



# 2021-2022 Catalog Addendum

Academic Affairs  
Friday, July 10, 2021  
*Revised July 19, 2021*  
*Amendment Added August 17, 2021*

2021-2022 Undergraduate Catalog  
2021-2022 Graduate Catalog

*This catalog addendum contains new and revised academic programs and policies. Information in this addendum is subject to change. For general University information, visit MSU Denver's website, [msudenver.edu](https://msudenver.edu).*

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

# Table of Contents

<b>Administration .....</b>	<b>4</b>
Board of Trustees .....	4
Office of the President.....	4
Strategy, Marketing and Communications .....	5
Academic Affairs Division.....	5
Administration, Finance and Facilities Division .....	6
Student Affairs Division.....	7
University Advancement Division .....	8
Academic Administrators.....	9
Academic Administrators.....	11
<b>Alternative Credit Options/Prior Learning Assessment .....</b>	<b>13</b>
CLEP EXAMINATION STANDARDS .....	13
International Baccalaureate Transfer Credit Award .....	16
<b>The Campuses .....</b>	<b>21</b>
<b>The Campus.....</b>	<b>22</b>
<b>Faculty.....</b>	<b>23</b>
Master of Education in Curriculum and Instruction Faculty .....	26
Master of Science in Cybersecurity Faculty.....	26
Master of Science in Nutrition and Dietetics Faculty.....	26
Master of Social Work Faculty.....	27
Master of Science in Speech-Language Pathology Faculty.....	27
Master of Arts in Teaching Faculty .....	27
Emeritus.....	28
<b>Registration and Records .....</b>	<b>29</b>
Transfer Credit Evaluation .....	29
<b>College of Business.....</b>	<b>31</b>
Master of Business Administration.....	31
<b>College of Health and Applied Sciences.....</b>	<b>35</b>
Department of Health Professions.....	35
Health Care Management.....	35
Health Data Science Certificate .....	37
Public Health Major, B.A.....	38
Public Health Minor.....	40
Department of Nursing.....	42
Department of Speech, Language, Hearing Sciences .....	44
Master of Science in Speech-Language Pathology .....	44
Speech, Language, Hearing Sciences Major, B.A. with Early Childhood Education Licensure.....	48
<b>College of Letters, Arts and Sciences .....</b>	<b>52</b>
Department of Chemistry and Biochemistry .....	52

Quality in the Chemical Industry Certificate.....	52
Department of Journalism and Media Production .....	53
Strategic Communication Certificate .....	55
<b>School of Education .....</b>	<b>57</b>
School of Education Graduate Programs.....	57
Department Elementary Education and Literacy.....	59
Elementary Education Major, B.A. ....	59
Department of Special Education, Early Childhood and Culturally and Linguistically Diverse Education.....	65
Master of Education in Curriculum and Instruction.....	65
<b>School of Hospitality .....</b>	<b>67</b>
Rita and Navin Dimond Department of Hotel Management .....	67
Brewery Operations Major, B.S. ....	67
Event and Meeting Management Major, B.S. ....	69
Sociology of Tourism Certificate .....	72
<b>Course Descriptions (Graduate).....</b>	<b>73</b>
<b>Course Descriptions (Undergraduate) .....</b>	<b>80</b>

# Administration

The Metropolitan State University of Denver is governed by the Board of Trustees-Metropolitan State University of Denver. The members are appointed by the Governor of Colorado and approved by the Senate.

<b>Board of Trustees</b>	<b>Date of First Appointment</b>	<b>Present Term Expires</b>
Barbara Barnes Grogan, Chair	2015	2022
Albus Brooks, M.B.A.	2019	2023
Mario Carrera, B.A.	2019	2023
Bethany Fleck Dillen, Ph.D., Faculty Trustee	<del>2020</del> 2021	<del>2021</del> 2022
Emily Renwick Garnett, J.D.	2020	2023
Kristin Hultquist, M.P.P.	2019	2023
Michael Johnston, J.D.	2019	2023
Michael Kopp, J.D.	2020	2024
Marissa Molina, B.A.	2019	2022
Russell Noles, M.B.A., Vice Chair	2019	2022
<del>Joe Rice, M.P.A.,</del> Jim Qualteri, B.S. Alumni Representative	<del>2018</del> 2021	<del>2020</del> 2022
<del>Aura Ward</del> Savannah Martel, Student Trustee	<del>2020</del> 2021	<del>2021</del> 2022

## Office of the President

President	Janine Davidson, Ph.D.
Vice President for Administration/Chief Operating Officer	Larry Sampler, M.A.
Chief of Staff	Edward J. Brown Jr. M.B.A.
Presidential Faculty Fellow	Samuel Jay, Ph.D.
Provost and Executive Vice President of Academic Affairs	Alfred W. Tatum, Ph.D.
Vice President for Diversity and Inclusion	Michael Benitez, Ph.D.
<del>Interim</del> Vice President of <del>Strategy and External Affairs/</del> Chief of Staff	<del>Catherine B. Lucas, B.A., APR</del> Eric Smith, B.S.
Vice President for Student Affairs	Will Simpkins, Ed.D.
Vice President of University Advancement and Executive Director of the MSU Denver Foundation	Christine Márquez-Hudson, M.N.M

General Counsel and Secretary to the Board of Trustees	David Fine, Esq.
Deputy General Counsel	Nicholas Stancil, Esq.
Executive Director, Equal Opportunity and Title IX Coordinator	Raúl M. Sánchez, J.D.
Executive Director of HSI Initiatives and Inclusion	Manuel Del Real, Ph.D.
Director of Athletics	Todd Thurman, M.Ed.
Director of Government Affairs	Kaycee Gerhart, B.S.
<del>President, Student Government Assembly</del>	<del>Braedan Weart</del>

## Strategy, Marketing and Communications

Associate Vice President of Strategic Communications	<del>Vacant</del> Andrea Smith, M.S.
Associate Vice President of Marketing and Brand	Whei Wong-Howerton, M.P.A.
Director of <del>Client Services Operations</del>	Jacque Williams, B.A.
<del>Executive</del> Director of Communications	John Arnold, B.S.
Director of Media Relations	Tim Carroll, B.S., APR
<del>Director of Digital Marketing and UX Strategy</del>	<del>Kayla Manning, M.B.A.</del>

## Academic Affairs Division

### Office of the Provost and Executive Vice President of Academic Affairs

Provost and Executive Vice President of Academic Affairs	Alfred W. Tatum, Ph.D.
President, Council of Chairs and Directors	<del>Andrew Bonham, Ph.D.</del> Elizabeth Ribble, Ph.D.
President, Faculty Senate	Katia Campbell, Ph.D.
<del>Academic Effectiveness</del>	-
<del>Associate Vice President of Academic Effectiveness</del>	<del>Vacant</del>

### Curriculum, ~~Academic Effectiveness~~, and Policy Development

Associate Vice President of Curriculum, <del>Academic Effectiveness</del> , and Policy Development	Shaun T. Schafer, Ph.D.
Director of Curriculum and Catalog	Erica Buckland Anderson, B.A.
Director of General Studies	Keah Schuenemann, Ph.D.
<b>Faculty Affairs</b>	
Vice Provost for Faculty Affairs	Bill Henry, Ph.D.

## Graduate Studies

~~Interim~~ Associate Vice President of Graduate Studies

~~Shannon Campbell, Ph.D.~~ AnnJanette  
Alejano-Steele, Ph.D.

