and Student Affairs

REGULAR COURSE SYLLABUS

College of: Business

Department: Accounting

Prefix & Course Number: ACCM 5050

Crosslisted With*: _____

Course Title: Accounting Concepts

Banner course title (30 characters):

Transcript Course Title (30 characters): _____

Check All That Apply: Required for Major: ☒ Required for Minor: _____ Specified Elective: _____

Required for Concentration: _____ Elective: _____ Service Course: ☒

To receive Title IV financial aid funds, all institutions of higher education must comply with the federal definition of a credit hour. The Higher Learning Commission requires institutions to maintain policies and procedures for verifying compliance with this definition.

Federal Credit Hour Definition: A credit hour is an amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally-established equivalency that reasonably approximates not less than:

(1) one hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately fifteen weeks for one semester or trimester hour of credit, or ten to twelve weeks for one quarter hour of credit, or the equivalent amount of work over a different amount of time; or (2) at least an equivalent amount of work as required in paragraph (1) of this definition for other activities as established by an institution, including laboratory work, internships, practica, studio work, and other academic work leading toward to the award of credit hours. 34CFR 600.2 (11/1/2010)

Credit Hours: 3 (3+0) **Schedule Type:** L **Grade Mode:** L

Face-to-Face or Equivalent Hours per course:

Lecture 45 Lab _____ Internship _____ Practicum _____ Other: _____

Additional Student Work Hours per course: 90

Credit Hours: 3 (0+9) **Schedule Type:** J **Grade Mode:** L

Face-to-Face or Equivalent Hours per course:

Lecture _____ Lab _____ Internship _____ Practicum _____ Other: _____

Additional Student Work Hours per course: 135

APPROVED

Department Chair OR Program Director

3/10/16

Date

Dean OR Associate Dean

Date

Associate VP, Academic Affairs

Date

8

Prefix and Course Number: ACCM 5050

Credit Hours: 3 (1.5+0+1.5) **Schedule Type:** 6 **Grade Mode:** L

Face-to-Face or Equivalent Hours per course:

Lecture 22.5 Lab _____ Internship _____ Practicum _____ Other: Online 22.5

Additional Student Work Hours per course: 90

Credit Hours: 3 (0.75+0+2.25) **Schedule Type:** 11 **Grade Mode:** L

Face-to-Face or Equivalent Hours per course:

Lecture 11.25 Lab _____ Internship _____ Practicum _____ Other: Online 33.75

Additional Student Work Hours per course: 90

Variable topics umbrella course: No ☒ Yes _____ If yes, number of credits/repeats allowed _____

Specified repeatable course: No ☒ Yes _____ If yes, number of credits/repeats allowed _____

Prerequisite(s): _____

Corequisite(s): _____

Prerequisite(s) or Corequisite(s): _____

Banner Enforced:

Prerequisite(s): _____

Corequisite(s): _____

Prerequisite(s) or Corequisite(s): _____

Registration restrictions: Level GR Class _____ Program/Major _____

Student attribute _____

Catalog Course 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.

Specific Variable Topics Course Description (if applicable, umbrella course description included above):
Not applicable.

Required Reading and Other Materials will be equivalent to:

May, C. B. and May, G.S.. (2014). *Effective Writing: A Handbook for Accountants*, 10th Ed. Upper-Saddle River, NJ: Pearson Prentice Hall.

Strunk, W., and White, E.B.. (1999). *The Elements of Style*. 4th Ed. Upper-Saddle River, NJ: Pearson Longman.

Easton, P. D., Halsey, R. F., McAnally, Mary Lea, Hartgraves, Al L. and Wayne J. Morse. (2015). *Financial & Managerial Accounting for MBAs*, 4th Ed. Westmont, IL: Cambridge Business Publishers.

Specific, Measurable Student Behavioral Learning Objectives:

Upon completion of this course the student should be able to:

1. Appraise the role of accounting in organizations and in the decision-making process. (MBA LG 2.1)
2. Evaluate how accounting data is analyzed, prepared, reported and interpreted. (MBA LG 2.1 and 5)
3. Assess how financial accounting, as a system, provides information for external decision-making, financial analysis and interpretation. (MBA LG 2.1 and 5)
4. Evaluate the role of accounting for decision-making, planning and control purposes. (MBA LG 2.1 and 5)
5. Formulate how accounting cost data is processed and prepared within various environments. (MBA LG 2.1, 4, and 5)
6. Assess how current cost management and business philosophies affect accounting and how accounting supports these topics and issues. (MBA LG 2.1, 4, and 5)

Detailed Outline of Course Content:

- I. Introducing Financial Statements and Transaction Analysis
 - A. Transaction analysis
 - B. Balance sheet
 - C. Income statement
 - D. Statement of owners' equity
 - E. Statement of cash flows
- II. Accounting Adjustments and Constructing Financial Statements
- III. Reporting and Analyzing Operating Income
 - A. Operating income components
 - B. Discontinued operations
 - C. Earnings per share
- IV. Reporting and Analyzing Operating Assets
 - A. Accounts receivable
 - B. Inventory
 - C. Property, plant and equipment
- V. Reporting and Analyzing Non-owner Financing
 - A. Current liabilities
 - B. Long-term liabilities
- VI. Reporting and Analyzing Owner Financing
 - A. Contributed capital
 - B. Earned capital
- VII. Forecasting Financial Statements
- VIII. Cost Behavior, Activity Analysis, and Cost Estimation
- IX. Cost-Volume-Profit Analysis and Planning
 - A. Profitability analysis

- B. Contribution and functional income statements
- C. Break-even point and profit planning
- X. Relevant Costs and Benefits for Decision Making
 - A. Differential analysis of relevant costs
 - B. Applying differential analysis
 - C. Use of limited resources
- XI. Product Costing: Job and Process Operations
- XII. Activity-Based Costing, Customer Profitability, and Activity-Based Management
- XIII. Operational Budgeting and Profit Planning
 - A. Approaches to budgeting
 - B. Master budget
- XIV. Standard Costs and Performance Reports
 - A. Performance reporting for cost centers
 - B. Variance analysis for costs
 - C. Performance reports for revenue centers
- XV. Capital Budgeting Decisions

Evaluation of Student Performance:

Students' progress towards the desired learning objectives will be assessed, and a grade will be awarded, based on their performance in:

1. Examinations, and
2. Some combination of the following:
 - a. Class attendance/participation,
 - b. Group and individual assignments,
 - c. Presentations,
 - d. Cases,
 - e. Homework, or
 - f. In-class activities.

8

METROPOLITAN STATE UNIVERSITY OF DENVER
Office of Academic and Student Affairs

REGULAR COURSE SYLLABUS

College of: Business

Department: Accounting

Prefix & Course Number: ACCM5400 Crosslisted With*: _____

Course Title: Strategic Cost Management

Banner course title (30 characters): _____

Check All That Apply: Required for Major: _____ Required for Minor: _____

Specified Elective: _____ Required for Concentration: X Elective: X Service Course: _____

To receive Title IV financial aid funds, all institutions of higher education must comply with the federal definition of a credit hour. The Higher Learning Commission requires institutions to maintain policies and procedures for verifying compliance with this definition.

Federal Credit Hour Definition: A credit hour is an amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally-established equivalency that reasonably approximates not less than:

(1) one hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately fifteen weeks for one semester or trimester hour of credit, or ten to twelve weeks for one quarter hour of credit, or the equivalent amount of work over a different amount of time; or (2) at least an equivalent amount of work as required in paragraph (1) of this definition for other activities as established by an institution, including laboratory work, internships, practica, studio work, and other academic work leading toward the award of credit hours. 34CFR 600.2 (11/1/2010)

Credit Hours: 3 (3+0) Schedule Type: L Grade Mode: L

Face-to-Face or Equivalent Hours per course:

Lecture 45 Lab _____ Internship _____ Practicum _____ Other: _____

Additional Student Work Hours per course: 90

APPROVED:



Department Chair OR Program Director

3/10/16

Date

Dean OR Associate Dean

Date

Associate VP, Academic and Student Affairs

Date

*If crosslisted, attach completed Course Crosslisting Agreement Form

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Credit Hours: 3 (0+9) **Schedule Type:** J **Grade Mode:** L

Face-to-Face or Equivalent Hours per course:

Lecture _____ Lab _____ Internship _____ Practicum _____ Other: _____

Additional Student Work Hours per course: 135

Credit Hours: 3 (1.5+0+1.5) **Schedule Type:** 6 **Grade Mode:** L

Face-to-Face or Equivalent Hours per course:

Lecture 22.5 Lab _____ Internship _____ Practicum _____ Other: Online 22.5

Additional Student Work Hours per course: 9

Credit Hours: 3 (0.75+0+2.25) **Schedule Type:** 11 **Grade Mode:** L

Face-to-Face or Equivalent Hours per course:

Lecture 11.25 Lab _____ Internship _____ Practicum _____ Other: Online 33.75

Additional Student Work Hours per course: 90

Variable topics umbrella course: No ☒ Yes _____ If yes, number of credits/repeats allowed _____

Specified repeatable course: No ☒ Yes _____ If yes, number of credits/repeats allowed _____

Prerequisite(s): ACC 3400 (or equivalent) with grade of C or better or ACCM 5050 with grade of C or better

Corequisite(s): _____

Prerequisite(s) or Corequisite(s): _____

Banner Enforced:

Prerequisite(s): ACC 3400 or ACCM 5050 with grade of C or better

Corequisite(s): _____

Prerequisite(s) or Corequisite(s): _____

Registration restrictions: Level GR Class _____ Program/Major AC3M, ACCM, NACM, MBA

Student attribute _____

Catalog Course 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 which support management decision-making.

Specific Variable Topics Course Description (if applicable, umbrella course description included above):

NA

Required Reading and Other Materials will be equivalent to:

May, C. B. and May, G.S. (2008). *Effective Writing: A Handbook for Accountants*. 8th edition, Upper-Saddle River, NJ: Pearson Prentice Hall.

Strunk, W. Jr., and White, E.B. (1999). *The Elements of Style*. 4th edition, Upper-Saddle River, NJ: Pearson Longman.

Turabian, K. L. (2007). *A Manual for Writers of Research Papers, Theses, and Dissertations*. 7th edition, Chicago, IL: The University of Chicago Press.

Kinney, M. R. and Raiborn, C.A. (2009). *Cost Accounting: Foundations and Evolutions*. 7th edition, Mason, OH: Cengage Learning.

Various current managerial and cost accounting articles and cases

Specific, Measurable Student Behavioral Learning Objectives:

Upon completion of this course the student should be able to:

1. Compare and contrast various techniques for capital budgeting analysis and use them to justify capital budgeting decisions.
2. Evaluate and compare firm and divisional performance using various performance techniques.
3. Explain how to evaluate, design and implement current cost management techniques.
4. Evaluate emerging cost management practices and assess their usability in various business situations.

Detailed Outline of Course Content:

- I. Cost Management Systems
 - A. Defining a Cost Management System
 - B. Designing a Cost management System
- II. Performance Measurement
 - A. Designing a performance measurement system
 - B. Decentralized Organizations
 1. Basic evaluation principles (ROI, RI, EVA)
 2. Transfer pricing
 - C. Nonfinancial performance measures
 - D. Balanced Scorecard
 - E. Multi-national Settings
 - F. Compensation strategies
 - G. Current issues in performance measurement (i.e. beyond balanced scorecard)
- III. Capital budgeting
 - A. Basic procedures (Payback, ARR, NPV, IRR)
 - B. Effects of inflation on capital budgeting decisions
 - C. Effects of taxes on capital budgeting decisions
- IV. Cost management and uncertainty
 - A. Cost changes
 - B. Discretionary Cost

- 11
- C. Cash Management
 - D. Supply Chain Management
 - E. Coping with Uncertainty
 - V. Quality Concepts
 - VI. Inventory Management
 - VII. Emerging Issues (possible topics)
 - A. Social reporting and environmental costing
 - B. Enterprise Resource Planning Systems
 - C. Six sigma

Evaluation of Student Performance:

Students' progress towards the desired learning objectives will be assessed, and a grade will be awarded, based on their performance on some combination of:

- a. Examinations
- b. Research paper and presentation
- c. Class participation
- d. Group and individual assignments, presentations, cases, homework, or in-class activities
- e. Facilitation of the presentation of topics and/or research papers.

METROPOLITAN STATE UNIVERSITY OF DENVER
Office of Academic and Student Affairs

REGULAR COURSE SYLLABUS

College of: Business

Department: College of Business

Prefix & Course Number: BUSM 5000

Crosslisted With*: _____

Course Title: MBA Foundation

Transcript Course Title (30 characters):

Check All That Apply: Required for Major: ☒ Required for Minor: _____ Specified Elective: _____

Required for Concentration: _____ Elective: _____ Service Course: _____

To receive Title IV financial aid funds, all institutions of higher education must comply with the federal definition of a credit hour. The Higher Learning Commission requires institutions to maintain policies and procedures for verifying compliance with this definition.

Federal Credit Hour Definition: A credit hour is an amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally-established equivalency that reasonably approximates not less than:

(1) one hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately fifteen weeks for one semester or trimester hour of credit, or ten to twelve weeks for one quarter hour of credit, or the equivalent amount of work over a different amount of time; or (2) at least an equivalent amount of work as required in paragraph (1) of this definition for other activities as established by an institution, including laboratory work, internships, practica, studio work, and other academic work leading toward to the award of credit hours. 34CFR 600.2 (11/1/2010)

Credit Hours: 1 (0.75+0+0.25) Schedule Type: 10 Grade Mode: L

Face-to-Face or Equivalent Hours per course:

Lecture 11.25 Lab _____ Internship _____ Practicum _____ Other: Online 3.75

Additional Student Work Hours per course: 30

Variable topics umbrella course: No ☒ Yes _____ If yes, number of credits/repeats allowed _____

Specified repeatable course: No ☒ Yes _____ If yes, number of credits/repeats allowed _____

Prerequisite(s): _____

Corequisite(s): _____

Prerequisite(s) or Corequisite(s): _____

APPROVED: _____

Department Chair OR Program Director

Date

Dean OR Associate Dean

Date

Associate VP, Academic and Student Affairs

Date

Banner Enforced Coding:

Prerequisite(s): _____

Corequisite(s): _____

Prerequisite(s) or Corequisite(s): _____

Registration restrictions: Level GR **Class** _____ **Program/Major Student attribute** _____

Catalog Course 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.

Specific Variable Topics Course Description (if applicable, umbrella course description included above):

Required Reading and Other Materials will be equivalent to:

Brown, M. N. and S. M. Keeley, (2014). *Asking the Right Questions: A Guide to Critical Thinking*. 10th edition, Pearson.

Nzeutem, F., (2015). *Blue Ocean Consulting: 25 Skills that Every Consultant Should Absolutely Master*. CreateSpace Independent Publishing Platform.

Graduate Management Admission Council, (2013). *Reflect™ Self-Assessment and Development Tool*. <http://www.gmac.com/reflect.aspx>.

Specific, Measurable Student Behavioral Learning Objectives:

At the completion of this course, students will be able to:

1. Identify the MBA program approach, learning goals, and requirements.
2. Formulate written personal goals for the successful completion of the MBA program, integrating findings from the self-assessment. (MBA LG 1.1)
3. Compare frameworks for collaboration, decision making, and ethics. (MBA LG 1.3, LG 2.1 and 2.2; LG 3)
4. Demonstrate team building skills. (MBA LG 1.3)

Detailed Outline of Course Content (Major Topics and Subtopics) or Outline of Field Experience/Internship (experience, responsibilities and supervision) (format: I, A, 1, a, etc.):

I. MBA Program and University resources

- A. Meet and build relationships with other first-semester MBA students
- B. Meet MBA faculty
- C. Understand MBA program learning goals
- D. Become familiar with program resources, such as academic advising and career services
- E. Become familiar with University resources, such as the Auraria library

II. Communication, Collaboration and Consulting

- A. Team building
- B. Communication and leadership styles
- C. Organizational tools, such as SharePoint
- D. Ethics

Prefix and Course Number: BUSM 5000

E. Communication with clients

III. Decision Making

A. Framework

B. Tools and methods

V. Goal setting

A. Self-assessment of soft skills

B. Personal goals during MBA program

Evaluation of Student Performance (format: 1, a, i, ii, etc.):

Student evaluation will be based on some combination of the following:

1. attendance and participation
2. self-assessment
3. goal setting assignment
4. written reflection

APPROVED:

Department Chair OR Program Director

Date

Dean OR Associate Dean

Date

Associate VP, Academic and Student Affairs

Date

*If crosslisted, attach completed Course Crosslisting Agreement Form

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METROPOLITAN STATE UNIVERSITY OF DENVER
Office of Academic and Student Affairs

REGULAR COURSE SYLLABUS

School of: Business

Department: Computer Information Systems & Business Analytics

Prefix & Course Number: CISM 5050 Crosslisted With*: _____

Course Title: Information Systems Strategy and Planning

Transcript Course Title (30 characters): IS Strategy and Planning

Check All That Apply: Required for Major: X Required for Minor: _____ Specified Elective: _____

Required for Concentration: _____ Elective: _____ Service Course: _____

To receive Title IV financial aid funds, all institutions of higher education must comply with the federal definition of a credit hour. The Higher Learning Commission requires institutions to maintain policies and procedures for verifying compliance with this definition.

Federal Credit Hour Definition: A credit hour is an amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally-established equivalency that reasonably approximates not less than:

(1) one hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately fifteen weeks for one semester or trimester hour of credit, or ten to twelve weeks for one quarter hour of credit, or the equivalent amount of work over a different amount of time; or (2) at least an equivalent amount of work as required in paragraph (1) of this definition for other activities as established by an institution, including laboratory work, internships, practica, studio work, and other academic work leading toward to the award of credit hours. 34CFR 600.2 (11/1/2010)

Credit Hours: 3 (3+0) Schedule Type: L Grade Mode: L

Face-to-Face or Equivalent Hours per course:

Lecture 45 Lab _____ Internship _____ Practicum _____ Other (please specify type and hours): _____

Additional Student Work Hours per course: 90

Credit Hours: 3 (0+9) Schedule Type: J Grade Mode: L

Face-to-Face or Equivalent Hours per course:

Lecture _____ Lab _____ Internship _____ Practicum _____ Other: _____

Additional Student Work Hours per course: 135

APPROVED: AKL Momen

3/10/16

Department Chair OR Program Director

Date

Dean OR Associate Dean

Date

Associate VP, Academic and Student Affairs

Date

Prefix and Course Number: CISM 5050

Credit Hours: 3 (1.5+0+1.5) **Schedule Type:** 6 **Grade Mode:** L

Face-to-Face or Equivalent Hours per course:

Lecture 22.5 Lab _____ Internship _____ Practicum _____ Other: Online 22.5

Additional Student Work Hours per course: 90

Credit Hours: 3 (0.75+0+2.25) **Schedule Type:** 11 **Grade Mode:** L

Face-to-Face or Equivalent Hours per course:

Lecture 11.25 Lab _____ Internship _____ Practicum _____ Other: Online 33.75

Additional Student Work Hours per course: 90

Variable topics umbrella course: No X Yes _____ If yes, number of credits/repeats allowed _____

Specified repeatable course: No X Yes _____ If yes, number of credits/repeats allowed _____

Prerequisite(s): _____

Corequisite(s): _____

Prerequisite(s) or Corequisite(s): _____

Banner Enforced Coding:

Prerequisite(s): _____

Corequisite(s): _____

Prerequisite(s) or Corequisite(s): _____

Registration restrictions: Level GR Class _____ Program/Major _____ Student attribute _____

Catalog Course 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.

Specific Variable Topics Course Description (if applicable, umbrella course description included above):

Required Reading and Other Materials will be equivalent to:

McKeen, J.D. and Smith, H.A., (2011). *IT Strategy*. 2nd edition, Upper Saddle River, NJ: Prentice Hall.

Specific, *Measurable* Student Behavioral Learning Objectives:

Upon completion of this course the student should be able to (format: 1, a, i, ii, etc.):

1. Evaluate the role of information systems in business operations and strategies in organizations. (MBA LG 5)
2. Analyze business scenarios where information technology has been applied. (MBA LG 2.1)
3. Formulate information systems strategies and plans to solve business needs. (MBA LG 2.2)
4. Apply principles of information systems management to organizational situations. (MBA LG 5)
5. Select technology components and current practices related to information systems in organizations.

Detailed Outline of Course Content (Major Topics and Subtopics) or Outline of Field Experience/Internship (experience, responsibilities and supervision) (format: I, A, 1, a, etc.):

- I. Developing IT strategy for Business
 - A. Business IT alignment
 - B. IT leadership roles
 - C. IT and the value chain
- II. Linking IT Strategy and plans to Business Strategies
 - A. Dimensions of IT strategy
 - B. Components of an IT strategic plan
 - C. IT strategy development process
- III. Digitization and IT enabled firms
 - A. IT capabilities
 - B. Competing with IT products and services
 - C. IT architecture to support digital opportunities
- IV. IT Planning
 - A. Collecting and prioritizing business needs
 - B. Aligning IT project priorities with business operational needs
 - C. IT Portfolio management
- V. IT Governance
 - A. Regulatory environment
 - B. Elements of effective compliance in IT
 - C. Good practices in IT compliance
- VI. IT Project Management
 - A. Creating a technology roadmap
 - B. Resource planning for IT departments
 - C. Concepts in IT budgeting
- VII. Information Lifecycle management
 - A. Framework for Information management
 - B. Information policy
 - C. Information security and privacy
- VIII. IT Enabled Innovation
 - A. The IT Innovation Process
 - B. Strategies for adopting IT advances

- C. Experimentation to Innovation
- IX. Supporting end-users
 - A. State of end user computing
 - B. End user training and support
 - C. Practices for enhancing the customer experience
- X. IT Sourcing
 - A. Sourcing framework
 - B. Leveraging IT vendors
 - C. Systems delivery and implementation models
- XI. IT Value Proposition
 - A. Understanding IT value
 - B. Measuring the contribution of IT
 - C. Practical metrics for IT

Evaluation of Student Performance (format: 1, a, i, ii, etc.):

Evaluation of student performance will be based on some combination of:

1. Homework
2. Classwork
3. Examinations
4. Case Studies
5. Projects
6. Papers

METROPOLITAN STATE UNIVERSITY OF DENVER
Office of Academic and Student Affairs

REGULAR COURSE SYLLABUS

College of: Business

Department: Computer Information Systems & Business Analytics

Prefix & Course Number: CISM 5600 Crosslisted With*: _____

Course Title: Knowledge Discovery using Business Analytics

Transcript Course Title (30 characters): Knowledge Discovery

Check All That Apply: Required for Major: _____ Required for Minor: _____

Specified Elective: _____ Required for Concentration: X Elective: _____ Service Course: _____

To receive Title IV financial aid funds, all institutions of higher education must comply with the federal definition of a credit hour. The Higher Learning Commission requires institutions to maintain policies and procedures for verifying compliance with this definition.

Federal Credit Hour Definition: A credit hour is an amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally-established equivalency that reasonably approximates not less than:

(1) one hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately fifteen weeks for one semester or trimester hour of credit, or ten to twelve weeks for one quarter hour of credit, or the equivalent amount of work over a different amount of time; or (2) at least an equivalent amount of work as required in paragraph (1) of this definition for other activities as established by an institution, including laboratory work, internships, practica, studio work, and other academic work leading toward to the award of credit hours. 34CFR 600.2 (11/1/2010)

Credit Hours: 3 (3+0) Schedule Type: L Grade Mode: L

Face-to-Face or Equivalent Hours per course:

Lecture 45 Lab _____ Internship _____ Practicum _____ Other: _____

Additional Student Work Hours per course: 90

APPROVED:

Ali Momen

3/10/16

Department Chair OR Program Director

Date

Dean OR Associate Dean

Date

Associate VP, Academic and Student Affairs

Date

*If crosslisted, attach completed Course Crosslisting Agreement Form

Credit Hours: 3 (0+9) **Schedule Type:** I **Grade Mode:** L

Face-to-Face or Equivalent Hours per course:

Lecture _____ Lab _____ Internship _____ Practicum _____ Other: _____

Additional Student Work Hours per course: 135

Credit Hours: 3 (1.5+0+1.5) **Schedule Type:** 6 **Grade Mode:** L

Face-to-Face or Equivalent Hours per course:

Lecture 22.5 Lab _____ Internship _____ Practicum _____ Other: Online 22.5

Additional Student Work Hours per course: 90

Credit Hours: 3 (0.75+0+2.25) **Schedule Type:** 11 **Grade Mode:** L

Face-to-Face or Equivalent Hours per course:

Lecture 11.25 Lab _____ Internship _____ Practicum _____ Other: Online 33.75

Additional Student Work Hours per course: 90

Variable topics umbrella course: No X Yes _____ If yes, number of credits/repeats allowed _____

Specified repeatable course: No X Yes _____ If yes, number of credits/repeats allowed _____

Prerequisite(s): CISM 5050

Corequisite(s): _____

Prerequisite(s) or Corequisite(s): _____

Banner Enforced Coding:

Prerequisite(s): CISM 5050

Corequisite(s): _____

Prerequisite(s) or Corequisite(s): _____

Registration restrictions: Level GR Class _____ Program/Major Student attribute _____

Catalog Course 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.

Specific Variable Topics Course Description (if applicable, umbrella course description included above):

Required Reading and Other Materials will be equivalent to:

(example: Smith, J.R. (2014). *Book of Examples*. New York, NY: McGraw-Hill)

Albright, S. C. and Winston, W. L. (2015). *Business Analysis: Data Analysis and Decision Making*. 5th edition, Stamford, CT: CENGAGE Learning.

Specific, Measurable Student Behavioral Learning Objectives:

Upon completion of this course the student should be able to (format: 1, a, i, ii, etc.):

- 1 Interpret and use descriptive statistics, point estimates, confidence intervals, and hypothesis testing in a business decision-making environment. (MBA LG 2.1, 2.2)
- 2 Construct and interpret simple linear regression and multiple regression analysis equations. (MBA LG 2.1, 2.2)
- 3 Construct and interpret forecasting models using a variety of techniques. (MBA LG 2.1, 2.2)
- 4 Perform and use the results of simulation in a decision-making environment. (MBA LG 2.1, 2.2)
- 5 Construct and interpret decision-making models in the uncertainty environment and the risk environment. (MBA LG 2.1, 2.2)
- 6 Construct and interpret linear programming, integer programming and nonlinear models. (MBA LG 2.1, 2.2)
- 7 Solve problems using various software packages and construct managerial reports. (MBA LG 1.1, 2.1, 2.2)

Detailed Outline of Course Content (Major Topics and Subtopics) or Outline of Field Experience/Internship (experience, responsibilities and supervision) (format: I, A, 1, a, etc.):

- I. Introduction to Data Analysis and Decision Making
- II. Exploring Data
 - A. Describing the Distribution of a Single Variable
 - B. Finding Relationships among Variables
- III. Regression Analysis and Time Series Forecasting
 - A. Regression Analysis: Estimating Relationships
 - B. Regression Analysis: Statistical Inference
 - C. Time Series Analysis and Forecasting
- IV. Analysis of Variance and Experimental Design
 - A. One-way ANOVA
 - B. Two-way ANOVA
 - C. Experimental Design
 - D. Blocking and Randomization
- V. Decision Making under Uncertainty and Risk
- VI. Optimization Modeling
 - A. Introduction to Optimization Modeling
 - B. Linear Optimization Models: Scheduling, Blending, Logistics, and Financial
 - C. Integer and Non-Linear Optimization Models
- VII. Simulation Modeling
 - A. Introduction to Simulation Modeling
 - B. Simulation Models: Operations, Financial, and Marketing

Evaluation of Student Performance (format: 1, a, i, ii, etc.):

Student performance will be evaluated based on some combination of:

1. Case problems/managerial reports
2. Examinations
3. Assignments

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METROPOLITAN STATE UNIVERSITY OF DENVER
Office of Academic and Student Affairs

REGULAR COURSE SYLLABUS

School of: Business

Department: Computer Information Systems & Business Analytics

Prefix & Course Number: CISM 5700 Crosslisted With*: _____

Course Title: Practical Business Analytics

Transcript Course Title (30 characters): _____

Check All That Apply: Required for Major: Required for Minor: _____ Specified Elective: _____

Required for Concentration: X Elective: _____ Service Course: _____

To receive Title IV financial aid funds, all institutions of higher education must comply with the federal definition of a credit hour. The Higher Learning Commission requires institutions to maintain policies and procedures for verifying compliance with this definition.

Federal Credit Hour Definition: A credit hour is an amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally-established equivalency that reasonably approximates not less than:

(1) one hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately fifteen weeks for one semester or trimester hour of credit, or ten to twelve weeks for one quarter hour of credit, or the equivalent amount of work over a different amount of time; or (2) at least an equivalent amount of work as required in paragraph (1) of this definition for other activities as established by an institution, including laboratory work, internships, practica, studio work, and other academic work leading toward to the award of credit hours. 34CFR 600.2 (11/1/2010)

Credit Hours: 3 (3+0) Schedule Type: L Grade Mode: L

Face-to-Face or Equivalent Hours per course:

Lecture 45 Lab _____ Internship _____ Practicum _____ Other: _____

Additional Student Work Hours per course: 90

Credit Hours: 3 (0+9) Schedule Type: J Grade Mode: L

Face-to-Face or Equivalent Hours per course:

Lecture _____ Lab _____ Internship _____ Practicum _____ Other: _____

Additional Student Work Hours per course: 135

APPROVED:

Abel M...

3/10/16

Department Chair OR Program Director

Date

Dean OR Associate Dean

Date

Associate VP, Academic and Student Affairs

Date

*If crosslisted, attach completed Course Crosslisting Agreement Form

Prefix and Course Number: CISM 5700

Credit Hours: 3 (1.5+0+1.5) **Schedule Type:** 6 **Grade Mode:** L

Face-to-Face or Equivalent Hours per course:

Lecture 22.5 Lab _____ Internship _____ Practicum _____ Other: Online 22.5

Additional Student Work Hours per course: 90

Credit Hours: 3 (0.75+0+2.25) **Schedule Type:** 11 **Grade Mode:** L

Face-to-Face or Equivalent Hours per course:

Lecture 11.25 Lab _____ Internship _____ Practicum _____ Other: Online 33.75

Additional Student Work Hours per course: 90

Variable topics umbrella course: No X Yes _____ If yes, number of credits/repeats allowed _____

Specified repeatable course: No X Yes _____ If yes, number of credits/repeats allowed _____

Prerequisite(s): CISM 5600

Corequisite(s): _____

Prerequisite(s) or Corequisite(s): _____

Banner Enforced Coding:

Prerequisite(s): CISM 5600

Corequisite(s): _____

Prerequisite(s) or Corequisite(s): _____

Registration restrictions: Level GR Class _____ Program/Major Student attribute _____

Catalog Course 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.

Specific Variable Topics Course Description (if applicable, umbrella course description included above):

Required Reading and Other Materials will be equivalent to:

Schniederjans, M.J., Schniederjans, D.G., and Starkey, C.M. (2014), *Business Analytics Principles, Concepts and Applications*. 1st edition, Upper Saddle River, NJ: Pearson FT Press, .

Specific, Measurable Student Behavioral Learning Objectives:

Upon completion of this course the student should be able to (format: 1, a, i, ii, etc.):

1. Evaluate how business analytics methodology is applied to organizations
2. Assess how business analytics provides information for business decision-making, business analysis, and interpretation.
3. Apply current practices related to business analytics in organizations.
4. Select and use business analytics tools and methods to solve organizational problems.
5. Design business analytics systems to support organizational needs.