## Innovative and Lifelong Learning

Associate Vice President of Innovative and Lifelong Learning

Terry Bower, M.S.W.

~~Director of Innovative and Lifelong Learning~~

~~Dawn Zoni, Ph.D.~~

## Online Programs

Associate Vice President of Online Programs

Matt Griswold, Ed.D.

## Sponsored Research and Programs

Director of the Office of Sponsored Research and Programs

Betsy Jinks, M.P.H.

## Undergraduate Studies

Associate Vice President of Undergraduate Studies

Elizabeth Parmelee, Ph.D.

Director of Advising Systems

Stephanie Allen, M.A.

Director of the Center for Individualized Learning

Kim VanHoosier-Carey, Ph.D.

Director of the Honors Program

Megan Hughes, Ph.D.

Executive Director of the Office of International Studies

Akbarali Thobhani, Ph.D.

Faculty Director of Undergraduate Research

Kristy Duran, Ph.D.

Director of the One World One Water Center

Tom Cech, M.S.

ROTC Office

~~Captain Anthony Valenzano~~ Nathaniel  
Wherley

Director of the Writing Center

Elizabeth Kleinfeld, Ph.D.

## Administration, Finance and Facilities Division

### Office of the Vice President for Administration, Finance and Facilities

Vice President for Administration/Chief Operating Officer

Larry Sampler, M.A.

Associate Vice President of Administration and Finance

George Middlemist, Ph.D., C.P.A.

Chief of Staff to the Vice President for Administration

Leone Schulz, B.A.

CIO/Associate Vice President Information Technology Services

Kevin Taylor, M.B.A.

Director of Accounting Services

Liza Larsen, M.B.A., C.P.A.

Director of Budget

Cipriana Patterson, B.A.

Bursar

Christina Nguyen

Executive Director, Office of University Effectiveness and Director of Center for Advanced Visualization and Experiential Analysis

~~Sarah Harman, M.F.A.~~ Vacant

Director of Human Resources

Stacy Dvergsdal, B.A.

Director of Institutional Research

Ellen Boswell, B.S.

Director of ITS Client Services

Nick Pistentis, M.S.

Director of ITS Infrastructure Services and Chief Information Security Officer

Michael Hart, B.S.

Director of Operations and Maintenance

Sharon Lorince, M.B.A.

Director of Planning, Design, and Construction

Jonathan McCann, M.B.A.

President, Staff Senate

Rebecca Reid, B.A.

## Student Affairs Division

### Office of the Vice President for Student Affairs

Vice President for Student Affairs

Will Simpkins, Ed.D.

Director of Operations and Planning for Student Affairs

Emily Willan, B.S.

### Classroom to Career Hub

Associate Vice President of Classroom to Career Initiatives

Adrienne Martinez, M.S.W.

~~Interim~~ Director of Faculty Engagement

Pamela Ansborg, Ph.D.

Director of Career Engagement

Bridgette Coble, Ph.D.

~~Executive~~ Director of Industry Partnerships

Maluwa Behringer, B.S.

~~Executive~~ Director of Student Support and Retention

Nahum Kisner, M.S.

### Enrollment Management

Associate Vice President of Enrollment Management

Mary Saucedo, M.A.

Executive Director of Admissions and Outreach

Vaughn Toland, M.A.

Director of Admissions Internal Operations

Marlynn Rocha-Vasquez, B.A.

Director of Enrollment Management Call Center

~~Jeremy Coleman, M.Ed.~~ Vacant

Director of Enrollment Management Systems and Operations

Michael Nguyen, B.S.

~~Interim~~ Executive Director of Financial Aid and Scholarships

~~Thad Spaulding, B.A.~~ Thomas Hernandez, M.A.

Director of Financial Aid Operations and Systems	Tyler Resch, B.A.
Director of Orientation, Transition, Retention	Megan Scherzberg, Ph.D.
Director of Diverse Recruitment	Cameron Simmons, M.B.A.
Registrar	Connie Sanders, B.S.
Director of Scholarships	Vacant
Director of MSU Denver Testing Services	Russell Reynolds, B.A.
<b>Interim</b> Director of the Center for Urban Education and TRIO High School Upward Bound	<del>Carla Mirabelli, M.P.A.</del> Janelle Henderson, B.A.
<b>Student Engagement and Wellness</b>	
Associate Vice President for Student Engagement and Wellness/Dean of Students	Braelin Pantel, Ph.D.
Associate Dean for Equity and Student Engagement	Cynthia Baron, Ed.D.
Associate Dean for Student Engagement and Wellness	Vacant
Assistant Dean/Director of TRIO Student Support Services	Ally Garcia, Ed.D.
Director of Campus Recreation	Diane Yee, M.S.
Director of the College Assistance Migrant Program	Raquel Jimenez, M.S.W.
<b>Interim</b> Assistant Dean and Director of the Center for Multicultural Engagement and Inclusion	<del>Vacant</del> Thanh Nguyen, Ed.D.
Executive Director of the Counseling Center	Gail Bruce-Sanford, Ph.D.
<b>Executive</b> Director of the Health Center at Auraria	Steve Monaco, M.S.
Director of the Immigrant Services Program	Gregor Mieder, M.A.
Interim Director of the LGBTQ Student Resource Center	Charles DeHerrera, M.A.
Director of Student Accountability and Behavioral Intervention	Thomas Ragland, M.S.
Director for Student Care Center	Erica Quintana-Garcia, M.S.W, LSW
<b>Interim</b> Director of Veteran and Military Student Services	<del>Rita Case, M.S.</del> Ted Jimenez, B.S.

## University Advancement Division

### Office of the Vice President for University Advancement

Vice President of University Advancement and Executive Director of the MSU Denver Foundation	Christine Márquez-Hudson, M.N.M.
Chief Financial and Operating Officer	Lori Herrera, M.B.A



Assistant Vice President of Strategic Engagement  
Associate Vice President for University Advancement  
Executive Director of Corporate and Foundation Relations  
Director of Alumni Relations  
Senior Director of Advancement Communications and Giving  
Senior Director of Development  
Director of Donor Relations and Advancement Special Events  
Senior Director of Major Gifts

Jamie Hurst, J.D.  
Katie Biscoe, B.A.  
Megan Conklin, M.S.W.  
Brandi Rideout, M.Ed.  
Breanne Milnes  
Gwen Thompson, M.A.  
Traci McBee Rowe, M.N.M.  
Steve Galpern, M.A.

## Academic Administrators

### College of Business

Dean

Ann B. Murphy, Ph.D.

~~Interim~~ Associate Dean

~~Chittibabu Govindarajulu, Ph.D. Trey Fleisher, Ph.D.~~

Chair, Accounting

Gregory Clifton, J.D.

Chair, Computer Information Systems and Business Analytics

Abel Moreno, Ph.D.

Chair, Economics

Arthur Fleisher III, Ph.D.

Chair, Finance

~~Alex Fayman, Ph.D. Paul Camp, Ph.D.~~

Chair, Management

Debora Gilliard, Ph.D.

Chair, Marketing

Nicole Vowles, Ph.D.

### College of Health and Applied Sciences

Interim Dean

Rebecca Trammell, Ph.D.

Associate Dean

~~Kathy Heyl, MS, RDN AnnJanette Alejano-Steele, Ph.D.~~

Associate Dean

Vacant

Interim Associate Dean

Hope Szypulski, DNP

Director, Institute for Advanced Manufacturing Sciences

~~Mark Yoss, B.S. Vacant~~

Chair, Aviation and Aerospace Science

Jeffrey Forrest, Ph.D.