Detailed Outline of Course Content (Major Topics and Subtopics) or Outline of Field Experience/Internship (experience, responsibilities and supervision) (format: I, A, 1, a, etc.):

I. Practical Business Analytics Course Topics

A. Introduction to data analytics

1. What is Analytics?
2. Why is it important?
3. Who and how they benefit? Some examples
4. Analytics methodology
5. Responsibilities for the analyst

B. Data Provisioning and life cycle management

1. Source systems.
2. Data representation for structured and unstructured data
3. Data storage systems
4. Mapping and consolidating data from multiple sources
5. Data staging and modeling

C. Descriptive Analytics

1. Charting techniques to display large datasets
2. Advanced visualization tools
3. Effective visual techniques
4. Interactive visualizations
5. Analytics dashboards and qualitative models

D. Predictive Analytics

1. What is data mining?
2. Supervised vs. unsupervised approaches
3. Data mining process
4. Descriptive models for data mining
5. Classifiers and classifier performance
6. Clustering and their verification and validation

E. Prescriptive analytics

1. Techniques for building prescriptive models
2. Evaluating performance of models
3. Deploying models into business operations
4. End user change management

F. Unstructured Data Analytics

1. What is big data?
2. Structured vs. unstructured data
3. Developments in big data technology
4. Case studies in big data analytics

G. Web and social Analytics

1. Data to insight to decisions to actions
2. Examples and opportunities
3. Combination strategies for analytical tools
4. Evaluating analytical process in terms of outcomes

II. Skills/Productivity Tools

A. Business Analytics Software tools

Evaluation of Student Performance (format: 1, a, i, ii, etc.):

Student performance will be evaluated based on some combination of

1. Homework
2. Examinations
3. Case Studies
4. Projects
5. Papers

METROPOLITAN STATE UNIVERSITY OF DENVER
Office of Academic and Student Affairs

REGULAR COURSE SYLLABUS

School of: Business

Department: Computer Information Systems & Business Analytics

Prefix & Course Number: CISM 5800 Crosslisted With*: _____

Course Title: Data Mining for Business Intelligence

Transcript Course Title (30 characters): Data Mining for BI

Check All That Apply: Required for Major: _____ Required for Minor: _____ Specified Elective: _____

Required for Concentration: X Elective: _____ Service Course: _____

To receive Title IV financial aid funds, all institutions of higher education must comply with the federal definition of a credit hour. The Higher Learning Commission requires institutions to maintain policies and procedures for verifying compliance with this definition.

Federal Credit Hour Definition: A credit hour is an amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally-established equivalency that reasonably approximates not less than:

(1) one hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately fifteen weeks for one semester or trimester hour of credit, or ten to twelve weeks for one quarter hour of credit, or the equivalent amount of work over a different amount of time; or (2) at least an equivalent amount of work as required in paragraph (1) of this definition for other activities as established by an institution, including laboratory work, internships, practica, studio work, and other academic work leading toward to the award of credit hours. 34CFR 600.2 (11/1/2010)

Credit Hours: 3 (3+0) Schedule Type: L Grade Mode: L

Face-to-Face or Equivalent Hours per course:

Lecture 45 Lab _____ Internship _____ Practicum _____ Other: _____

Additional Student Work Hours per course: 90

Credit Hours: 3 (0+9) Schedule Type: J Grade Mode: L

Face-to-Face or Equivalent Hours per course:

Lecture _____ Lab _____ Internship _____ Practicum _____ Other: _____

Additional Student Work Hours per course: 135

APPROVED:

Al M...

3/10/16

Department Chair OR Program Director

Date

Dean OR Associate Dean

Date

Associate VP, Academic and Student Affairs

Date

Prefix and Course Number: CISM 5800

Credit Hours: 3 (1.5+0+1.5) **Schedule Type:** 6 **Grade Mode:** L

Face-to-Face or Equivalent Hours per course:

Lecture 22.5 Lab _____ Internship _____ Practicum _____ Other: Online 22.5

Additional Student Work Hours per course: 90

Credit Hours: 3 (0.75+0+2.25) **Schedule Type:** 11 **Grade Mode:** L

Face-to-Face or Equivalent Hours per course:

Lecture 11.25 Lab _____ Internship _____ Practicum _____ Other: Online 33.75

Additional Student Work Hours per course: 90

Variable topics umbrella course: No ☒ Yes _____ If yes, number of credits/repeats allowed _____

Specified repeatable course: No ☒ Yes _____ If yes, number of credits/repeats allowed _____

Prerequisite(s): CISM 5600

Corequisite(s): _____

Prerequisite(s) or Corequisite(s): _____

Banner Enforced Coding:

Prerequisite(s): CISM 5600

Corequisite(s): _____

Prerequisite(s) or Corequisite(s): _____

Registration restrictions: Level GR Class _____ Program/Major _____ Student attribute _____

Catalog Course 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.

Specific Variable Topics Course Description (if applicable, umbrella course description included above):

Required Reading and Other Materials will be equivalent to:

Shmueli, G., Patel, N.R., and Bruce, P.C. (2010). *Data Mining for Business Intelligence: Concepts, Techniques, and Applications in Microsoft Office Excel with XLMiner*. 2nd edition, Hoboken, NJ: John Wiley & Sons .

Specific, Measurable Student Behavioral Learning Objectives:

Upon completion of this course the student should be able to

1. Describe core concepts of data mining and data mining process.
2. Evaluate existing data retrieval and manipulation tools for data/information extraction and enterprise reporting;
3. Assess how and when data mining can be used as a problem-solving technique;
4. Compare different methods of data mining;
5. Choose an appropriate data mining technique for a specific problem;
6. Analyze data sets using data mining software and interpret the results.

Detailed Outline of Course Content (Major Topics and Subtopics) or Outline of Field Experience/Internship (experience, responsibilities and supervision)

- I. Introduction to Data Mining
 - A. What Is Data Mining?
 - B. Where Is Data Mining Used?
 - C. Origins of Data Mining
 - D. Rapid Growth of Data Mining
 - E. Why Are There So Many Different Methods?
 - F. Terminology and Notation
- II. Overview of the Data Mining Process
 - A. Core Ideas in Data Mining
 - B. Supervised and Unsupervised Learning
 - C. Steps in Data Mining
 - D. Preliminary Steps
 - E. Building a Model: Example with Linear Regression
- III. Dimension Reduction
 - A. Practical Considerations
 - B. Correlation Analysis
 - C. Reducing the Number of Categories in Categorical Variables
 - D. Converting a Categorical Variable to a Numerical Variable
 - E. Principal Components Analysis
 - F. Dimension Reduction Using Regression Models
 - G. Dimension Reduction Using Classification and Regression
- IV. k-Nearest Neighbors (k-NN)
 - A. Introduction
 - B. k-NN Classifier (Categorical Outcome)
 - C. k-NN for a Numerical Response
 - D. Advantages and Shortcomings of k-NN Algorithms
- V. Classification and Regression Trees
 - A. Introduction
 - B. Classification Trees
 - C. Evaluating the Performance of a Classification Tree
 - D. Avoiding Over-fitting
 - E. Classification Rules from Trees
 - F. Regression Trees
 - G. Advantages, Weaknesses, and Extensions
- VI. Logistic Regression
 - A. Introduction
 - B. Logistic Regression Model
 - C. Evaluating Classification Performance
 - D. Example of Complete Analysis: Predicting Delayed
 - E. Logistic Regression for Profiling

- VII. Neural Nets
 - A. Introduction
 - B. Concept and Structure of a Neural Network
 - C. Fitting a Network to Data
 - D. Exploring the Relationship Between Predictors and Response
 - E. Advantages and Weaknesses of Neural Networks
- VIII. Discriminant Analysis
 - A. Introduction
 - B. Distance of an Observation from a Class
 - C. Fisher's Linear Classification Functions
 - D. Classification Performance of Discriminant Analysis
 - E. Prior Probabilities
 - F. Classifying More Than Two Classes
 - G. Advantages and Weaknesses
- IX. Association Rules
 - A. Introduction
 - B. Discovering Association Rules in Transaction Databases
 - C. Generating Candidate Rules
 - D. Selecting Strong Rules
- X. Cluster Analysis
 - A. Introduction
 - B. Measuring Distance Between Two Records
 - C. Measuring Distance Between Two Clusters
 - D. Hierarchical (Agglomerative) Clustering
 - E. Nonhierarchical Clustering: The k-Means Algorithm

Evaluation of Student Performance

Evaluation of student performance will be based on some combination of:

1. Assignments
2. Projects
3. Examinations

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METROPOLITAN STATE UNIVERSITY OF DENVER
Office of Academic and Student Affairs

REGULAR COURSE SYLLABUS

College of: BUSINESS

Department: Economics

Prefix & Course Number: ECOM 5050

Crosslisted With*: _____

Course Title: Managerial Economics

Transcript Course Title (30 characters):

Check All That Apply: Required for Major: X Required for Minor: _____ Specified Elective: _____

Required for Concentration: _____ Elective: _____ Service Course: _____

To receive Title IV financial aid funds, all institutions of higher education must comply with the federal definition of a credit hour. The Higher Learning Commission requires institutions to maintain policies and procedures for verifying compliance with this definition.

Federal Credit Hour Definition: A credit hour is an amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally-established equivalency that reasonably approximates not less than:

(1) one hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately fifteen weeks for one semester or trimester hour of credit, or ten to twelve weeks for one quarter hour of credit, or the equivalent amount of work over a different amount of time; or (2) at least an equivalent amount of work as required in paragraph (1) of this definition for other activities as established by an institution, including laboratory work, internships, practica, studio work, and other academic work leading toward to the award of credit hours. 34CFR 600.2 (11/1/2010)

Credit Hours: 3 (3+0) Schedule Type: L Grade Mode: L

Face-to-Face or Equivalent Hours per course:

Lecture 45 Lab _____ Internship _____ Practicum _____ Other: _____

Additional Student Work Hours per course: 90

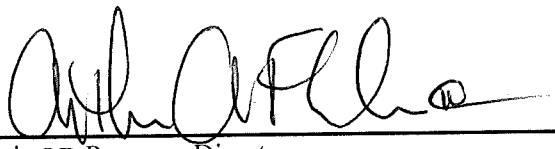
Credit Hours: 3 (0+9) Schedule Type: J Grade Mode: L

Face-to-Face or Equivalent Hours per course:

Lecture _____ Lab _____ Internship _____ Practicum _____ Other: _____

Additional Student Work Hours per course: 135

APPROVED:



3/10/2016

Department Chair OR Program Director

Date

Dean OR Associate Dean

Date

Associate VP, Academic and Student Affairs

Date

*If crosslisted, attach completed Course Crosslisting Agreement Form

Prefix and Course Number: ECOM 5050

Credit Hours: 3 (1.5+0+1.5) **Schedule Type:** 6 **Grade Mode:** L

Face-to-Face or Equivalent Hours per course:

Lecture 22.5 Lab _____ Internship _____ Practicum _____ Other: Online 22.5

Additional Student Work Hours per course: 90

Credit Hours: 3 (0.75+0+2.25) **Schedule Type:** 11 **Grade Mode:** L

Face-to-Face or Equivalent Hours per course:

Lecture 11.25 Lab _____ Internship _____ Practicum _____ Other: Online 33.75

Additional Student Work Hours per course: 90

Variable topics umbrella course: No X Yes _____ If yes, number of credits/repeats allowed _____

Specified repeatable course: No X Yes _____ If yes, number of credits/repeats allowed _____

Prerequisite(s): _____

Corequisite(s): _____

Prerequisite(s) or Corequisite(s): _____

Banner Enforced Coding:

Prerequisite(s): _____

Corequisite(s): _____

Prerequisite(s) or Corequisite(s): _____

Registration restrictions: Level GR Class _____ Program/Major _____ Student attribute _____

Catalog Course 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.

Specific Variable Topics Course Description (if applicable, umbrella course description included above):

Required Reading and Other Materials will be equivalent to:

(example: Smith, J.R. (2014). *Book of Examples*. New York, NY: McGraw-Hill)

Brickley, J.A., Zimmerman, J. and Smith, C.W. (2015). *Managerial Economics and Organizational Architecture*. 6th edition. New York, NY: McGraw-Hill.

Students will also be required to read additional original texts, academic articles, and book chapters related to the topics covered in this course. Most required readings will be uploaded on Blackboard and available online via the JSTOR, ECONLIT, or the Library's website.

Specific, *Measurable* Student Behavioral Learning Objectives:

Upon completion of this course the student should be able to (format: 1, a, i, ii, etc.): (including just the course objectives)

1. Appraise the role of costs and transaction costs in the emergence of the firm. [MBA LG 2, LG 5]
2. Identify the causes of and solutions to mismanagement. [MBA LG 2, LG 3, LG 5]
3. Describe the internal incentive mechanism(s) that businesses use to ensure that their employees maximize the firm value and distinguish successful from unsuccessful mechanisms. [MBA LG 2, LG 3, LG 4, LG 5]
4. Examine the external incentive mechanism(s) that mitigate(s) employees' incentives to mismanage businesses. [MBA LG 2, LG 3, LG 4, LG 5]
5. Examine the role of government and judge how it might affect businesses' behaviors, strategies, and objectives. [MBA LG 2, LG 3, LG 5]

Detailed Outline of Course Content (Major Topics and Subtopics) or Outline of Field Experience/Internship (experience, responsibilities and supervision) (format: I, A, 1, a, etc.):

- I. Economists' View of Behavior
- II. Exchange and Markets
- III. Demand
- IV. Supply: Production & Cost
- V. Market Structure
- VI. Pricing with Market Power
- VII. Economics of Strategy: Creating and Capturing Value
- VIII. Economics of Strategy: Game Theory
- IX. Incentive Conflicts & Contracts
- X. Organizational Architecture
- XI. Decision Rights: The Level of Empowerment
- XII. Decision Rights: Bundling Tasks into Jobs & Subunits
- XIII. Attracting and Retaining Qualified Employees
- XIV. Incentive Compensation
- XV. Individual Performance Evaluation
- XVI. Divisional Performance Evaluation
- XVII. Corporate Governance
- XVIII. Vertical Integration & Outsourcing
- XIX. Leadership: Motivating Change Within the Organization
- XX. Understanding the Business Environment: The Economics of Regulation
- XXI. Ethics & Organizational Architecture

Evaluation of Student Performance (format: 1, a, i, ii, etc.):

Grades will be based on student performance on some combination of the following:

1. Short-Answer/Essay Question Exams
2. Applied case study
3. Presentation of case study project

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METROPOLITAN STATE UNIVERSITY OF DENVER
Office of Academic and Student Affairs

REGULAR COURSE SYLLABUS

College of: Business

Department: Finance

Prefix & Course Number: FINM 5050 Crosslisted With*: _____

Course Title: Corporate Finance

Transcript Course Title (30 characters):

Check All That Apply: Required for Major: X Required for Minor: _____ Specified Elective: _____

Required for Concentration: _____ Elective: _____ Service Course: _____

To receive Title IV financial aid funds, all institutions of higher education must comply with the federal definition of a credit hour. The Higher Learning Commission requires institutions to maintain policies and procedures for verifying compliance with this definition.

Federal Credit Hour Definition: A credit hour is an amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally-established equivalency that reasonably approximates not less than:

(1) one hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately fifteen weeks for one semester or trimester hour of credit, or ten to twelve weeks for one quarter hour of credit, or the equivalent amount of work over a different amount of time; or (2) at least an equivalent amount of work as required in paragraph (1) of this definition for other activities as established by an institution, including laboratory work, internships, practica, studio work, and other academic work leading toward to the award of credit hours. 34CFR 600.2 (11/1/2010)

Additional Student Work Hours per course: 90

Credit Hours: 3 (3+0) Schedule Type: L Grade Mode: L

Face-to-Face or Equivalent Hours per course:

Lecture 45 Lab _____ Internship _____ Practicum _____ Other: _____

Additional Student Work Hours per course: 90

APPROVED:

Paul L. Camp

3-10-16

Department Chair OR Program Director

Date

Dean OR Associate Dean

Date

Associate VP, Academic and Student Affairs

Date

*If crosslisted, attach completed Course Crosslisting Agreement Form

Prefix and Course Number: FINM 5050

Credit Hours: 3 (0+9) **Schedule Type:** J **Grade Mode:** L

Face-to-Face or Equivalent Hours per course:

Lecture _____ Lab _____ Internship _____ Practicum _____ Other: _____

Additional Student Work Hours per course: 135

Credit Hours: 3 (1.5+0+1.5) **Schedule Type:** 6 **Grade Mode:** L

Face-to-Face or Equivalent Hours per course:

Lecture 22.5 Lab _____ Internship _____ Practicum _____ Other: Online 22.5

Additional Student Work Hours per course: 90

Credit Hours: 3 (0.75+0+2.25) **Schedule Type:** 11 **Grade Mode:** L

Face-to-Face or Equivalent Hours per course:

Lecture 11.25 Lab _____ Internship _____ Practicum _____ Other: Online 33.75

Additional Student Work Hours per course: 90

Variable topics umbrella course: No ☒ Yes _____ If yes, number of credits/repeats allowed _____

Specified repeatable course: No ☒ Yes _____ If yes, number of credits/repeats allowed _____

Prerequisite(s): _____

Corequisite(s): _____

Prerequisite(s) or Corequisite(s): _____

Banner Enforced Coding:

Prerequisite(s): _____

Corequisite(s): _____

Prerequisite(s) or Corequisite(s): _____

Registration restrictions: Level GR Class Program/Major _____ Student attribute _____

Catalog Course 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.

Specific Variable Topics Course Description (if applicable, umbrella course description included above):

Prefix and Course Number: FINM 5050

Required Reading and Other Materials will be equivalent to:

Brigham, E. and Ehrhardt, M. (2014). *Financial Management: Theory and Practice*. 14th edition, Mason, OH: South-Western, Cengage Learning.

Specific, Measurable Student Behavioral Learning Objectives:

Upon completion of this course the student should be able to (format: 1, a, i, ii, etc.):

1. Analyze and assess the financial condition of a firm using financial statements.
2. Value financial assets and the firm.
3. Explain the trade-offs between risk and return.
4. Evaluate capital budgeting projects.

Detailed Outline of Course Content (Major Topics and Subtopics) or Outline of Field Experience/Internship (experience, responsibilities and supervision) (format: I, A, 1, a, etc.):

I. An Overview of Financial Management and Environment

II. Working with Financial Statements

- A. Financial Statements, Cash Flow, and Taxes
- B. Analysis of Financial Statements
- C. Financial Planning and Forecasting

III. Valuation of Financial Assets and the Firm

- A. Time Value of Money
- B. Bond, Bond Valuation, and Interest Rates
- C. Stock and Firm Valuation
- D. Valuation of Financial Options
- E. Risk and Return
- F. Asset Pricing Models

IV. Capital Budgeting Decisions

- A. Cost of Capital and Capital Structure
- B. Capital Budgeting Basics
- C. Cash Flow Estimation

Evaluation of Student Performance (format: 1, a, i, ii, etc.):

Evaluation of student performance will be based on some combination of:

1. Assignments
2. Class Participation
3. Exams

METROPOLITAN STATE UNIVERSITY OF DENVER
Office of Academic and Student Affairs

REGULAR COURSE SYLLABUS

College of: Business

Department: Finance

Prefix & Course Number: FINM 5800 Crosslisted With*: _____

Course Title: Strategic Finance

Transcript Course Title (30 characters):

Check All That Apply: Required for Major: _____ Required for Minor: _____ Specified Elective: _____

Required for Concentration: X Elective: _____ Service Course: _____

To receive Title IV financial aid funds, all institutions of higher education must comply with the federal definition of a credit hour. The Higher Learning Commission requires institutions to maintain policies and procedures for verifying compliance with this definition.

Federal Credit Hour Definition: A credit hour is an amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally-established equivalency that reasonably approximates not less than:

(1) one hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately fifteen weeks for one semester or trimester hour of credit, or ten to twelve weeks for one quarter hour of credit, or the equivalent amount of work over a different amount of time; or (2) at least an equivalent amount of work as required in paragraph (1) of this definition for other activities as established by an institution, including laboratory work, internships, practica, studio work, and other academic work leading toward to the award of credit hours. 34CFR 600.2 (11/1/2010)

Credit Hours: 3 (3+0) Schedule Type: L Grade Mode: L

Face-to-Face or Equivalent Hours per course:

Lecture 45 Lab _____ Internship _____ Practicum _____ Other: _____

Additional Student Work Hours per course: 90

Credit Hours: 3 (0+9) Schedule Type: J Grade Mode: L

Face-to-Face or Equivalent Hours per course:

Lecture _____ Lab _____ Internship _____ Practicum _____ Other: _____

Additional Student Work Hours per course: 135

APPROVED:

Paul L. Camp

3-10-16

Department Chair OR Program Director

Date

Dean OR Associate Dean

Date

Associate VP, Academic and Student Affairs

Date

Prefix and Course Number: FINM 5800

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Credit Hours: 3 (1.5+0+1.5) **Schedule Type:** 6 **Grade Mode:** L

Face-to-Face or Equivalent Hours per course:

Lecture 22.5 Lab _____ Internship _____ Practicum _____ Other: Online 22.5

Additional Student Work Hours per course: 90

Credit Hours: 3 (0.75+0+2.25) **Schedule Type:** 11 **Grade Mode:** L

Face-to-Face or Equivalent Hours per course:

Lecture 11.25 Lab _____ Internship _____ Practicum _____ Other: Online 33.75

Additional Student Work Hours per course: 90

Variable topics umbrella course: No ☒ Yes _____ If yes, number of credits/repeats allowed _____

Specified repeatable course: No ☒ Yes _____ If yes, number of credits/repeats allowed _____

Prerequisite(s): FINM 5050 with a grade of "C" or better.

Corequisite(s): _____

Prerequisite(s) or Corequisite(s): _____

Banner Enforced Coding:

Prerequisite(s): FINM 5050 with a minimum grade of "C"

Corequisite(s): _____

Prerequisite(s) or Corequisite(s): _____

Registration restrictions: Level GR Class Program/Major _____ Student attribute _____

Catalog Course 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 mergers 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.

Specific Variable Topics Course Description (if applicable, umbrella course description included above):

Required Reading and Other Materials will be equivalent to:

Custom Cases in Financial Management

Brigham, E. and Ehrhardt, M. (2013). *Financial Management: Theory and Practice*. 14th edition, Mason, OH: Cengage Learning.

Specific, Measurable Student Behavioral Learning Objectives:

Upon completion of this course the student should be able to (format: 1, a, i, ii, etc.):

1. Analyze capital budgeting projects.
2. Explain the impact of financing mix on firm value.
3. Perform firm valuation.
4. Assess merger and acquisition activities.

Detailed Outline of Course Content (Major Topics and Subtopics) or Outline of Field Experience/Internship (experience, responsibilities and supervision) (format: I, A, 1, a, etc.):

- I. Capital Budgeting
 - A. Relevant Cash Flows
 - B. Cost of Capital
- II. Financing Decision
 - A. M&M
 - B. Tax Shield
 - C. Financial Distress
- III. Firm Valuation
 - A. Discounted Cash Flow Valuation
 - B. Valuation with Comparables
- IV. Mergers and Acquisitions
 - A. Rationale
 - B. Analysis
 - C. Due Diligence
- V. Working Capital Management
 - A. Current Assets
 - B. Current Liabilities

Evaluation of Student Performance (format: 1, a, i, ii, etc.):

Evaluation of student performance will be based on some combination of:

1. Oral and written case presentations integrating usage of Microsoft Excel, Power Point, and Word
2. In-class participation
3. Peer evaluations
4. Final Exam

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METROPOLITAN STATE UNIVERSITY OF DENVER
Office of Academic and Student Affairs

REGULAR COURSE SYLLABUS

College of: Business

Department: Management

Prefix & Course Number: MGTM 5050 Crosslisted With*: _____

Course Title: Legal Analysis and Sustainability

Transcript Course Title (30 characters): Legal Analysis/Sustainability

Check All That Apply: Required for Major: X Required for Minor: _____ Specified Elective: _____
Required for Concentration: _____ Elective: _____ Service Course: _____

To receive Title IV financial aid funds, all institutions of higher education must comply with the federal definition of a credit hour. The Higher Learning Commission requires institutions to maintain policies and procedures for verifying compliance with this definition.

Federal Credit Hour Definition: A credit hour is an amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally-established equivalency that reasonably approximates not less than:
(1) one hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately fifteen weeks for one semester or trimester hour of credit, or ten to twelve weeks for one quarter hour of credit, or the equivalent amount of work over a different amount of time; or (2) at least an equivalent amount of work as required in paragraph (1) of this definition for other activities as established by an institution, including laboratory work, internships, practica, studio work, and other academic work leading toward to the award of credit hours. 34CFR 600.2 (11/1/2010)

Credit Hours: 3 (3+0) Schedule Type: L Grade Mode: L

Face-to-Face or Equivalent Hours per course:

Lecture 45 Lab _____ Internship _____ Practicum _____ Other (please specify type and hours): _____

Additional Student Work Hours per course: 90

Credit Hours: 3 (0+2) Schedule Type: J Grade Mode: L

Face-to-Face or Equivalent Hours per course:

Lecture _____ Lab _____ Internship _____ Practicum _____ Other: _____

Additional Student Work Hours per course: 135

APPROVED:

Deborah J. Hellicoid

Mar 14 2016

Department Chair OR Program Director

Date

Dean OR Associate Dean

Date

Associate VP, Academic and Student Affairs

Date

*If crosslisted, attach completed Course Crosslisting Agreement Form

Prefix and Course Number: MGTM 5050

Credit Hours: 3 (1.5+0+1.5) **Schedule Type:** 6 **Grade Mode:** L

Face-to-Face or Equivalent Hours per course:

Lecture 22.5 Lab _____ Internship _____ Practicum _____ Other: Online 22.5

Additional Student Work Hours per course: 90

Credit Hours: 3 (0.75+0+2.25) **Schedule Type:** 11 **Grade Mode:** L

Face-to-Face or Equivalent Hours per course:

Lecture 11.25 Lab _____ Internship _____ Practicum _____ Other: Online 33.75

Additional Student Work Hours per course: 90

Variable topics umbrella course: No ☒ Yes _____ If yes, number of credits/repeats allowed _____

Specified repeatable course: No ☒ Yes _____ If yes, number of credits/repeats allowed _____

Prerequisite(s): _____

Corequisite(s): _____

Prerequisite(s) or Corequisite(s): _____

Banner Enforced Coding:

Prerequisite(s): _____

Corequisite(s): _____

Prerequisite(s) or Corequisite(s): _____

Registration restrictions: Level GR Class _____ Program/Major _____ Student attribute _____

Catalog Course 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..

Specific Variable Topics Course Description (if applicable, umbrella course description included above):

Required Reading and Other Materials will be equivalent to:

(example: Smith, J.R. (2014). *Book of Examples*. New York, NY: McGraw-Hill)

Hart, S. L. (2005). *Capitalism at the Crossroads: The Unlimited Business Opportunities in Solving the World's Most Difficult Problems*. Upper Saddle River, N.J: Wharton School.

United Nations (2005). *The Millennium Development Goals Report*, or most current report.

Jennings, M. (2014). *Business Ethics: Case Studies and Selected Readings*. 8th edition, Boston, MA: Cengage Learning.

U.S. and Colorado Constitutions

Colorado Revised Statutes

Federal Code of Regulations

Federal and State Case Law

Current events in various news outlets

Specific, Measurable Student Behavioral Learning Objectives:

Upon completion of this course the student should be able to (format: 1, a, i, ii, etc.):

1. Evaluate the importance of legal and ethical leadership in business ventures. (MBA LG 2.1, 3)
2. Analyze current legal, ethical and sustainable issues. (MBA LG 2.1, 3)
3. Assess business decisions from a legal and ethical perspective. (MBA LG 2.1, 3)

Detailed Outline of Course Content (Major Topics and Subtopics) or Outline of Field Experience/Internship (experience, responsibilities and supervision) (format: I, A, 1, a, etc.):

- I. Key issues in current legal doctrine, including but not limited to:
 - A. Contracts
 - B. Torts
 - C. Corporate Governance
 - D. Agency Law
 - E. Environmental Regulation
 - F. Competitive Regulation
 - G. Insider Trading
 - H. RICO
 - I. Foreign Corrupt Practices Act
 - J. Whistle Blowing
 - K. Business Judgment Rule
 - L. Employment and Human Resource Law (sexual harassment, discrimination, employee/customer privacy)
- II. Key concepts in the study of ethics; case studies.
 - A. Moral Philosophies and Values
 1. Utilitarianism
 2. Deontology
 3. Relativists
 4. Virtue Ethics
 5. Justice: Distributive and Procedural
 - B. Stakeholder Theory
- III. Key concepts in business sustainability
 - A. Corporate Social Responsibility
 - B. Global business with sustainable growth
- IV. Application of topics to current business situations from legal and ethical perspectives

Evaluation of Student Performance (format: 1, a, i, ii, etc.):

Evaluation of student performance will be based on some combination of:

1. Exams
2. Written Assignments
3. Research project/paper

METROPOLITAN STATE UNIVERSITY OF DENVER
Office of Academic and Student Affairs

REGULAR COURSE SYLLABUS

College of: Business

Department: Management

Prefix & Course Number: MGTM 5100 Crosslisted With*: _____

Course Title: Operations & Supply Chain Management

Transcript Course Title (30 characters): Operations & Supply Chain Mgt

Check All That Apply: Required for Major: X Required for Minor: _____ Specified Elective: _____
Required for Concentration: _____ Elective: _____ Service Course: _____

To receive Title IV financial aid funds, all institutions of higher education must comply with the federal definition of a credit hour. The Higher Learning Commission requires institutions to maintain policies and procedures for verifying compliance with this definition.

Federal Credit Hour Definition: A credit hour is an amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally-established equivalency that reasonably approximates not less than:

(1) one hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately fifteen weeks for one semester or trimester hour of credit, or ten to twelve weeks for one quarter hour of credit, or the equivalent amount of work over a different amount of time; or (2) at least an equivalent amount of work as required in paragraph (1) of this definition for other activities as established by an institution, including laboratory work, internships, practica, studio work, and other academic work leading toward to the award of credit hours. 34CFR 600.2 (11/1/2010)

Credit Hours: 3 (3+0) Schedule Type: L Grade Mode: L

Face-to-Face or Equivalent Hours per course:

Lecture 45 Lab _____ Internship _____ Practicum _____ Other (please specify type and hours): _____

Additional Student Work Hours per course: 90

Credit Hours: 3 (0+9) Schedule Type: J Grade Mode: L

Face-to-Face or Equivalent Hours per course:

Lecture _____ Lab _____ Internship _____ Practicum _____ Other: _____

Additional Student Work Hours per course: 135

APPROVED:



Department Chair OR Program Director

Mar 14 2016

Date

Dean OR Associate Dean

Date

Associate VP, Academic and Student Affairs

Date

Prefix and Course Number: MGT 5100

Credit Hours: 3 (1.5+0+1.5) **Schedule Type:** 6 **Grade Mode:** L

Face-to-Face or Equivalent Hours per course:

Lecture 22.5 Lab _____ Internship _____ Practicum _____ Other: Online 22.5

Additional Student Work Hours per course: 90

Credit Hours: 3 (0.75+0+2.25) **Schedule Type:** 11 **Grade Mode:** L

Face-to-Face or Equivalent Hours per course:

Lecture 11.25 Lab _____ Internship _____ Practicum _____ Other: Online 33.75

Additional Student Work Hours per course: 90

Variable topics umbrella course: No ☒ Yes _____ If yes, number of credits/repeats allowed _____

Specified repeatable course: No ☒ Yes _____ If yes, number of credits/repeats allowed _____

Prerequisite(s): _____

Corequisite(s): _____

Prerequisite(s) or Corequisite(s): _____

Banner Enforced Coding:

Prerequisite(s): _____

Corequisite(s): _____

Prerequisite(s) or Corequisite(s): _____

Registration restrictions: Level GR Class _____ Program/Major _____ Student attribute _____

Catalog Course 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.