Chair, Computer Sciences

Steve Beaty, Ph.D.

Chair, Criminal Justice and Criminology	<del>Andrea Borrego, Ph.D. Henry Jackson, Jr., Ph.D.</del>
Chair, Engineering and Engineering Technology	Fred Barlow, Ph.D.
Director of Development and Partnerships, Health Institute	Emily Matuszewicz, D.C.
Chair, Health Professions	Kevin Zeiler, J.D.
Chair, Human Performance and Sport	Chad Harris, Ph.D.
Chair, Human Services and Counseling	Annie Butler, M.A.
Chair, Industrial Design	<del>John Wanberg, M.S.D. Ted Shin, M.F.A.</del>
<del>Chair, Journalism and Media Production</del>	<del>Christopher Jennings, Ph.D.</del>
Chair, Nursing	Theresa Buxton, Ph.D.
Chair, Nutrition	Rachael Sinley, Ph.D.
Chair, Social Work	Jessica Retrum, Ph.D.
Chair, Speech, Language, Hearing Sciences	Jessica Rossi-Katz, Ph.D.
<b>College of Letters, Arts and Sciences</b>	
<del>Interim</del> Dean	<del>Jason Janke, Ph.D. John Masserini, D.M.A.</del>
Associate Dean	Ibon Izurieta, Ph.D.
Associate Dean	<del>Vacant</del> Jason Janke, Ph.D.
Associate Dean	Sharon Twigg, Ph.D.
Associate Dean	Marina Pereira, M.S.W.
Chair, Africana Studies	Douglas Mpondi, Ph.D.
Chair, Art	Deanne Pytlinksi, Ph.D.
Chair, Biology	Sheryl Zajdowicz, Ph.D.
Chair, Chemistry and Biochemistry	Andrew Bonham, Ph.D.
Chair, Chicano Studies	Adriana Nieto, Ph.D.
Chair, Communication Studies	Daniel Lair, Ph.D.
Department Chair, Earth and Atmospheric Sciences	Ford Lux, Ph.D.
Chair, English	Rebecca Gorman O'Neill, M.F.A.
Chair, History	Matthew Makley, Ph.D.

**Chair, Journalism and Media Production**

Chair, Mathematics and Statistics

Chair, Modern Languages

Chair, Music

Chair, Philosophy

Chair, Physics

Chair, Political Science

Chair, Psychological Sciences

Chair, Sociology and Anthropology

~~Interim~~ Chair, Theatre and Dance

Director of the Gender Institute for Teaching and Advocacy

Director of the Center for Advanced STEM Education

Director of the Mathematics and Learning Assistance Program

Director of the First Year Writing

Director of the Family Literacy Program

Director of the Writing Center

**School of Education**

Dean

Associate Dean

Chair, Elementary Education and Literacy

Chair, Secondary, K-12, and Educational Technology

Chair, Special Education, Early Childhood and Culturally/Linguistically Diverse Education

**School of Hospitality**

Dean

Chair, Rita and Navin Dimond Department of Hotel Management

**Academic Administrators**

**Graduate Program Directors/Coordinators**

**Christopher Jennings, Ph.D.**

Elizabeth McClellan Ribble, Ph.D.

Maria Akrabova, Ph.D.

Peter Schimpf, Ph.D.

Brian Hutchinson, Ph.D.

Grant Denn, Ph.D.

Robert Preuhs, Ph.D.

Layton Curl, Ph.D.

Melissa Monson, Ph.D.

Jacob Welch

**Anahi Russo Garrido, Ph.D. ~~Kat Martinez, Ph.D.~~**

Hsiu-Ping Liu, Ph.D.

Brooke Evans, Ph.D.

Jessica Parker, Ph.D.

Adriann Wycoff, Ph.D.

Elizabeth Kleinfeld, Ph.D.

Elizabeth Hinde, Ph.D.

Lisa Altemueller, Ed.D.

Deborah Horan, Ph.D.

Hsin-Te Yeh, Ph.D.

Kathy Whitmore, Ph.D.

Christian Hardigree, J.D.

Eric Olson, Ph.D.

Master of Business Administration

Chittibabu Govindarajulu, Ph.D.

Master of Health Administration

Garrett Chism, M.B.A., EMT-P

Master of Professional Accountancy

Gregory Clifton, J.D., LL.M.

Master of Science in Clinical Behavioral Health, emphasis in Addictions Counseling

Annie Butler, M.A., L.P.C., CAC III

Master of Science in Cybersecurity

LiYing Li, Ph.D.

Master of Science in Human Nutrition and Dietetics

Melissa Masters, Ph.D.

Master of Social Work

Joanne Bailey, Ph.D.

Master of Science in Speech-Language Pathology

Jessica Rossi-Katz, Ph.D.

~~Master of Arts in Teaching~~ School of Education Graduate Programs

Ingrid Carter, Ph.D.

# Alternative Credit Options/Prior Learning Assessment

## CLEP EXAMINATION STANDARDS

Subject Area	CLEP Exam	Equivalent Course(s)	Minimum Score for MSU Denver Credit	MSU Denver Credit	MSU Denver General Studies	GT Pathways Category
<b>Business</b>	Financial Accounting	<a href="#">ACC 2010 - Principles of Accounting I</a>	50	3	None	None
	Information Systems	<a href="#">CIS 2010 - Foundations of Information Systems</a>	50	3	None	None
	Introductory Business Law	<a href="#">MGT 2210 - Legal Environment of Business I</a>	50	3	None	None
	Principles of Management	MGT 8900*	50	3	None	None
	Principles of Marketing	MKT 8900*	50	3	None	None
<b>Composition and Literature</b>	American Literature	<a href="#">ENG 2220 - American Literature: Civil War to Present</a>	50	3	Arts and Humanities	AH2
	Analyzing and Interpreting Literature <sup>1</sup>	<a href="#">ENG 1100 - Introduction to Literature</a>	50	3	Arts and Humanities	AH2
	College Composition	<a href="#">ENG 1010 - Composing Arguments</a> <a href="#">ENG 1020 - Research and Argument Writing</a>	50	6	Written Communication	CO1 and CO2
	College Composition Modular	<a href="#">ENG 1009 - Stretch Composing Arguments B</a>	50	3	Written Communication	CO1
	English Literature	<a href="#">ENG 2330 - British Literature: Late 1700s to the Present</a>	50	3	Arts and Humanities	AH2
	Humanities	LAS 8000	50	3	Arts and Humanities	AH1
<b>History and Social Sciences</b>	American Government	<a href="#">PSC 1010 - American National Government</a>	50	3	Social and Behavioral Sciences	SS1

	History of the United States I	<a href="#">HIS 1210 - American History to 1865</a>	50	3	Historical	HI1
	History of the United States II	<a href="#">HIS 1220 - American History since 1865</a>	50	3	Historical	HI1
	Human Growth and Development	<a href="#">PSY 2210 - Psychology of Human Development</a>	50	3	Social and Behavioral Sciences	SS3
	Introduction to Educational Psychology	PSY 8000	50	3	Social and Behavioral Sciences	SS3
	Introductory Psychology	<a href="#">PSY 1001 - Introductory Psychology</a>	50	3	Social and Behavioral Sciences	SS3
	Introductory Sociology	<a href="#">SOC 1010 - Introduction to Sociology</a>	50	3	Social and Behavioral Sciences	SS3
	Principles of Macroeconomics	<a href="#">ECO 2010 - Principles of Macroeconomics</a>	50	3	Social and Behavioral Sciences	SS3
	Principles of Microeconomics	<a href="#">ECO 2020 - Principles of Microeconomics</a>	50	3	Social and Behavioral Sciences	SS3
	Social Science and History	LAS 8000	50	3	Social and Behavioral Sciences	SS1
	Western Civilization I: Ancient Near East to 1648	HIS 8000	50	3	Historical, Global Diversity	HI1
	Western Civilization II: 1648 to the Present	HIS 8000	50	3	Historical, Global Diversity	HI1
Science and Mathematics	Biology	<a href="#">BIO 1030 - General Biology for Non-Majors</a>	50	6	Natural and Physical Sciences	SC2
	Chemistry	<a href="#">CHE 1800 - General Chemistry I</a>	50	8	Natural and Physical Sciences	SC2
		<a href="#">CHE 1810 - General Chemistry II</a>				
Natural Sciences	<a href="#">BIO 1030 - General Biology for Non-Majors</a>	50	6	Natural and Physical Sciences	SC2	

	Calculus	<a href="#">MTH 1410 - Calculus I</a>	50	4	Quantitative Literacy	MA1
	College Algebra	<a href="#">MTH 1110 - College Algebra for Calculus</a>	50	4	Quantitative Literacy	MA1
	College Mathematics	<a href="#">MTH 1080 - Mathematics for Liberal Arts</a>	50	3	Quantitative Literacy	MA1
	Precalculus	<a href="#">MTH 1400 - Precalculus Mathematics</a>	50	4	Quantitative Literacy	MA1
<b>World Languages</b>	French Language	FRE 8000 (6) FRE 8001 (4)	50-58	10	None	None
	French Language	FRE 8000 (6) FRE 8001 (4) FRE 8002 (3)	59	13	Arts and Humanities	AH4
	French Language	FRE 8000 (6) FRE 8001 (4) FRE 8002 (3) FRE 8003 (3)	60 and up	16	Arts and Humanities	AH4
	German Language	GER 8000 (6) GER 8001 (4)	50-59	10	None	None
	German Language	GER 8000 (6) GER 8001 (4) GER 8002 (3)	60	13	Arts and Humanities	AH4
	German Language	GER 8000 (6) GER 8001 (4) GER 8002 (3) GER 8003 (3)	61 and up	16	Arts and Humanities	AH4
	Spanish Language	SPA 8000 (6) SPA 8001 (4)	50-62	10	None	None
	Spanish Language	SPA 8000 (6)	63	13	Arts and Humanities	AH4

		SPA 8001 (4)				
		SPA 8002 (3)				
Spanish Language		SPA 8000 (6)	64 and up	16	Arts and Humanities	AH4
		SPA 8001 (4)				
		SPA 8002 (3)				
		SPA 8003 (3)				
Spanish with Writing		SPA 8000 (6)	50-55	6	None	None
Spanish with Writing		SPA 8000 (6)	56-64	10	None	None
		SPA 8001 (4)				
Spanish with Writing		SPA 8000 (6)	65-69	13	Arts and Humanities	AH4
		SPA 8001 (4)				
		SPA 8002 (3)				
Spanish with Writing		SPA 8000 (6)	70 and above	16	Arts and Humanities	AH4
		SPA 8001 (4)				
		SPA 8002 (3)				
		SPA 8003 (3)				

\*MGT8900 is equivalent to MGT3000- Organizational Management, but counts as lower division.

\*MKT8900 is equivalent to MKT3000- Principles of Marketing, but counts as lower division.

### International Baccalaureate Transfer Credit Award

IB Exam	Level of Exam	Exam Score	MSU Denver Equivalence	Semester Hours	MSU Denver General Studies Area
Anthropology	Higher Standard	4 thru 7 4 thru 7	ANT 1310 w/ 3 hrs elective ANT 1310-3	6 3	Social and Behavioral Sciences Social and Behavioral Sciences
Art-Design A	Higher Standard	4 thru 7 4 thru 7	ART 1101-3 w/ 3 hrs elective ART 1101-3	6 3	



Art-Visual	Higher Standard	4 thru 7 4 thru 7	Art elective Art elective	6 3	
Biology	Higher Standard	5 thru 7 4 thru 7	BIO 1080-3, BIO 1090-1, BIO 1081-3, BIO 1091-1 BIO 1080-3, BIO 1090-1, BIO 1081-3, BIO 1091-1 BIO 1030-4	8 8 4	Natural and Physical Sciences Natural and Physical Sciences Natural and Physical Sciences
Chemistry	Higher Standard	4 thru 7 4 thru 7	CHE 1010-3, CHE 1100-4, CHE 1150-1 CHE 1010-3	8 3	Natural and Physical Sciences Natural and Physical Sciences
Computer Science	Higher Standard	4 thru 7 4 thru 7	CIS 1010-3 w/ 3 hrs elective CIS 1010-3	6 3	
Dance	Higher	4 thru 7	Theatre elective	3	
Economics	Higher Standard	4 thru 7 4 thru 7	ECO 2010-3 w/ 3 hrs elective Economics elective	6 3	Social and Behavioral Sciences Social and Behavioral Sciences
Environmental Systems and Societies	Standard	4 thru 7	ENV 1200-3	3	Natural and Physical Sciences
Foreign Lang (A1) French, German, Spanish	Higher	4 thru 7	FRE 3110-3 & FRE 3320-3 or GER 3010-3 & GER 3210-3 or SPA 3110-3 & SPA 3250-3	6	
	Standard	4 thru 7	FRE, GER, SPA 1010-5, 1020-5	10	
Foreign Language (French) (B)	Standard	4 thru 6 5 thru 7	FRE 1010-5 FRE 1010-5, FRE 1020-5 FRE 1010-5, FRE 1020-5, FRE 2010-3	5 10 13	
	Higher	4 thru	FRE 1010-5, FRE 1020-5 FRE 1010-5, FRE 1020-5, FRE 2010-3	10 13	

		5 6 thru 7			
Foreign Language (German) (B)	Higher Standard	4 thru 7 4 thru 7	GER 2110-3 & GER 2120-3 GER 1010-5, GER 1020-5	6 10	
Foreign Language (Spanish) (B)	Standard Higher	4 thru 7 4 thru 7	SPA 1010-5, SPA 1020-5 SPA 2010-3, SPA 2020-3	10 6	
Geography	Higher Standard	4 thru 7 4 thru 7	GEG 1300-3, GEG 1100-3 GEG 1300-3	6 3	Social and Behavioral Sciences; Natural and Physical Sciences Social and Behavioral Sciences
History of Africa	Higher Standard	4 thru 7 4 thru 7	History elective History elective	6 3	Historical Historical
20th Century World History	Standard	4 thru 7	HIS 1040-3	3	Historical; Global Diversity
20th Century World History-The Americas	Higher	4 thru 7	History elective	6	Historical
History of Asia	Higher Standard	4 thru 7 4 thru 7	History elective History elective	6 3	Historical Historical
20th Century World History- European	Higher	4 thru 7	HIS 1045-3 w/ History elective	6	Historical; Global Diversity
Japanese	Higher Standard	4 thru 7 4 thru 7	Modern Languages elective Modern Languages elective	6 3	
English: Literature	Higher Standard	4 thru 7 4 thru 7	ENG 1100-3 ENG 1100-3	3 3	Arts and Humanities - 3 Arts and Humanities - 3