Specific Variable Topics Course Description (if applicable, umbrella course description included above):

Required Reading and Other Materials will be equivalent to:

(example: Smith, J.R. (2014). *Book of Examples*. New York, NY: McGraw-Hill)

Krajewski, L., Malhotra, M., and Ritzman, L. (2016) . *Operations Management: Processes and Supply Chains*. 11th edition, Upper Saddle River, NJ: Pearson Prentice-Hall.

Goldratt, E.M. and Cox, J. (2004). *The Goal: A Process of Ongoing Improvement*, 20th Anniversary ed., Great Barrington, MA: North River Press.

Specific, Measurable Student Behavioral Learning Objectives:

Upon completion of this course the student should be able to (format: 1, a, i, ii, etc.):

1. Assess process data for the purpose of assuring quality.
2. Analyze and document a process using flowcharting and value stream analysis.
3. Construct aggregate and detailed material requirements plans.
4. Formulate a project schedule using PERT & CPM.

Detailed Outline of Course Content (Major Topics and Subtopics) or Outline of Field Experience/Internship (experience, responsibilities and supervision) (format: I, A, 1, a, etc.):

- I. Role of operations function
 - A. Firm level
 - B. Across supply chain
- II. Strategic positioning of operations
 - A. Relation to firm strategy
 - B. Product strategy and process choice.
 - C. Focus paradigm vs. lean/flexible paradigm
- II. Layout
 - A. Flow concepts
 - B. Weighted distance method
 - C. Line balancing
- III. Capacity analysis
 - A. Cost-volume analysis
 - B. Decision theory
- IV. Process analysis
 - A. Process flowcharting/service blueprinting
 - B. Value stream mapping
- V. Process improvement and quality assurance
 - A. Quality philosophies and concepts
 - B. Acceptance sampling
 - C. Process control
 - D. Process capability analysis
- VI. Lean systems
 - A. Philosophies and concepts
 - B. JIT
- II. Supply chain management
 - A. Inventory management
 - B. Logistics
- VII. Demand forecasting
 - a. Smoothing methods
 - b. Trend analysis
 - c. Forecast accuracy
- VIII. Demand-supply planning
 - a. Aggregate planning
 - b. Master scheduling
 - c. Material requirements planning

- d. Enterprise resource planning.
- IX. Project operations.
 - a. CPM
 - b. PERT

Evaluation of Student Performance (format: 1, a, i, ii, etc.):

Some combination of the following evaluation methods will be employed:

1. Exams
2. Quizzes
3. Analysis of articles
4. Book review
5. Case analysis

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METROPOLITAN STATE UNIVERSITY OF DENVER
Office of Academic and Student Affairs

REGULAR COURSE SYLLABUS

College of: Business

Department: Management

Prefix & Course Number: MGTM 5200

Crosslisted With*: _____

Course Title: Global Enterprise Management

Transcript Course Title (30 characters):

Check All That Apply: Required for Major: ☒ Required for Minor: _____ Specified Elective:

_____ Required for Concentration: _____ Elective: _____ Service Course: _____

To receive Title IV financial aid funds, all institutions of higher education must comply with the federal definition of a credit hour. The Higher Learning Commission requires institutions to maintain policies and procedures for verifying compliance with this definition.

Federal Credit Hour Definition: A credit hour is an amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally-established equivalency that reasonably approximates not less than:

(1) one hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately fifteen weeks for one semester or trimester hour of credit, or ten to twelve weeks for one quarter hour of credit, or the equivalent amount of work over a different amount of time; or (2) at least an equivalent amount of work as required in paragraph (1) of this definition for other activities as established by an institution, including laboratory work, internships, practica, studio work, and other academic work leading toward to the award of credit hours. 34CFR 600.2 (11/1/2010)

Credit Hours: 3 (3+0) Schedule Type: L Grade Mode: L

Face-to-Face or Equivalent Hours per course:

Lecture 45 Lab _____ Internship _____ Practicum _____ Other: _____

Additional Student Work Hours per course: 90

APPROVED:

Debra J. Gullard
Department Chair OR Program Director

Mar 14 2016

Date

Dean OR Associate Dean

Date

Associate VP, Academic and Student Affairs

Date

*If crosslisted, attach completed Course Crosslisting Agreement Form

Credit Hours: 3 (0+9) **Schedule Type:** I **Grade Mode:** L

Face-to-Face or Equivalent Hours per course:

Lecture _____ Lab _____ Internship _____ Practicum _____ Other: _____

Additional Student Work Hours per course: 135

Credit Hours: 3 (1.5+0+1.5) **Schedule Type:** 6 **Grade Mode:** L

Face-to-Face or Equivalent Hours per course:

Lecture 22.5 Lab _____ Internship _____ Practicum _____ Other: Online 22.5

Additional Student Work Hours per course: 90

Credit Hours: 3 (0.75+0+2.25) **Schedule Type:** 11 **Grade Mode:** L

Face-to-Face or Equivalent Hours per course:

Lecture 11.25 Lab _____ Internship _____ Practicum _____ Other: Online 33.75

Additional Student Work Hours per course: 90

Variable topics umbrella course: No X Yes _____ If yes, number of credits/repeats allowed _____

Specified repeatable course: No X Yes _____ If yes, number of credits/repeats allowed _____

Prerequisite(s): _____

Corequisite(s): _____

Prerequisite(s) or Corequisite(s): _____

Banner Enforced Coding:

Prerequisite(s): _____

Corequisite(s): _____

Prerequisite(s) or Corequisite(s): _____

Registration restrictions: Level GR Class _____ Program/Major _____ Student attribute _____

Catalog Course 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.

Specific Variable Topics Course Description (if applicable, umbrella course description included above):

Required Reading and Other Materials will be equivalent to:

A current edition of appropriate textbooks such as:

Luthans, F. and Doh, J. (2014). *International Management: Culture, Strategy, & Behavior*. 9th edition, New York: McGraw-Hill.

Supplemental Readings

Specific, Measurable Student Behavioral Learning Objectives:

Upon completion of this course the student should be able to (format: 1, a, i, ii, etc.):

1. Compare and contrast different political, legal, economic, and cultural systems and technological forces and their impact on international management. (MBA LG 3, 4, 5)
2. Evaluate modes of entry for businesses moving into foreign markets. (MBA LG 4)
3. Examine factors influencing organization design, decision making processes, and implementation of international strategies.(MBA LG 5)
4. Formulate recommendations for future strategies/courses of action using all knowledge and analytical skills learned in this course. (MBA LG 2.1, 2.2)
5. Apply written, communication, and multi-media/audio-visual presentation skills. (MBA LG 1.1, 1.2, 1.3)

Detailed Outline of Course Content (Major Topics and Subtopics) or Outline of Field Experience/Internship (experience, responsibilities and supervision) (format: I, A, 1, a, etc.):

1. Environmental Foundation
 - A. Political, economic and Legal Environments
 - i. Market, Command, Mixed economies
 - ii. Established, Emerging and Developing Economies
 - iii. Individualism, Collectivism, Socialism
 - iv. Ethics
 - B. Dimensions of culture
 - i. Cross-cultural management
 - ii. Cultural differences in countries/regions
 - iii. Negotiations
 - iv. Cross-cultural communications
 - C. Technological factors
 - i. Trends in Technology and e-business
2. International Strategic Management
 - A. Strategy Formulation & Implementation
 - i. Strategic Planning
 - ii. Environmental Analysis
 - iii. Internal & Resource Analysis
 - B. Entry Strategies

- i. Entry methods
 - ii. Acquisitions & Mergers
 - iii. Other Partnerships and Alliances
 - C. Management Decision & Control
 - i. Cultural differences in determining strategic control strategies
- 3. Organizational Behavior
 - A. Motivation across cultures
 - i. Theories such as Maslow's Hierarchy, Two-Factor, Achievement
 - B. Leadership across cultures
 - i. Leadership Theories
 - ii. Leading/Managing in multiple cultures
 - C. Human Resource Management
 - i. Selection
 - ii. Hiring
 - iii. Training
 - iv. Compensation
 - v. Repatriation

Evaluation of Student Performance (format: 1, a, i, ii, etc.):

Evaluation of student performance will be based on some combination of:

1. Exams
2. Written Assignments
3. Presentation

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METROPOLITAN STATE UNIVERSITY OF DENVER
Office of Academic and Student Affairs

REGULAR COURSE SYLLABUS

College of: Business

Department: Management

Prefix & Course Number: MGTM 5800

Crosslisted With*: _____

Course Title: Transforming Organizations through Leadership

Transcript Course Title (30 characters): Transforming Org Leadership

Check All That Apply: Required for Major: _____ Required for Minor: _____ Specified Elective: _____

_____ Required for Concentration: X Elective: _____ Service Course: _____

To receive Title IV financial aid funds, all institutions of higher education must comply with the federal definition of a credit hour. The Higher Learning Commission requires institutions to maintain policies and procedures for verifying compliance with this definition.

Federal Credit Hour Definition: A credit hour is an amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally-established equivalency that reasonably approximates not less than:

(1) one hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately fifteen weeks for one semester or trimester hour of credit, or ten to twelve weeks for one quarter hour of credit, or the equivalent amount of work over a different amount of time; or (2) at least an equivalent amount of work as required in paragraph (1) of this definition for other activities as established by an institution, including laboratory work, internships, practica, studio work, and other academic work leading toward to the award of credit hours. 34CFR 600.2 (11/1/2010)

Credit Hours: 3 (3+0) Schedule Type: L Grade Mode: L

Face-to-Face or Equivalent Hours per course:

Lecture 45 Lab _____ Internship _____ Practicum _____ Other: _____

Additional Student Work Hours per course: 90

Credit Hours: 3 (0+9) Schedule Type: J Grade Mode: L

Face-to-Face or Equivalent Hours per course:

Lecture _____ Lab _____ Internship _____ Practicum _____ Other: _____

Additional Student Work Hours per course: 135

APPROVED: Debra D. Mulford

Department Chair OR Program Director

Mar 14 2016

Date

Dean OR Associate Dean

Date

Associate VP, Academic and Student Affairs

Date

*If crosslisted, attach completed Course Crosslisting Agreement Form

Credit Hours: 3 (1.5+0+1.5) **Schedule Type:** 6 **Grade Mode:** L

Face-to-Face or Equivalent Hours per course:

Lecture 22.5 Lab _____ Internship _____ Practicum _____ Other: Online 22.5

Additional Student Work Hours per course: 90

Credit Hours: 3 (0.75+0+2.25) **Schedule Type:** 11 **Grade Mode:** L

Face-to-Face or Equivalent Hours per course:

Lecture 11.25 Lab _____ Internship _____ Practicum _____ Other: Online 33.75

Additional Student Work Hours per course: 90

Variable topics umbrella course: No X Yes _____ If yes, number of credits/repeats allowed _____

Specified repeatable course: No X Yes _____ If yes, number of credits/repeats allowed _____

Prerequisite(s): Corequisite(s): _____

Prerequisite(s) or Corequisite(s): _____

Banner Enforced Coding:

Prerequisite(s):

Corequisite(s): _____

Prerequisite(s) or Corequisite(s): _____

Registration restrictions: Level GR Class _____ Program/Major _____ Student attribute _____

Catalog Course 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.

Specific Variable Topics Course Description (if applicable, umbrella course description included above):

Required Reading and Other Materials will be equivalent to:

Manning, G., & Curtis, K. (2014). *The Art of Leadership*. 5th edition, New York: McGraw-Hill.

Supplemental readings

Specific, Measurable Student Behavioral Learning Objectives:

Upon completion of this course the student should be able to (format: 1, a, i, ii, etc.):

1. Apply models of social systems and processes.
2. Evaluate a system's situation using concepts of environmental analysis and internal analysis.
3. Formulate the transformation of an organizational system.
4. Synthesize organizational change strategies.

Detailed Outline of Course Content (Major Topics and Subtopics) or Outline of Field Experience/Internship (experience, responsibilities and supervision) (format: I, A, 1, a, etc.):

- I. Strategic Leadership
 - A. Vision
 - B. Issues and Problem-solving Framework
 - C. Technical, Interpersonal and Conceptual Skills
 - D. Systems Thinking for Change Management
 - E. Survey of Leadership Theories
- II. Developing strategic leadership and human resources in the organization
 - A. Personal Development for Leadership
 - B. Leadership and Cultural Transformation in Organizations
 - C. Business Processes and Emotional Processes in Groups
- III. Transformation of the organizational system
 - A. Strategy-Structure Relationship
 - B. Strategy, Nature of Business, and Organizational Interdependencies
 - C. Organizational Structures
 - D. Visualizing Transformation of Strategy-Structure
- IV. Synthesis and implementation of the transformation of the organization
 - A. Synchronizing / Leapfrogging Structures and Strategies
 - B. Managing Communication before, during and after the Change Process
 - C. Celebration of Success

Evaluation of Student Performance (format: 1, a, i, ii, etc.):

Student performance will be evaluated based on some combination of:

1. Exams
2. Written Assignment/Project
3. Presentation

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METROPOLITAN STATE UNIVERSITY OF DENVER
Office of Academic and Student Affairs

REGULAR COURSE SYLLABUS

College of: Business

Department: Management

Prefix & Course Number: MGTM 6000 Crosslisted With*: _____

Course Title: Integrative and Strategic Perspectives of Organizations

Transcript Course Title (30 characters): Int/Strat Perspectives of Orgs

Check All That Apply: Required for Major: X Required for Minor: _____ Specified Elective: _____
Required for Concentration: _____ Elective: _____ Service Course: _____

To receive Title IV financial aid funds, all institutions of higher education must comply with the federal definition of a credit hour. The Higher Learning Commission requires institutions to maintain policies and procedures for verifying compliance with this definition.

Federal Credit Hour Definition: *A credit hour is an amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally-established equivalency that reasonably approximates not less than:*

(1) one hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately fifteen weeks for one semester or trimester hour of credit, or ten to twelve weeks for one quarter hour of credit, or the equivalent amount of work over a different amount of time; or (2) at least an equivalent amount of work as required in paragraph (1) of this definition for other activities as established by an institution, including laboratory work, internships, practica, studio work, and other academic work leading toward to the award of credit hours. 34CFR 600.2 (11/1/2010)

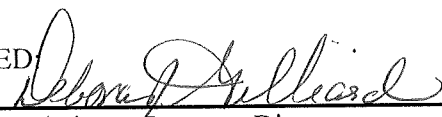
Credit Hours: 3 (3+0) Schedule Type: L Grade Mode: L

Face-to-Face or Equivalent Hours per course:

Lecture 45 Lab _____ Internship _____ Practicum _____ Other: _____

Additional Student Work Hours per course: 90

APPROVED



Department Chair OR Program Director

March 14 2016

Date

Dean OR Associate Dean

Date

Associate VP, Academic and Student Affairs
Date

*If crosslisted, attach completed Course Crosslisting Agreement Form

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Credit Hours: 3 (0+9) **Schedule Type:** J **Grade Mode:** L

Face-to-Face or Equivalent Hours per course:

Lecture _____ Lab _____ Internship _____ Practicum _____ Other: _____

Additional Student Work Hours per course: 135

Credit Hours: 3 (1.5+0+1.5) **Schedule Type:** 6 **Grade Mode:** L

Face-to-Face or Equivalent Hours per course:

Lecture 22.5 Lab _____ Internship _____ Practicum _____ Other: Online 22.5

Additional Student Work Hours per course: 90

Credit Hours: 3 (0.75+0+2.25) **Schedule Type:** 11 **Grade Mode:** L

Face-to-Face or Equivalent Hours per course:

Lecture 11.25 Lab _____ Internship _____ Practicum _____ Other: Online 33.75

Additional Student Work Hours per course: 90

Variable topics umbrella course: No X Yes _____ If yes, number of credits/repeats allowed _____

Specified repeatable course: No X Yes _____ If yes, number of credits/repeats allowed _____

Prerequisite(s): ACCM 5050, CISM 5050, ECOM 5050, FINM 5050, MGMTM 5100, MKTM 5050, MGMTM 5050, MGMTM 5200

Corequisite(s): _____

Prerequisite(s) or Corequisite(s): _____

Banner Enforced Coding:

Prerequisite(s): ACCM 5050, CISM 5050, ECOM 5050, FINM 5050, MGMTM 5100, MKTM 5050, MGMTM 5050, MGMTM 5200

Corequisite(s): _____

Prerequisite(s) or Corequisite(s): _____

Registration restrictions: Level GR Class _____ Program/Major _____ Student attribute _____

Catalog Course 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.

Specific Variable Topics Course Description (if applicable, umbrella course description included above):

Required Reading and Other Materials will be equivalent to:

Grant R.M. (2013). *Contemporary Strategy Analysis*. 8th edition, Hoboken, NJ: John Wiley & Sons.

OR

Walker, G. and Madsen, T. (2015). *Modern Competitive Strategy*. 4th edition, New York: McGraw-Hill.

And Supplemental Readings

Specific, Measurable Student Behavioral Learning Objectives:

Upon completion of this course the student should be able to (format: 1, a, i, ii, etc.):

1. Explain the fundamental concepts and theories of strategic management. (MBA LG 5)
2. Evaluate a company's situation using course concepts and models. (MBA LG 2.1, 2.2)
3. Formulate a strategic plan that includes recommendations for future strategies/courses of action for the company, integrating knowledge and analytical skills learned in this course and the MBA program. (MBA LG 3, 4, 5)
4. Apply written, communication, and multi-media/audio-visual presentation skills. (MBA LG 1.1, 1.2, 1.3)

Detailed Outline of Course Content (Major Topics and Subtopics) or Outline of Field

Experience/Internship (experience, responsibilities and supervision) (format: I, A, 1, a, etc.):

- I. Strategy Analysis
 - A. Goals
 - B. Industry Analysis
 - a. Macro Environmental analysis
 - b. Identify Key Success Factors
 - C. Competitive Analysis
 - a. Five Forces Analysis
 - b. Competitor Analysis
 - c. Strategic Groups
 - D. Resource Analysis
 - a. Company Resource Analysis
 - b. SWOT analysis
 - c. Financial analysis
 - d. Identifying and developing capabilities
 - e. Value Chain analysis
 - f. Identifying cost advantages
- II. Business Strategy
 - A. Competitive Advantage in Specific Industries
 - B. Industry Life Cycle
- III. Corporate Strategy
 - A. Vertical Integration
 - a. Transaction Cost analysis
 - B. Global Strategy
 - C. Diversification
- IV. Strategy Implementation & Leadership
 - A. Corporate culture

- B. Action plans
- C. Business processes and systems
- D. Portfolio Analysis
- V. Current Topics and Issues in Strategy

Evaluation of Student Performance (format: 1, a, i, ii, etc.):

Student performance will be evaluated based on some combination of :

1. Exams
2. Written Assignment/Project (consulting, simulation, cases, or practical application)
3. Presentation

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METROPOLITAN STATE UNIVERSITY OF DENVER
Office of Academic and Student Affairs

REGULAR COURSE SYLLABUS

School of: Business

Department: Marketing

Prefix & Course Number: MKTM 5050

Crosslisted With*: _____

Course Title: Marketing Analysis and Planning

Transcript Course Title (30 characters): Marketing Analysis & Planning

Check All That Apply: Required for Major: X Required for Minor: _____ Specified Elective: _____

Required for Concentration: _____ Elective: _____ Service Course: _____

To receive Title IV financial aid funds, all institutions of higher education must comply with the federal definition of a credit hour. The Higher Learning Commission requires institutions to maintain policies and procedures for verifying compliance with this definition.

Federal Credit Hour Definition: A credit hour is an amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally-established equivalency that reasonably approximates not less than:

(1) one hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately fifteen weeks for one semester or trimester hour of credit, or ten to twelve weeks for one quarter hour of credit, or the equivalent amount of work over a different amount of time; or (2) at least an equivalent amount of work as required in paragraph (1) of this definition for other activities as established by an institution, including laboratory work, internships, practica, studio work, and other academic work leading toward to the award of credit hours. 34CFR 600.2 (11/1/2010)

Credit Hours: 3.0 (3+0) Schedule Type: L Grade Mode: L

Face-to-Face or Equivalent Hours per course:

Lecture 45 Lab _____ Internship _____ Practicum _____ Other (please specify type and hours): _____

Additional Student Work Hours per course: 90

Credit Hours: 3 (0+9) Schedule Type: J Grade Mode: L

Face-to-Face or Equivalent Hours per course:

Lecture _____ Lab _____ Internship _____ Practicum _____ Other: _____

Additional Student Work Hours per course: 135

APPROVED: _____

Department Chair OR Program Director

3/15/16
Date

Dean OR Associate Dean

Date

Associate VP, Academic and Student Affairs

Date

*If crosslisted, attach completed Course Crosslisting Agreement Form

Prefix and Course Number: MKTM 5050

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Credit Hours: 3 (1.5+0+1.5) **Schedule Type:** 6 **Grade Mode:** L

Face-to-Face or Equivalent Hours per course:

Lecture 22.5 Lab _____ Internship _____ Practicum _____ Other: Online 22.5

Additional Student Work Hours per course: 90

Credit Hours: 3 (0.75+0+2.25) **Schedule Type:** 11 **Grade Mode:** L

Face-to-Face or Equivalent Hours per course:

Lecture 11.25 Lab _____ Internship _____ Practicum _____ Other: Online 33.75

Additional Student Work Hours per course: 90

Variable topics umbrella course: No ☒ Yes _____ If yes, number of credits/repeats allowed _____

Specified repeatable course: No ☒ Yes _____ If yes, number of credits/repeats allowed _____

Prerequisite(s): _____

Corequisite(s): _____

Prerequisite(s) or Corequisite(s): _____

Banner Enforced Coding:

Prerequisite(s): _____

Corequisite(s): _____

Prerequisite(s) or Corequisite(s): _____

Registration restrictions: Level GR Class _____ Program/Major Student attribute _____

Catalog Course 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.

Specific Variable Topics Course Description (if applicable, umbrella course description included above):

Required Reading and Other Materials will be equivalent to:

Kotler, P. T. and Keller, K.L. (2016), *Marketing Management*, 15th edition, Prentice Hall, Upper Saddle River: NJ.

Specific, Measurable Student Behavioral Learning Objectives:

Upon completion of this course the student should be able to:

1. Understand and apply key concepts and techniques relevant to marketing planning and implementation
2. Evaluate and solve marketing problems using information and analytic tools (MBA LG 2.1, 2.2)
3. Design a marketing plan in a sustainable and ethical context (MBA LG 1.1, 1.2, 1.3, 3, 5)

Detailed Outline of Course Content (Major Topics and Subtopics) or Outline of Field Experience/Internship (experience, responsibilities and supervision) (format: I, A, 1, a, etc.):

- I. Understanding Marketing Management
 - A. Marketing strategy
 - B. Implementation planning
 - C. Project, process, and vendor management
 - D. Reporting, measurement, feedback and control systems
- II. Creating, analyzing, and utilizing marketing information
 - A. Marketing analytics
 - B. Marketing research process
 - C. Instrument development
 - D. Sampling
 - E. Qualitative analysis
 - F. Quantitative analysis
- III. Analyzing local and global markets
 - A. Cultures and sub-cultures
 - B. Current global and local marketing trends
 - C. Analysis of how local markets are impacted by global markets and vice versa
- IV. Creating long-term customer relationships
 - A. Relationship marketing
 - B. Marketing concept
 - C. Business-to-business marketing
 - D. Customer service
- V. Identifying market segments and targets
 - A. Bases of segmentation, both consumer and organizational
 - B. Criteria for good segmentation
 - C. Marketing strategies in relationship to segmentation strategies
 - D. Targeting strategies
- VI. Building Strong Brands
 - A. Personal branding
 - B. Brand elements
 - C. Brand value
 - D. Brand loyalty and related concepts
- VII. Developing and managing products and services
 - A. Goods/services continuum
 - B. Types of products and services
 - C. Unique properties of services
 - D. Service product quality
 - E. New product development process
- VIII. Developing pricing strategy
 - A. Break-even pricing and analysis
 - B. Exchange rates and pricing
 - C. Theory or price elasticity
 - D. Pricing strategies
 - E. Pricing practices
- IX. Designing and managing marketing channels
 - A. Logistics

- B. Managing relationships within the channel
- C. Formation of the Channel; selection of intermediaries/resellers
- D. Standard and unique marketing channels
- X. Designing and managing Integrated Marketing Communications
 - A. Advertising strategy
 - B. Personal selling and sales management strategies
 - C. Sales promotion strategy
 - D. Public relations and publicity strategies
- XI. Managing the Marketing Organization
 - A. Human resources
 - B. Motivation theory
 - C. Organizational structure theory and management
 - D. Marketing controls
 - E. Marketing strategy and change theory

Evaluation of Student Performance (format: 1, a, i, ii, etc.):

Student performance will be evaluated based on some combination of the following:

1. Case studies
2. Simulation(s)
3. Marketing Plan and Presentation
4. Class Preparation and Participation
5. Exams

63.

METROPOLITAN STATE UNIVERSITY OF DENVER
Office of Academic and Student Affairs

REGULAR COURSE SYLLABUS

School of: Business

Department: Marketing

Prefix & Course Number: MKTM 5800

Crosslisted With*: _____

Course Title: Advanced Strategic Marketing and Analysis

Transcript Course Title (30 characters): Strategic Marketing/Analysis

Check All That Apply: Required for Major: _____ Required for Minor: _____ Specified Elective: _____

Required for Concentration: X Elective: _____ Service Course: _____

To receive Title IV financial aid funds, all institutions of higher education must comply with the federal definition of a credit hour. The Higher Learning Commission requires institutions to maintain policies and procedures for verifying compliance with this definition.

Federal Credit Hour Definition: A credit hour is an amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally-established equivalency that reasonably approximates not less than:

(1) one hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately fifteen weeks for one semester or trimester hour of credit, or ten to twelve weeks for one quarter hour of credit, or the equivalent amount of work over a different amount of time; or (2) at least an equivalent amount of work as required in paragraph (1) of this definition for other activities as established by an institution, including laboratory work, internships, practica, studio work, and other academic work leading toward to the award of credit hours. 34CFR 600.2 (11/1/2010)

Credit Hours: 3 (3+0) Schedule Type: L Grade Mode: L

Face-to-Face or Equivalent Hours per course:

Lecture 45 Lab _____ Internship _____ Practicum _____ Other: _____

Additional Student Work Hours per course: 90

Credit Hours: 3 (0+9) Schedule Type: J Grade Mode: L

Face-to-Face or Equivalent Hours per course:

Lecture _____ Lab _____ Internship _____ Practicum _____ Other: _____

Additional Student Work Hours per course: 135

APPROVED:



Department Chair OR Program Director

3/15/16
Date

Dean OR Associate Dean

Date

Associate VP, Academic and Student Affairs

Date

*If crosslisted, attach completed Course Crosslisting Agreement Form

Prefix and Course Number: MKTM 5800

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Credit Hours: 3 (1.5+0+1.5) **Schedule Type:** 6 **Grade Mode:** L

Face-to-Face or Equivalent Hours per course:

Lecture 22.5 Lab _____ Internship _____ Practicum _____ Other: Online 22.5

Additional Student Work Hours per course: 90

Credit Hours: 3 (0.75+0+2.25) **Schedule Type:** 11 **Grade Mode:** L

Face-to-Face or Equivalent Hours per course:

Lecture 11.25 Lab _____ Internship _____ Practicum _____ Other: Online 33.75

Additional Student Work Hours per course: 90

Variable topics umbrella course: No X Yes _____ If yes, number of credits/repeats allowed _____

Specified repeatable course: No X Yes _____ If yes, number of credits/repeats allowed _____

Prerequisite(s): Corequisite(s): _____

Prerequisite(s) or Corequisite(s): MKTM 5050

Banner Enforced Coding:

Prerequisite(s):

Corequisite(s): _____

Prerequisite(s) or Corequisite(s): MKTM 5050

Registration restrictions: Level GR Class _____ Program/Major _____ Student attribute _____

Catalog Course 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.

Required Reading and Other Materials will be equivalent to:

Kerin, R. and Peterson, R. (2013), *Strategic Marketing Problems*, 13th edition, Upper Saddle River: NJ: Prentice Hall,

Specific, Measurable Student Behavioral Learning Objectives:

Upon completion of this course the student should be able to:

1. Evaluate strategic marketing frameworks.
2. Analyze data to inform decision making and reduce risk. (MBA LG 2.1, 2.2, 3)
3. Formulate, communicate, and defend recommendations in a global context, and critically examine the recommendations of others. (MBA LG 1.1, 1.2, 1.3, 4, 5)
4. Plan for the allocation of scarce organizational resources.

Detailed Outline of Course Content (Major Topics):

- I. The Marketing Value Proposition
 - A. The marketing concept
 - B. Ethics as a marketing issue
 - C. Planning in a global context
 - D. The role of market and customer orientation
- II. Applying Marketing Information to Strategy Formulation
 - A. Marketing research and information creation
 - B. Marketing metrics and performance measures
- III. Environmental Analysis
 - A. Resource availability, values and purpose
 - B. Customer and competitor analysis
 - C. Market analysis tools
- IV. Strategy Identification and Selection
 - A. Sources of competitive advantage
 - B. Differentiation strategies
 - C. Market entry strategies
 - D. Growth strategies
- V. Market Segmentation, Market Targeting and Positioning
 - A. Approaches to segmentation
 - B. Positioning strategy
- VI. Product Life Cycle and Product Portfolio
 - A. Life cycle theory and analysis
 - B. Product and service strategy
 - C. Product portfolio analysis
- VII. Building, Monitoring and Using Brand Equity
 - A. Brand management
 - B. Brand values, equity, and extension
 - C. Branding for loyalty
- VIII. Strategic planning for pricing, distribution, and marketing communications
 - A. Pricing strategy
 - B. Channel selection strategy
 - C. Integrated marketing communications
- IX. Implementing Marketing Strategies
 - A. Objective setting
 - B. The integration of people, processes, and technology
 - C. The control process

Evaluation of Student Performance:

Student performance will be evaluated based on some combination of the following:

1. Case studies
2. Client projects
3. Simulation
4. Preparation and participation
5. Papers

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METROPOLITAN STATE UNIVERSITY OF DENVER
Office of Academic and Student Affairs

REGULAR COURSE SYLLABUS

College of: Business

Department: Accounting

Prefix & Course Number: ACCM5090

Crosslisted With*: _____

Course Title: Tax Research

Banner course title (30 characters): Tax Research

Check All That Apply: Required for Major: _____ Required for Minor: _____ Specified Elective: _____

Required for Concentration: _____ Elective: X Service Course: _____

To receive Title IV financial aid funds, all institutions of higher education must comply with the federal definition of a credit hour. The Higher Learning Commission requires institutions to maintain policies and procedures for verifying compliance with this definition.