English A: Language and Literature	Higher Standard	4 thru 7 4 thru 7	ENG 1010-3, ENG 1100-3 ENG 1010-3	6 3	Written Communication - 3; Arts and Humanities - 3 Written Communication - 3
Latin	Higher Standard	4 thru 7 4 thru 7	Modern Languages elective Modern Languages elective	6 3	
Mathematics*	Standard	4 thru 7	MTH 1110-4	4	Quantitative Literacy
Mathematics*	Higher Higher	5 thru 7 4	MTH 1410-4 MTH 1400-4	4 4	Quantitative Literacy Quantitative Literacy
Further Mathematics*	Higher	4 thru 7	MTH 2140-2, MTH 2410-4	6	Quantitative Literacy
Math Methods*	Standard Standard	5 thru 7 4	MTH 1110-4 Mathematics elective	4 3	Quantitative Literacy Quantitative Literacy
Math Studies*	Standard	4 thru 7	MTH 1080-3	3	Quantitative Literacy
Mathematics Analysis and Approaches	Standard	4 thru 7	MTH 8000-3	3	Quantitative Literacy
Mathematics Analysis and Approaches	Higher	4 thru 7	MTH 8000-6	6	Quantitative Literacy
Mathematics Applications and Interpretation	Standard	4 thru 7	MTH 8000-3	3	Quantitative Literacy
Mathematics Applications and Interpretations	Higher	4 thru 7	MTH 8000-6	6	Quantitative Literacy
Music	Higher	4 thru 7	MUS 1000-3	3	Arts and Humanities
Music- Creating	Standard	4 thru 7	MUS 1000-3	3	Arts and Humanities
Music- Group Performing	Standard	4 thru 7	MUS 1000-3	3	Arts and Humanities
Music- Solo Performing	Standard	4 thru 7	MUS 1000-3	3	Arts and Humanities

Philosophy	Higher Standard	4 thru 7 4 thru 7	PHI 1010-3 PHI 1010-3	3 3	Arts and Humanities Arts and Humanities
Physics	Higher Standard	4 thru 7 4 thru 7	PHY 2010-4, PHY 2020-4, PHY 1000-4	10 4	Natural and Physical Sciences Natural and Physical Sciences
Psychology	Higher Standard	4 thru 7 4 thru 7	PSY 1001-3 w/ 3 hrs elective PSY 1001-3 w/ 3 hrs elective	6 6	Social and Behavioral Sciences Social and Behavioral Sciences
Russian	Higher Standard	4 thru 7 4 thru 7	Modern Languages elective Modern Languages elective	6 3	
Theater	Higher Standard	4 thru 7 4 thru 7	THE 2210-3 THE 2210-3	3 3	Arts and Humanities Arts and Humanities

*\* See Math Department for further advising.*

# The Campuses

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

## **Jordan Student Success Building**

The campus includes more than one million square feet of space for classrooms, laboratories and offices. The **Jordan Student Success Building**, the first of two new MSU Denver Neighborhood buildings, opened in March 2012. The \$62-million building, funded entirely by student-approved fees, houses classrooms, administrative offices, and student services, including admissions, advising, ~~registration-registrar~~, financial aid, and the bursar's office, all in one convenient location.

## **Hotel and Hospitality Learning Center**

MSU Denver's Hotel and Hospitality Learning Center is one of only 11 teaching hotels on a university campus in the country. The hotel, a SpringHill Suites ® by Marriott, includes 150 hotel rooms and conference facilities. It also provides hands-on training opportunities for students in the University's School of Hospitality, ~~Events and Tourism~~. The adjacent Hospitality Learning Center boasts more than 28,000 square feet of academic space, including classrooms, specialty learning labs and faculty offices.

## **Historic Ninth Street Park and Tivoli Brewery**

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

## **Center for Visual Art Center for Visual Art on Santa Fe**

The University's proximity to downtown Denver enables students and faculty to use the community as a learning laboratory and to connect classroom theory to the cultural, economic, social, and political practices of the city. The Center for Visual Art (CVA), located in the Santa Fe Art District, is the University's off-campus art gallery. In addition to showing significant contemporary art, the award-winning CVA serves as an interactive art laboratory for MSU Denver students and the larger community.

## **Satellite Campus Location: MSU Denver South**

~~In 1976, MSU Denver founded the Extended Campus Program to serve the needs of adult learners who live and work throughout the Denver metropolitan area. Since then, Extended Campus has been committed to delivering Colorado's best value in higher education to a diverse and geographically widespread metropolitan community.~~

~~Extended Campus, renamed Innovative and Lifelong Learning, addresses the changing needs of student populations. The mission of Innovative and Lifelong Learning is to extend the reach and achieve the goals of MSU Denver by engaging and supporting learners in quality courses and innovative programs through collaboration with faculty, the University community, businesses, and external partners. Innovative and Lifelong Learning is located at MSU Denver South Campus in a spacious, modern facility designed for adult learners.~~

### **MSU Denver South Campus**

~~5660 Greenwood Plaza Blvd., Suite 100,  
Greenwood Village, CO 80111 (near I-25 and Orchard Rd.)  
303-721-1313  
<https://msudenver.edu/innovative-lifelong-learning/>~~

# The Campus

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

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

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

# Faculty

## **Ahrendt, Susan Fewer**

*Associate Professor-Elementary Education & Literacy*

B.A., St. Olaf College; B.S., Ph.D., University of Minnesota-Minneapolis; M.A., University of St. Thomas, St. Paul,

## **Allert, Jenny**

*Associate Assistant Professor-Nursing*

B.S., Pacific Lutheran University; M.S., Grand Canyon University

## **Badanes, Lisa**

*Associate Professor-Psychology*

B.A., University of Vermont; M.A., Ph.D., University of Denver

## **Barton, Stacy L.**

*Associate Assistant Professor-Journalism & Media Production*

B.F.A., University of Wisconsin-Milwaukee; M.F.A., Syracuse University

## **Beery, Darcy V.**

*Associate Assistant Professor-Journalism & Media Production*

B.S., University of Montevallo; M.A., Regent University-Virginia Beach

## **Brunel, Mallory K.**

*Associate Assistant Professor-Nursing*

B.S., Regis University; M.S., University of Colorado-Anschutz

## **Buckley, Pamela Charlie**

*Associate Assistant Professor-Special Education, Early Childhood, & Culturally & Linguistically Diverse Education*

B.S., M.S., Colorado State University; Ph.D., University of Northern Colorado

## **Campbell, Katia G.**

*Associate Professor-Speech Communication*

B.A., M.A., Ph.D., University of Denver

## **Carter, Ingrid Suzanne**

*Associate Professor-Elementary Education & Literacy*

B.A., University of California-Santa Cruz; M.S., California State University-East Bay; Ph.D., Indiana University-Bloomington

## **Cohoe, Caleb**

*Associate Professor-Philosophy*

B.A., Thomas Aquinas College; M.A., Ph.D., Princeton University

## **Cook, Gina**

*Associate Assistant Professor-International Business*

B.A., University of Utah; B.S., Utah Valley University; M.B.A., University of Denver; Ph.D., University of Economics, Prague-Czech Republic

## **Erickson, Cynthia**

*Associate Assistant Professor-Psychology*

B.S., Nebraska Wesleyan University; M.S., Emporia State University; Ph.D., University of Arizona

## **Hengst, Michael Thomas**

*Associate Professor-Music*

B.M., University of North Carolina-Greensboro; M.M., D.M.A., University of Texas-Austin