Federal Credit Hour Definition: A credit hour is an amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally-established equivalency that reasonably approximates not less than:

(1) one hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately fifteen weeks for one semester or trimester hour of credit, or ten to twelve weeks for one quarter hour of credit, or the equivalent amount of work over a different amount of time; or (2) at least an equivalent amount of work as required in paragraph (1) of this definition for other activities as established by an institution, including laboratory work, internships, practica, studio work, and other academic work leading toward the award of credit hours. 34CFR 600.2 (11/1/2010)

Credit Hours: 3 (3+0) Schedule Type: L Grade Mode: L

Face-to-Face or Equivalent Hours per course:

Lecture 45 Lab _____ Internship _____ Practicum _____ Other: _____

Additional Student Work Hours per course: 90

Credit Hours: 3 (1.5+0+1.5) Schedule Type: 6 Grade Mode: L

Face-to-Face or Equivalent Hours per course:

Lecture 22.5 Lab _____ Internship _____ Practicum _____ Other: Online 22.5

Additional Student Work Hours per course: 90

APPROVED

Department Chair OR Program Director

Dean OR Associate Dean

Associate VP, Academic Affairs

1/20/2015
Date

1/20/15
Date

01/23/15
Date

Credit Hours: 3 (1.5+0+1.5) **Schedule Type:** 12 **Grade Mode:** L

Face-to-Face or Equivalent Hours per course:

Lecture 22.5 Lab _____ Internship _____ Practicum 67.5 Other: _____

Additional Student Work Hours per course: 90

Variable topics umbrella course: No x Yes _____ If yes, number of credits/repeats allowed _____

Specified repeatable course: No X Yes _____ If yes, number of credits/repeats allowed _____

Prerequisite(s): ACC 3090 and master's standing; or permission of the MPace coordinator

Corequisite(s): _____

Prerequisite(s) or Corequisite(s): _____

Banner Enforced:

Prerequisite(s): ACC 3090 and master's standing

Corequisite(s): _____

Prerequisite(s) or Corequisite(s): _____

Registration restrictions: Level Graduate Class _____ Program/Major AC3M, ACCM Student attribute _____

Catalog Course 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.

Specific Variable Topics Course Description (if applicable, umbrella course description included above):
Not applicable.

Required Reading and Other Materials will be equivalent to:

May, Claire B. and Gordon S. May. (2008). *Effective Writing: A Handbook for Accountants*, 8th Ed. Upper-Saddle River, NJ: Pearson Prentice Hall.

Strunk, William, Jr, and E.B. White. (1999). *The Elements of Style*. 4th Ed. Upper-Saddle River, NJ: Pearson Longman.

Turabian, Kate L. (2007). *A Manual for Writers of Research Papers, Theses, and Dissertations*. 7th Ed. Chicago, IL; The University of Chicago Press.

Karlin, Barbara H. (2009). *Tax Research*. 4th Ed. Upper-Saddle River, NJ: Pearson Prentice Hall.

Internal Revenue Code of 1986, as amended.

Treasury Regulations.

Numerous cases, handouts, articles from tax journals, judicial sources and Internet sites.

Specific, Measurable Student Behavioral Learning Objectives:

Upon completion of this course the student should be able to:

1. Compare and contrast the various sources of federal tax law.
2. Apply a systematic tax research methodology in solving complex taxpayer-oriented tax problems.
3. Assess tax research findings.

Detailed Outline of Course:

- I. Overview of tax research methodology
- II. The Internal Revenue Code
 - A. The Legislative process
 - B. Analyzing and searching the Code
- III. Treasury interpretations
 - A. Regulations
 - B. Revenue Rulings
 - C. Revenue Procedures
 - D. Letter Rulings
 - E. Tax Advice Memoranda
- IV. Judicial interpretations
 - A. Trial courts
 - B. Appellate courts
 - C. Briefing cases
 - D. Citing cases
 - E. Using Citators
- V. Researching Primary Authorities
 - A. Electronic searching
 - B. Secondary resources
- VI. Communicating Research Results
 - A. Memo-to-the-file
 - B. Client letters
 - C. Oral communication

Evaluation of Student Performance:

- 1. Students are expected to meet at least the following performance standards:
 - a. Thorough preparation of reading and written assignments for each class.
 - b. Active class participation.
 - c. Team collaboration.
 - d. Class attendance.
- 2. Students' progress towards the desired learning objectives will be assessed, and a grade will be awarded, based on their performance in:
 - a. Examinations,
 - b. A research paper and presentation, and
 - c. Some combination of the following:
 - i. Class participation,
 - ii. Group and individual assignments, presentations, cases, homework, or in-class activities,
 - iii. Facilitation of the presentation of topics and/or research papers.

METROPOLITAN STATE UNIVERSITY OF DENVER
Office of Academic and Student Affairs

REGULAR COURSE SYLLABUS

College of: Business

Department: Accounting

Prefix & Course Number: ACCM5520 Crosslisted With*: _____

Course Title: Business Combinations

Banner course title (30 characters): Business Combinations

Check All That Apply: Required for Major: _____ Required for Minor: _____ Specified Elective: _____
Required for Concentration: _____ Elective: X Service Course: _____

To receive Title IV financial aid funds, all institutions of higher education must comply with the federal definition of a credit hour. The Higher Learning Commission requires institutions to maintain policies and procedures for verifying compliance with this definition.

Federal Credit Hour Definition: A credit hour is an amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally-established equivalency that reasonably approximates not less than:

(1) one hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately fifteen weeks for one semester or trimester hour of credit, or ten to twelve weeks for one quarter hour of credit, or the equivalent amount of work over a different amount of time; or (2) at least an equivalent amount of work as required in paragraph (1) of this definition for other activities as established by an institution, including laboratory work, internships, practica, studio work, and other academic work leading toward to the award of credit hours. 34CFR 600.2 (11/1/2010)

Credit Hours: 3 (3+0) Schedule Type: L Grade Mode: L

Face-to-Face or Equivalent Hours per course:

Lecture 45 Lab _____ Internship _____ Practicum _____ Other: _____

Additional Student Work Hours per course: 90

Credit Hours: 3 (1.5+0+1.5) Schedule Type: 6 Grade Mode: L

Face-to-Face or Equivalent Hours per course:

Lecture 22.5 Lab _____ Internship _____ Practicum _____ Other: Online 22.5

Additional Student Work Hours per course: 90

APPROVED:

Department Chair OR Program Director

Dean OR Associate Dean

Associate VP, Academic Affairs

1/20/2015
Date

1/20/15
Date

01/23/15
Date

Credit Hours: 3 (1.5+0+1.5) **Schedule Type:** 12 **Grade Mode:** L

Face-to-Face or Equivalent Hours per course:

Lecture 22.5 Lab _____ Internship _____ Practicum 67.5 Other: _____

Additional Student Work Hours per course: 90

Variable topics umbrella course: No ☒ Yes _____ If yes, number of credits/repeats allowed _____

Specified repeatable course: No ☒ Yes _____ If yes, number of credits/repeats allowed _____

Prerequisite(s): ACC 5020 and master's standing; or permission of the MPAcc coordinator

Corequisite(s): N/A

Prerequisite(s) or Corequisite(s): N/A

Banner Enforced:

Prerequisite(s): ACC 5020 and master's standing

Corequisite(s): _____

Prerequisite(s) or Corequisite(s): _____

Registration restrictions: Level Graduate Class _____ Program/Major AC3M, ACCM Student attribute _____

Catalog Course 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.

Specific Variable Topics Course Description (if applicable, umbrella course description included above):
Not applicable.

Required Reading and Other Materials will be equivalent to:

May, Claire B. and Gordon S. May. (2008). *Effective Writing: A Handbook for Accountants*, 8th Ed. Upper-Saddle River, NJ: Pearson Prentice Hall.

Strunk, William, Jr. and E.B. White. (1999). *The Elements of Style*. 4th Ed. Upper-Saddle River, NJ: Pearson Longman.

Turabian, Kate L. (2007). *A Manual for Writers of Research Papers, Theses, and Dissertations*. 7th Ed. Chicago, IL: The University of Chicago Press.

Financial Accounting Standards Board. *Statements of Financial Accounting Standards*. Norwalk, CT.

No. 52, "Foreign Currency Translation".

No. 115, "Accounting for Certain Investments in Debt and Equity Securities".

No. 133, "Accounting for Derivative Instruments and Hedging Activities".

No. 138, "Accounting for Certain Derivative Instruments and Certain Hedging Activities".

No. 141 (Revised), "Business Combinations".

No. 142, "Goodwill and Other Intangible Assets".

No. 160, "Noncontrolling Interests in Consolidated Financial Statements".

Financial Accounting Standards Board. *Interpretations*. Norwalk, CT.

No. 35, "Criteria for Applying the Equity Method of Accounting for Investments in Common Stock -- an Interpretation of APB Opinion No. 18".

No. 46 (Revised), "Consolidation of Variable Interest Entities -- an Interpretation of ARB No. 51".

Accounting Principles Board. *Opinions*. New York, NY. The American Institute of Certified Public Accountants.

No. 18, "The Equity Method of Accounting for Investments in Common Stock".

Specific, Measurable Student Behavioral Learning Objectives:

Upon completion of this course the student should be able to:

1. Prepare consolidated financial statements for parent and subsidiary companies, including situations involving complex groups, intercompany transactions between parent and subsidiary, foreign subsidiaries, and variable interest entities.
2. Compare and contrast the major theories and concepts that underlie business combinations.
3. Evaluate the theoretical background of the accounting procedures and practices for business combinations.
4. Evaluate the standards for the financial reporting of business combinations.
5. Develop and defend conclusions about the direction of financial reporting of business combinations.
6. Evaluate the empirical research on business combinations.

Detailed Outline of Course Content:

- I. Equity Method Investments
- II. Asset Acquisition Business Combinations
- III. Stock Acquisition Business Combinations
 - A. Accounting for noncontrolling interests
 - B. Intercompany transactions
 - C. Subsidiaries with complicated capital structures
 - D. Complex groups
- IV. Consolidation of Variable Interest Entities
- V. International Accounting Topics
 - A. Foreign currency transactions
 - B. Hedging transactions
 - C. Translation/remeasurement of foreign currency financial statements
 - D. Consolidation process for foreign subsidiaries
- VI. Review of the empirical research on business combinations

Evaluation of Student Performance:

1. Students are expected to meet at least the following performance standards:
 - a. Thorough preparation of reading and written assignments for each class.
 - b. Active class participation.
 - c. Team collaboration.
 - d. Class attendance.
2. Students' progress towards the desired learning objectives will be assessed, and a grade will be awarded, based on their performance in:
 - a. Examinations,
 - b. A research paper and presentation, and
 - c. Some combination of the following:
 - i. Class participation,
 - ii. Group and individual assignments, presentations, cases, homework, or in-class activities,
 - iii. Facilitation of the presentation of topics and/or research papers.

METROPOLITAN STATE UNIVERSITY OF DENVER
Office of Academic and Student Affairs

REGULAR COURSE SYLLABUS

College of: Business

Department: Accounting

Prefix & Course Number: ACCM5600 Crosslisted With*: _____

Course Title: Fraud Awareness

Banner course title (30 characters): Fraud Awareness

Check All That Apply: Required for Major: ☒ Required for Minor: _____ Specified Elective: _____

Required for Concentration: _____ Elective: _____ Service Course: _____

To receive Title IV financial aid funds, all institutions of higher education must comply with the federal definition of a credit hour. The Higher Learning Commission requires institutions to maintain policies and procedures for verifying compliance with this definition.

Federal Credit Hour Definition: A credit hour is an amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally-established equivalency that reasonably approximates not less than:

(1) one hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately fifteen weeks for one semester or trimester hour of credit, or ten to twelve weeks for one quarter hour of credit, or the equivalent amount of work over a different amount of time; or (2) at least an equivalent amount of work as required in paragraph (1) of this definition for other activities as established by an institution, including laboratory work, internships, practica, studio work, and other academic work leading toward to the award of credit hours. 34CFR 600.2 (11/1/2010)

Credit Hours: 3 (3+0) Schedule Type: L Grade Mode: L

Face-to-Face or Equivalent Hours per course:

Lecture 45 Lab _____ Internship _____ Practicum _____ Other: _____

Additional Student Work Hours per course: 90


Credit Hours: 3 (1.5+0+1.5) Schedule Type: 6 Grade Mode: L

Face-to-Face or Equivalent Hours per course:

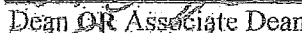
Lecture 22.5 Lab _____ Internship _____ Practicum _____ Other: Online 22.5

Additional Student Work Hours per course: 90


APPROVED:


Department Chair OR Program Director

1/22/2015
Date


Dean OR Associate Dean

1/20/15
Date


Associate VP, Academic Affairs

01/23/15
Date

Credit Hours: 3 (1.5+0+1.5) Schedule Type: 12 Grade Mode: L

Face-to-Face or Equivalent Hours per course:

Lecture 22.5 Lab _____ Internship _____ Practicum 67.5 Other: _____

Additional Student Work Hours per course: 90

Variable topics umbrella course: No ☒ Yes _____ If yes, number of credits/repeats allowed _____

Specified repeatable course: No ☒ Yes _____ If yes, number of credits/repeats allowed _____

Prerequisite(s): ACC 5020 and master's standing; or permission of the MPAcc coordinator

Corequisite(s): _____

Prerequisite(s) or Corequisite(s): _____

Banner Enforced:

Prerequisite(s): ACC 5020 and master's standing

Corequisite(s): _____

Prerequisite(s) or Corequisite(s): _____

Registration restrictions: Level Graduate Class _____ Program/Major AC3M, ACCM Student attribute _____

Catalog Course 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.

Specific Variable Topics Course Description (if applicable, umbrella course description included above):

Required Reading and Other Materials will be equivalent to:

May, Claire B. and Gordon S. May. (2008). *Effective Writing: A Handbook for Accountants*, 8th Ed. Upper-Saddle River, NJ: Pearson Prentice Hall.

Strunk, William, Jr, and E.B. White. (1999). *The Elements of Style*. 4th Ed. Upper-Saddle River, NJ: Pearson Longman.

Turabian, Kate L. (2007). *A Manual for Writers of Research Papers, Theses, and Dissertations*. 7th Ed. Chicago, IL: The University of Chicago Press.

Albrecht, W. Steve, Conan C. Albrecht, Chad O. Albrecht, and Mark F. Zimbelman. (2009). *Fraud Examination*, 3rd Ed. Mason, OH: South-Western Cengage Learning.

Course Packet.

Numerous handouts, articles from accounting journals, Internet sites, videos, or cases.

Specific, Measurable Student Behavioral Learning Objectives:

Upon completion of this course the student should be able to:

1. Describe the nature of fraud.
 - a. Describe how fraud affects individuals and organizations.
 - b. Define fraud.
 - c. Discuss the motivations for fraud.
 - d. Classify frauds into various types.
2. Describe fraud-fighting career options.
3. Analyze the fraud triangle and apply it to explain why people commit fraud.

4. Compare and contrast methods of fraud prevention and detection.
5. Evaluate how fraudulent conduct may be deterred or prevented.

Detailed Outline of Course Content:

- I. The Nature of Fraud – An Overview
- II. Fraud: Who & Why
- III. Fraud Prevention
 - A. Tone at the Top / Ethics
 - B. Internal Controls
 - C. Whistle Blowing and Hotlines
- IV. Fraud Detection and Recognizing Symptoms of Fraud
- V. Proactive Approaches to Detecting Fraud
 - A. Data Analysis
 - B. Bedford's Rule
- VI. Introduction to fraud investigations
- VII. Overview of Types of Fraud
 - A. Employee Fraud
 - B. Vendor Fraud
 - C. Customer Fraud
 - D. Management Fraud
 - E. Investment scams (including ponzi schemes)
 - F. Bankruptcy Fraud
 - G. Divorce Fraud
 - H. Tax Fraud
 - I. Affinity Schemes
 - J. Degree Mills
 - K. Disaster Fraud
 - L. Election Fraud
 - M. Elder Fraud
 - N. Election Fraud
 - O. Health Care
 - P. Government Contract Fraud
 - Q. International Fraud issues
 - R. Identity Theft
 - S. Insurance Fraud
 - T. Mortgage Fraud
 - U. Phishing
 - V. Auction Fraud
 - W. Resume Fraud
 - X. Other

Evaluation of Student Performance:

1. Students are expected to meet at least the following performance standards:
 - a. Thorough preparation of reading and written assignments for each class.
 - b. Active class participation.
 - c. Team collaboration.
 - d. Class attendance.
2. Students' progress towards the desired learning objectives will be assessed, and a grade will be awarded, based on their performance in:
 - a. Examinations,
 - b. A research paper and presentation, and
 - c. Some combination of the following:
 - i. Class participation,
 - ii. Group and individual assignments, presentations, cases, homework, or in-class activities,
 - iii. Facilitation of the presentation of topics and/or research papers.

9/6

METROPOLITAN STATE UNIVERSITY OF DENVER
Office of Academic and Student Affairs

REGULAR COURSE SYLLABUS

College of: Business

Department: Accounting

Prefix & Course Number: ACCM5800 Crosslisted With*: _____

Course Title: Applied Internal Auditing

Banner course title (30 characters): Applied Internal Auditing

Check All That Apply: Required for Major: _____ Required for Minor: _____ Specified Elective: _____

Required for Concentration: X Elective: X Service Course: _____

To receive Title IV financial aid funds, all institutions of higher education must comply with the federal definition of a credit hour. The Higher Learning Commission requires institutions to maintain policies and procedures for verifying compliance with this definition.

Federal Credit Hour Definition: A credit hour is an amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally-established equivalency that reasonably approximates not less than:

(1) one hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately fifteen weeks for one semester or trimester hour of credit, or ten to twelve weeks for one quarter hour of credit, or the equivalent amount of work over a different amount of time; or (2) at least an equivalent amount of work as required in paragraph (1) of this definition for other activities as established by an institution, including laboratory work, internships, practica, studio work, and other academic work leading toward the award of credit hours. 34CFR 600.2 (11/1/2010)

Credit Hours: 3 (3+0) Schedule Type: L Grade Mode: L

Face-to-Face or Equivalent Hours per course:

Lecture 45 Lab _____ Internship _____ Practicum _____ Other: _____

Additional Student Work Hours per course: 90

Credit Hours: 3 (1.5+0+1.5) Schedule Type: 6 Grade Mode: L

Face-to-Face or Equivalent Hours per course:

Lecture 22.5 Lab _____ Internship _____ Practicum _____ Other: Online 22.5

Additional Student Work Hours per course: 90

APPROVED

Department Chair OR Program Director

1/20/2015
Date

Dean OR Associate Dean

1/20/15
Date

Associate VP, Academic Affairs

01/23/15
Date

17

Credit Hours: 3 (1.5+0+1.5) Schedule Type: 12 Grade Mode: L

Face-to-Face or Equivalent Hours per course:

Lecture 22.5 Lab _____ Internship _____ Practicum 67.5 Other: _____

Additional Student Work Hours per course: 90

Variable topics umbrella course: No x Yes _____ If yes, number of credits/repeats allowed _____

Specified repeatable course: No X Yes _____ If yes, number of credits/repeats allowed _____

Prerequisite(s): Masters Standing

Corequisite(s): _____

Prerequisite(s) or Corequisite(s): _____

Banner Enforced:

Prerequisite(s): Masters Standing

Corequisite(s): _____

Prerequisite(s) or Corequisite(s): _____

Registration restrictions: Level Graduate Class _____ Program/Major AC3M, ACCM Student attribute _____

Catalog Course 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. Students who have taken ACC 4901 may NOT take this course.

Specific Variable Topics Course Description (if applicable, umbrella course description included above):
Not applicable.

Required Reading and Other Materials will be equivalent to:

May, Claire B. and Gordon S. May. (2008). *Effective Writing: A Handbook for Accountants*, 8th Ed. Upper-Saddle River, NJ: Pearson Prentice Hall.

Strunk, William, Jr. and E.B. White. (1999). *The Elements of Style*. 4th Ed. Upper-Saddle River, NJ: Pearson Longman.

Turabian, Kate L. (2007). *A Manual for Writers of Research Papers, Theses, and Dissertations*. 7th Ed. Chicago, IL: The University of Chicago Press.

Albrecht, W. Steve, Conan C. Albrecht, Chad O. Albrecht, and Mark F. Zimbelman. (2009). *Fraud Examination*, 3rd Ed. Mason, OH: South-Western Cengage Learning.

Course Packet.

Numerous handouts, articles from accounting journals, Internet sites, videos, or cases.

Specific, Measurable Student Behavioral Learning Objectives:

Upon completion of this course the student should be able to (format: 1, a, i, ii, etc.):

1. Apply internal auditing principles to modern business cases.
2. Design internal audit tests of controls.
3. Implement an Enterprise Risk Management model.
4. Evaluate risks and control throughout an enterprise.
5. Analyze and Interpret financial and operating data.
6. Practice the internal audit process during an engagement and develop a written report.
7. Appraise the major organizational governance systems such as Enterprise Risk Management (ERM) and

Detailed Outline of Course Content:

- I. Internal Auditing Overview
 - A. Purpose
 - B. Authority
 - C. Activities
 - D. Career Paths
- II. Internal Audit Code of Ethics
 - A. Internal Auditing Code of Ethics
 - B. Assessing and Fostering the Ethical Climate
 - C. Investigate and Recommend Resolution for Ethics/Compliance
 - D. Performing an Ethics Audit
- III. International Auditing Standards
 - A. Purpose/Authority/Responsibility
 - 1. Board Approval
 - 2. Audit Client Communications
 - 3. Role of the Audit Charter
 - 4. Internal Audit Manual Requirements
 - B. Independence and Objectivity
 - 1. Purpose and Importance of Both
 - 2. Internal Audit Reporting Structure
 - 3. Impairments to Independence and Objectivity
 - C. Required Knowledge, Skills, and Competence
 - D. Promotion and Maintenance of Quality Assurance
 - 1. Purpose of a Quality Assurance Program
 - 2. Conducting a Quality Assurance Engagement
 - 3. Recommending Quality Assurance Improvements
- IV. Corporate Governance/Business Ethics
 - A. Corporate/Organizational Governance Principles
 - B. Environmental and Social Safeguards
 - C. Corporate Social Responsibility
 - D. Conducting a Governance/Ethics Engagement
- V. Internal Control Frameworks
 - A. Control Hierarchies (Preventive, etc)
 - B. Management Control Techniques
 - C. Regulatory Requirements
 - 1. Foreign Corrupt Practices Act
 - 2. Sarbanes Oxley Act
 - D. Common Internal Control Frameworks
 - 1. COSO Framework
 - 2. The ISO Framework (International Organization for Standardization)
 - 3. Cadbury
- VI. Enterprise Risk Management
 - A. COSO Enterprise Risk Management (ERM) Framework
 - B. Implementing the ERM
 - C. Management Self-Assessment
 - D. Recommending ERM Improvements
- VII. Fraud Risk Awareness
 - A. Fraud Triangle/Diamond
 - B. Fraud Red Flags
 - C. IA Role in Fraud Awareness
 - D. Fraud Risk and Controls
 - E. Tests to Detect Fraud
 - F. Culture of Fraud Awareness
 - G. Interrogation/Investigative Techniques
 - H. Forensic Auditing
- VIII. Organizational Structure/Business Processes and Risks
 - A. Risk/Control Implications of Different Organizational Structures

- B. Typical Schemes in Various Business Cycles
 - 1. Procurement
 - 2. Sales
 - 3. Knowledge Management and Insider Trading
 - 4. Supply-Chain Management
 - C. Business Process Analysis
 - 1. Workflow Analysis
 - 2. Bottleneck Management
 - 3. Theory of Constraints
 - IX. Planning the Audit
 - A. Establishment of Objective Engagement/Criteria
 - B. Identification of Key Risks and Controls
 - C. Risk Assessment
 - D. Engagement Procedures and Work Program Preparation
 - E. Staffing and Scheduling
 - X. Data Gathering and Evidence
 - A. Documentation Review
 - 1. Previous Reports
 - 2. Preliminary Survey
 - 3. Checklist/Questionnaire Development
 - 4. Process Mapping and Flowcharting
 - B. Interview Techniques
 - C. Gathering Data through Observation
 - D. Audit Sampling
 - 1. Statistical
 - 2. Non-Statistical (Judgmental)
 - 3. Discovery
 - 4. Statistical Analysis Techniques
 - E. Developing Audit Work Papers
 - F. Evidence Evaluation
 - XI. Data Analysis and Interpretation
 - A. Computerized Audit Tools and Techniques
 - 1. Extraction Practices
 - 2. Continuous Monitoring
 - B. Use of Analytical Review Techniques
 - 1. Ratio Estimation
 - 2. Variance Analysis
 - 3. Budget vs Actual
 - 4. Trend Analysis
 - 5. Reasonableness Tests
 - 6. Spreadsheet Analysis
 - C. Drawing Conclusions from Data

XII. Reporting

- A. Developing Recommendations
 - 1. Key Performance Indicators
 - 2. Business Process Improvement
- B. Reporting on the Effectiveness of Risk Management and the Internal Control Process
- C. Communicate Results
 - 1. Preliminary Communication with Clients
 - 2. Interim Progress Reports
 - 3. Developing Recommendations
 - 4. Report Preparation
 - a. Approval
 - b. Distribution
 - c. Response
- D. Monitor Engagement Outcomes
 - 1. Follow Up
 - 2. Monitoring
 - 3. Additional Issues

Evaluation of Student Performance (format: 1, a, i, ii, etc.):

- 1. Case Studies
- 2. Tests
- 3. Written Assignments
- 4. Research Papers
- 5. Student Presentations

METROPOLITAN STATE UNIVERSITY OF DENVER
Office of Academic and Student Affairs

REGULAR COURSE SYLLABUS

College of: Business

Department: Accounting

Prefix & Course Number: ACCM6580

Crosslisted With*: _____

Course Title: Financial Statement Analysis and Quantitative Methods

Banner course title (30 characters): Fin Statement Analysis

Check All That Apply: Required for Major: _____ Required for Minor: _____ Specified Elective: _____

Required for Concentration: _____ Elective: X Service Course: _____

To receive Title IV financial aid funds, all institutions of higher education must comply with the federal definition of a credit hour. The Higher Learning Commission requires institutions to maintain policies and procedures for verifying compliance with this definition.

Federal Credit Hour Definition: A credit hour is an amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally-established equivalency that reasonably approximates not less than:

(1) one hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately fifteen weeks for one semester or trimester hour of credit, or ten to twelve weeks for one quarter hour of credit, or the equivalent amount of work over a different amount of time; or (2) at least an equivalent amount of work as required in paragraph (1) of this definition for other activities as established by an institution, including laboratory work, internships, practica, studio work, and other academic work leading toward the award of credit hours. 34CFR 600.2 (11/1/2010)

Credit Hours: 3 (3+0) Schedule Type: L Grade Mode: L

Face-to-Face or Equivalent Hours per course:

Lecture 45 Lab _____ Internship _____ Practicum _____ Other: _____

Additional Student Work Hours per course: 90

Credit Hours: 3 (1.5+0+1.5) Schedule Type: 6 Grade Mode: L

Face-to-Face or Equivalent Hours per course:

Lecture 22.5 Lab _____ Internship _____ Practicum _____ Other: Online 22.5

Additional Student Work Hours per course: 90

APPROVED

Department Chair OR Program Director

1/20/2015
Date

Dean OR Associate Dean

1/20/15
Date

Associate VP, Academic Affairs

01/23/15
Date

Credit Hours: 3 (1.5+0+1.5) Schedule Type: 12 Grade Mode: L

Face-to-Face or Equivalent Hours per course:

Lecture 22.5 Lab _____ Internship _____ Practicum 67.5 Other: _____

Additional Student Work Hours per course: 90

Variable topics umbrella course: No x Yes _____ If yes, number of credits/repeats allowed _____

Specified repeatable course: No X Yes _____ If yes, number of credits/repeats allowed _____

Prerequisite(s): ACC 5020 and master's standing

Corequisite(s): _____

Prerequisite(s) or Corequisite(s): _____

Banner Enforced:

Prerequisite(s): ACC 5020 and master's standing

Corequisite(s): _____

Prerequisite(s) or Corequisite(s): _____

Registration restrictions: Level Graduate Class _____ Program/Major AC3M, ACCM Student attribute _____

Catalog Course 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.

Specific Variable Topics Course Description (if applicable, umbrella course description included above):
Not applicable.

Required Reading and Other Materials will be equivalent to:

May, Claire B. and Gordon S. May. (2008). *Effective Writing: A Handbook for Accountants*, 8th Ed. Upper-Saddle River, NJ: Pearson Prentice Hall.

Strunk, William, Jr. and E.B. White. (1999). *The Elements of Style*. 4th Ed. Upper-Saddle River, NJ: Pearson Longman.

Turabian, Kate L. (2007). *A Manual for Writers of Research Papers, Theses, and Dissertations*. 7th Ed. Chicago, IL: The University of Chicago Press.

Helfert, Erich A. (2002). *Techniques of Financial Analysis: A Guide to Value Creation*. 11th Ed. New York, NY: McGraw-Hill Irwin.

Subramanyam, K. R. and John J. Wild. (2009). *Analysis of Financial Statements*. 11th Ed. New York, NY: McGraw-Hill.

Various readings that are drawn from articles in academic and professional journals.

Specific, *Measurable* Student Behavioral Learning Objectives:

Upon completion of this course the student should be able to:

1. Evaluate and estimate the value of merged, unbundled, growth, and distressed firms.
2. Apply the quantitative methods used for the purposes of financial analysis.
3. Analyze, compare, formulate and value firms and financial products.

Detailed Outline of Course Content:

- I. Tools for analysis of financial performance.
- II. Qualitative and quantitative analysis.
- III. Analysis of the quality of earnings.
- IV. Cash flow analysis.
- V. Analysis of credit, equity and derivative products.
- VI. Financial forecasting methods.
- VII. Forecasting external funding needs.
- VIII. Sustainable growth analysis.
- IX. Economic value added and triple bottom line reporting.
- X. The value relevance of accounting information.
- XI. Common econometrics methods used in the analysis of financial statements.
- XII. Methodological issues in accounting empirical research.
- XIII. Financial analysis of companies in specialized industries.
- XIV. Ratio analysis and limitations, distributional properties of ratios.
- XV. Linearity and non-linearity in financial data.
- XVI. Useful backgrounds in performance measurement, prudence and FAS/IFRS,
- XVII. Mark to market accounting and financial statement analysis.
- XVIII. Accounting method choice and financial statement analysis.
- XIX. Comparative international financial statement analysis.

Evaluation of Student Performance:

1. Students are expected to meet at least the following performance standards:
 - a. Thorough preparation of reading and written assignments for each class.
 - b. Active class participation.
 - c. Team collaboration.
 - d. Class attendance.
2. Students' progress towards the desired learning objectives will be assessed, and a grade will be awarded, based on their performance in:
 - a. Examinations,
 - b. A research paper and presentation, and
 - c. Some combination of the following:
 - i. Class participation,
 - ii. Group and individual assignments, presentations, cases, homework, or in-class activities,
 - iii. Facilitation of the presentation of topics and/or research papers.