**Johnson, Robin Tsehai**

*Associate Professor-Art*

B.A., Reed College; B.F.A., Massachusetts College of Art; M.F.A., University of Colorado-Boulder

**Katz, Gabrielle L.**

*Associate Professor-Earth & Atmospheric Science*

B.A., Brown University; M.A., Ph.D., University of Colorado-Boulder

**Kelley, Brian M.**

*Associate Professor-Theatre*

B.A., University of Northern Colorado; M.F.A., Ohio University

**Kitzman, Morey J.**

*Associate Professor-Psychology*

B.A., M.A., Ph.D., University of Connecticut

**Klimek, Kimberly A.**

*Associate Professor-History*

B.A., University of Colorado-Colorado Springs; M.A., Colorado State University; Ph.D., University of New Mexico

**Koester, Mark I.**

*Associate Professor-Mathematics & Computer Science*

B.S., State University of New York-Albany; M.S., City University of New York-Queens College; M.S. Bank Street College of Education; Ph.D., State University of New York-Buffalo

**Masters, Melissa A.**

*Associate Professor-Nutrition*

B.S., M.S., Ph.D., University of Nebraska

**Matera Bassett, Dawn R.**

*Associate Professor-Social Work*

B.S., Radford University; M.S.W., Ph.D., University of Denver

**Mathias, Deborah A.**

*Associate Assistant Professor-Nursing*

B.S., M.S., Western Governors University; D.N.P., Grand Canyon University

**Matthews, Brandon Stephen**

*Associate Professor-Music*

B.M., M.M., Brigham Young University; D.M.A., Arizona State University

**Miguez Cruz, Cristina**

*Associate Professor-Spanish*

B.A., University of the Republic-Montevideo, Uruguay; M.A., Central University of Venezuela; Ph.D., University of Michigan-Ann Arbor

**Mollenhauer, Jillian Louise**

*Associate Professor-Art History*

B.A., University of California-Los Angeles; Ph.D., University of California-San Diego

**Monson, Melissa J.**

*Chair and Associate Professor-Sociology*

B.A., Oregon State University; M.A., Ph.D., University of Nevada-Las Vegas

**Morris, Sean**

*Associate Professor-Philosophy*

B.A., M.A., Boston University; M.Phil., University of St. Andrews; Ph.D., University of Illinois-Chicago



**Nelson, Gesemia**

*Associate Professor-Sociology*

B.A., M.A., Ph.D., Harvard University

**Nunez, Tony P.**

*Associate Assistant Professor-Human Performance & Sport*

B.S., M.S., California State University; Ph.D., University of New Mexico

**Obermann, Ann**

*Associate Assistant Professor-Social Work*

B.A., St. Olaf College; M.S.W., University of Wisconsin-Madison; Ph.D., University of Denver

**Ribble, Elizabeth A.**

*Chair and Associate Professor-Mathematics & ~~Statistics~~ Computer Science*

B.S., University of North Texas; M.S., Ph.D., Southern Methodist University

**Rivas, Luís Balmore**

*Associate Professor-English*

B.A., York College; M.A., Ph.D., University of Nebraska-Lincoln

**Schendel, Roland K.**

*Associate Professor-Elementary Education & Literacy*

B.A., University of Puget Sound; M.A., Ph.D., University of Northern Colorado

**Schepers, Ofelia**

*Associate Assistant Professor-Elementary Education & Literacy*

B.S., M.S., University of Kansas; Ph.D., University of Colorado-Boulder

**Scherrer, K S.**

*Associate Professor-Social Work*

B.A., University of Colorado-Boulder; M.S.W., M.A., Ph.D., University of Michigan

**Shapland, Dorothy L.**

*Associate Assistant Professor-Special Education, Early Childhood, & Culturally & Linguistically Diverse Education*

B.A., Muhlenberg College; M.A., University of Denver; Ed.D., University of Colorado-Denver

**Starr, Eileen F.**

*Associate Assistant Professor-Social Work*

B.A., Marywood Catholic University; M.S.W., Ph.D., Widener University

**Stephens, Justin**

*Associate Professor-History*

B.A., Albertson College of Idaho; M.A., Ph.D., University of California-Santa Barbara

**Surman, Patricia**

*Associate Assistant Professor-Music*

B.M., University of Redlands; M.M., D.M.A., University of North Texas

**Thangasamy, Andrew**

*Associate Professor-Political Science*

B.A., Southwest Minnesota State University; M.A., Minnesota State University-Mankato; M.A., Ph.D., University of Colorado-Boulder

**Thompson, Bradley L.**

*Associate Professor-Music*

B.M., Furman University; M.M., University of Georgia; D.M.A., University of Colorado-Boulder

**Tollefson, Michelle L.**

*Associate Professor-Health Professions*

B.S., Creighton University; M.D., Creighton University School of Medicine

## **Master of Education in Curriculum and Instruction Faculty**

**Dr. Rosemarie Allen**, Associate Professor-Special Education, Early Childhood, & Culturally & Linguistically Diverse Education

B.A., California State University; M.Ed., Lesley University; Ed.D., University of Colorado-Denver

**Dr. Philip Bernhardt**, Professor-Secondary Education, K-12 Education & Educational Technology

B.A., University of North Carolina; M.A., Boston University School of Education; Ed.D., George Washington University

**Dr. P. Charlie Buckley**, Associate Professor-Special Education, Early Childhood, & Culturally & Linguistically Diverse Education

B.S., M.S., Colorado State University; Ph.D., University of Northern Colorado

**Dr. Kara Halley**, Associate Professor-Special Education, Early Childhood, & Culturally & Linguistically Diverse Education

B.A., Adams State University; M.A., Ed.D., University of Northern Colorado

**Dr. Tina Herring**, Professor-Special Education, Early Childhood, & Culturally & Linguistically Diverse Education

B.A., University of Washington; M.Ed., Lewis and Clark College; Ph.D., Ohio State University

**Dr. Sandra Leu Bonanno**, Assistant Professor-Elementary Education

B.A., Michigan State University; M.Ed., University of California-San Diego, Ph.D., University of Utah

**Dr. Ofelia Schepers**, Associate Professor-Elementary Education & Literacy

B.S., M.S., University of Kansas; Ph.D., University of Colorado-Boulder

**Dr. Dorothy Shapland**, Associate Professor-Special Education, Early Childhood, & Culturally & Linguistically Diverse Education

B.A., Muhlenberg College; M.A., University of Denver; Ed.D., University of Colorado-Denver

**Dr. Kathryn Young**, Professor-Secondary Education, K-12 Education & Educational Technology

B.A., University of North Carolina; M.A., North Carolina Central University; Ph.D., University of California-Berkeley

## **Master of Science in Cybersecurity Faculty**

**Dr. Henry Jackson**, ~~Chair and~~ Professor of Criminal Justice and Criminology

B.S., Wichita State University; M.P.A., University of Kansas; Ph.D., Kansas State University

## **Master of Science in Nutrition and Dietetics Faculty**

**Dr. Micah Battson**, Assistant Professor of Nutrition

B.S., University of California; M.S., University of Colorado; Ph.D., Colorado State University

**Dr. Jennifer Powell Bolton**, Professor of Nutrition

B.S., Arizona State University; M.S., Illinois State University; Ph.D., Colorado State University

**Dr. Ann Diker**, Professor of Nutrition

B.A., Briar Cliff College; R.D., University of California; M.S., Ph.D., Colorado State University

**Dr. Cynthia Gillette Dormer**, Professor of Nutrition

B.S., Montana State University; M.S., Ph.D., Colorado State University

**Dr. Jerald Foote**, Associate Professor of Nutrition

B.A., University of Northern Colorado; M.S., Ph.D., Texas Tech University

**Mr. Jesse Lunsford**, Assistant Professor of Nutrition

B.A., Colorado State University; B.S., Metropolitan State University of Denver; M.S., North Dakota State University

**Dr. Melissa Masters**, ~~Associate~~ Professor of Nutrition

B.S., M.S., Ph.D., University of Nebraska-Lincoln

**Dr. Erin Murray**, Assistant Professor of ~~Nutrition~~-Nutrition, Dietetic Internship Director

B.S., Colorado State University; M.S.P.H., University of Colorado School of Medicine; Ph.D., Colorado State University

**Dr. Bruce Rengers**, Professor of Nutrition

B.S., Utah State University; M.S., University of California; Ph.D., Colorado State University

**Dr. Prabhdeep Sandha**, Assistant Professor of Nutrition

B.S., Punjab Agricultural University; Ph.D., The University of Mississippi

**Dr. Rachel Sinley**, Associate Professor of Nutrition

B.S., Ph.D., University of Nebraska-Lincoln; M.P.H., University of Minnesota-Minneapolis

## **Master of Social Work Faculty**

**Dr. Dawn R. Matera Bassett**, ~~Associate~~ Professor of Social Work

B.S., Radford University; M.S.W., Ph.D., University of Denver

**Dr. Ann Obermann**, ~~Assistant Associate~~ Professor of Social Work

B.A., St. Olaf College; M.S.S.W., University of Wisconsin-Madison; Ph.D., University of Denver

**Dr. K Scherrer**, ~~Associate~~ Professor of Social Work

B.A., University of Colorado-Boulder; M.S.W., M.A., Ph.D., University of Michigan

## **Master of Science in Speech-Language Pathology Faculty**

**Dr. Paula McGuire**, Assistant Professor of Speech, Language, Hearing Sciences

B.S. & Ph.D., Northwestern University; M.A., University of Iowa

**Dr. Jessica Rossi-Katz**, Professor of Speech, Language, Hearing Sciences

B.S., University of New Hampshire; M.A. & Ph.D., University of Colorado at Boulder

**Dr. Siva priya Santhanam**, Assistant Professor of Speech, Language, Hearing Sciences

B.A. & M.S., Sri Ramachandra University - India; Ph.D., Bowling Green State University

**Dr. Marcia Walsh-Aziz**, Assistant Professor of Speech, Language, Hearing Sciences

B.S., University of Illinois at Urbana-Champaign; M.S., Nazareth College of Rochester - NY; Ph.D., University of Colorado at Boulder

## **Master of Arts in Teaching Faculty**

**Dr. Pamela (Charlie) Buckley**, ~~Assistant Associate~~ Professor of Special Education, Early Childhood, & Culturally & Linguistically Diverse Education

B.S., M.S., Colorado State University; Ph.D., University of Northern Colorado

**Dr. Ingrid Carter**, ~~Associate~~ Professor of Elementary Education & Literacy

B.A., University of California-Santa Cruz; M.S., California State University-East Bay; Ph.D., Indiana University-Bloomington

**Dr. Roland Schendel**, ~~Associate~~ Professor of Elementary Education & Literacy

B.A., University of Puget Sound; M.A., Ph.D., University of Northern Colorado

**Dr. Ofelia Schepers**, ~~Assistant Associate~~ Professor of Elementary Education & Literacy

B.S., M.S., University of Kansas; Ph.D., University of Colorado-Boulder

## **Emeritus**

**Bisio, Kenn M.F.A.**

*Professor Emeritus - Journalism and Media Production*

**Ledesma, Antonio Ph.D.**

*Professor Emeritus - Human Services and Counseling*

**Morrel, Joseph Ph.D.**

*Professor Emeritus - Computer Information Systems & Business Analytics*

**Morris, Gerard Ph.D.**

*Professor Emeritus - Computer Information Systems & Business Analytics*

**Prevot, Kenneth Ph.D.**

*Professor Emeritus – Mathematics*

**Swigert, Duane M.B.A.**

*Professor Emeritus - Engineering and Engineering Technology*

**Todd, Stella Ph.D.**

*Professor Emeritus, Earth and Atmospheric Sciences*

**Walker, Rosemarie Ph.D.**

*Professor Emeritus, Chemistry & Biochemistry*

# Registration and Records

## Transfer Credit Evaluation

Transfer credits are accepted under the following guidelines:

- Credit must have been earned at an institution of higher education holding full regional accreditation unless there is a current Articulation Agreement or Memorandum of Understanding (MOU) between that institution and MSU Denver on file with the Office of Academic Affairs.
- MSU Denver accepts up to 64 semester hours from two-year institutions and up to 90 semester hours from four-year institutions or a combination of two-year and four-year institutions. For students in the RN to BSN program, MSU Denver accepts up to 80 semester hours from two-year institutions (see Department of Nursing advisor).
- Grades earned must be a "C-" or better. Courses with "D," "F" or similar grades are not transferable. Also, courses graded with C.E.U.s (Continuing Education Units) will not be accepted. A summary of transfer credit from each institution is indicated on the MSU Denver academic record. Neither transfer course grades nor previous grade point averages are indicated or affect the MSU Denver grade point average.
- Course content must be similar to that of MSU Denver courses.
- No preparatory, remedial, or developmental courses are applicable toward an MSU Denver degree.
- ~~Students who have earned an A.A. or A.S. degree from a Colorado community college will receive junior standing at MSU Denver, provided all courses included in the degree carry a grade of "C-" or better and, based on the course-by-course evaluation, otherwise meet minimum MSU Denver transfer credit standards. Students may need to complete additional MSU Denver lower-division requirements.~~
- ~~Applicants having completed the Colorado community college core curriculum, as certified on their community college transcripts, are considered to have satisfied MSU Denver's minimum General Studies requirements. However, additional specific lower-division courses may be required for certain degree program. Please check with a departmental advisor and/or the Office of the Registrar for more information.~~
- MSU Denver will accept all applicable credits earned within ten years of transfer. Credits earned more than ten years earlier will be evaluated on a course-by-course basis.
- Once transfer credits are evaluated, the total number of these credits applicable to a degree will not be reduced unless the student repeats already-awarded transfer credit at MSU Denver or interrupts MSU Denver enrollment for three or more consecutive semesters and readmits to the University under more restrictive transfer credit evaluation policies.
- If a student repeats a course, including transferred courses, the credit for only one of the course attempts counts towards degree requirements, with the exception of repeatable courses.
- In accordance with policies established by the Colorado Commission on Higher Education regarding students transferring between Colorado public institutions, MSU Denver has instituted procedures for resolving transfer credit disputes. Questions regarding these procedures may be directed to the Transfer Services at 303-556-3774.
- ~~Students who have previously earned a baccalaureate degree from an accredited college or university have the following:~~
  - ~~A transfer credit block of 90 credit hours and senior standing.~~
  - ~~Satisfaction of MSU Denver's minimum General Studies requirements.\*~~
- ~~Students who have earned a Degree with Designation accompanying an Associate of Arts or Associate of Science degree from a College public college of university have the following:~~
  - ~~Guaranteed admission to MSU Denver.~~
  - ~~Junior standing at MSU Denver, provided all courses included in the degree carry a grade of "C-" or better and, based on the course-by-course evaluation, otherwise meet minimum MSU Denver transfer credit standards.~~
  - ~~Satisfaction of MSU Denver's minimum General Studies requirements.\*~~
  - ~~No more than 60 remaining credits to meet the graduation requirements in the corresponding baccalaureate degree program outlined in the DWD agreement.~~
  - ~~Students may need to complete MSU Denver lower-division requirements.~~
  - ~~Students may need to complete courses labeled as general studies courses for their specific major, minor, certificate, or University requirement.~~
- ~~Students who have earned an Associate of Arts or Associate of Science degree from a Colorado public college or university have the following:~~

- Guaranteed admission to MSU Denver.
- Junior standing at MSU Denver, provided all courses included in the degree carry a grade of “C-“ or better and, based on the course-by-course evaluation, otherwise meet minimum MSU Denver transfer credit standards.
- Satisfaction of MSU Denver’s minimum General Studies requirements.\*
- The Bachelor’s degree completed in 60 hours unless additional courses are required for specialized accreditation or licensure as outlined in the Statewide Transfer articulation agreement
- Students may need to complete MSU Denver lower-division requirements.
- Students may need to complete courses labeled at general studies courses for their specific major, minor, certificate, or university requirement.
- Students who have completed the Colorado gtPathways core curriculum from a Colorado public college or university have the following:
  - Satisfaction of MSU Denver’s minimum General Studies requirements.\*
  - Students may need to complete MSU Denver lower-division requirements.
  - Students may need to complete courses labeled as general studies courses for their specific major, minor, certificate, or University requirement.
- Students may need to meet additional university requirements, such as a Multicultural course, Senior Experience, etc.
- \*Metropolitan State University of Denver’s General Studies include the following degree requirements:
  - Written Communication
  - Quantitative Literacy
  - Arts and Humanities
  - Oral Communication
  - Historical
  - Natural and Physical Sciences
  - Social and Behavioral Sciences
  - Global Diversity

# College of Business

## Program Modification

### Master of Business Administration

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

### Mission of the MSU Denver MBA Program

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

### MBA Program Goals

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

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

### Accreditation

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

### MBA Program Admission

#### Admission Criteria

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

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

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

### Leveling Requirements

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

### **International Applicants**

Additional documentation is required. Please visit the International Student Admissions webpage: [msudenver.edu/admissions/apply/internationalstudents/](http://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  $\geq$  3.0;
- Students with a bachelor's degree and approved professional examination or licensure; and
- Students currently admitted to a graduate business program at another regionally accredited college or university.

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

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

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

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

### **Advancement to Candidacy**

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

Students in the MBA program must complete the degree with a cumulative GPA of 3.0 or higher. No more than two (2) grades of C-, C, or C+ will count toward the degree requirements, and no grade lower than a C- will count toward the degree. All grade records remain on the master's transcript and count toward the cumulative GPA. A student who receives three (3) grades of less than a B- will be dismissed from the program.

Students must complete the MBA Capstone (MBA 6500) with a minimum grade of B-.

Students may enroll in no more than fifteen (15) credit hours per semester. Students who wish to take over 15 credits are required to seek approval. For more information, please contact the Associate Dean or MBA Advisor at 303-615-1117 or [mba@msudenver.edu](mailto: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.

Students must adhere to MSU Denver's residency requirement for graduate students.

## **MBA Program Requirements**

Students will complete 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 36 credit hours.

### **MBA Core (27 credit hours)**

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

- MBA 5105 - Accounting Concepts Credits: 3
- MBA 5205 - Information Systems Strategy Planning Credits: 3
- MBA 5305 - Managerial Economics Credits: 3
- MBA 5405 - Corporate Finance Credits: 3
- MBA 5505 - Legal Analysis and Sustainability Credits: 3
- MBA 5510 - Operations and Supply Chain Management Credits: 3
- MBA 5520 - Global Enterprise Management Credits: 3 (or approved study abroad)

Or

- **MBA 5710 Global Business Management Experience Credits: 3**
- MBA 5605 - Marketing Analysis and Planning Credits: 3
- MBA 6500 - Integrative and Strategic Perspectives of Organizations Credits: 3 (prerequisite: completion of MBA Core)

Subtotal for MBA Core: 27 credit hours

### **MBA Area of Concentration (9 credit hours)**

The MBA area of concentration allows students to develop more in-depth expertise based on their interests and career aspirations.

#### **Strategic Business Concentration**

Select three of the following courses:

- MBA 5140 - Strategic Cost Management Credits: 3
- MBA 5480 - Strategic Finance Credits: 3
- MBA 5580 - Transforming Organizations through Leadership Credits: 3
- MBA 5680 - Advanced Strategic Marketing and Analysis Credits: 3

Subtotal for Strategic Business Concentration: 9 credits

#### **Business Analytics Concentration**

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

Subtotal for Business Analytics Concentration: 9 credits

### **Accounting Concentration**

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

- MBA 5107 - Taxation for Decision Makers Credits: 3
- MBA 5110 - Financial Accounting and Reporting Credits: 3
- MBA 5140 - Strategic Cost Management Credits: 3
- MBA 5160 - Fraud Examination Awareness Seminar Credits: 3
- MBA 5180 - Applied Internal Auditing Credits: 3
- MBA 5190 - Internal Audit Projects Credits: 3

Subtotal for Accounting Concentration: 9 credits

### **General Concentration**

Students take any three courses from any of the other MBA concentrations.

Subtotal for General Concentration: 9 credits

**Total for MBA Program: 36 credits**

# College of Health and Applied Sciences

## Department of Health Professions

The Department of Health Professions offers the following programs:

- Aging Services Leadership Certificate
- Aging Services Leadership Minor
- Health Care Information Systems, B.S.
- Health Care Management Major, B.S.
- Health Care Management Minor
- Health Data Science Certificate
- Integrative Health Care Major, B.S.
- Integrative Health Care Extended Major, B.S.
- Integrative Health Care Minor
- Lifestyle Medicine Major, B.S.
- Lifestyle Medicine Extended Major, B.S.
- Lifestyle Medicine Minor
- Pre-Healthcare Minor
- **Public Health Major, B.A.**
- **Public Health Minor**
- Wellness Coaching Certificate

The purposes of the programs in the Department of Health Professions are to stimulate the personal and professional development of health care and recreation workers, to stimulate awareness of health care trends and issues, and to prepare health care professionals to cope with the future problems of health care delivery in a rapidly changing society.

The department offers three majors: a Bachelor of Science degree in Health Care Management, a Bachelor of Science degree in Integrative Healthcare, and a Bachelor of Arts degree in Recreation Professions with either a Recreation Management or Therapeutic Recreation concentration. The department also offers minors in Health Care Management, Integrative Healthcare, and Recreation Services.

Students desiring to enter programs in the Department of Health Professions should seek academic advising from a faculty member in the department prior to registering for classes. Students are responsible for keeping themselves informed of the latest program changes. Current program materials are available in the health professions department.

### Health Care Management

The University's undergraduate degree program in health care management prepares students for direct entry into management within the health care field. By combining courses in health care management with other disciplines such as marketing, statistics, accounting, and microeconomics, the program gives students a strong foundation in management as it specifically relates to health care.

Students must earn a grade of "C" or better in all courses required for the major and minor (HCM and all required support courses) in order to progress through either program. Courses with grades of less than "C" must be repeated in order for the student to take any other courses for which the first course is a prerequisite.

Healthcare managers are employed in a variety of facilities and organizations: hospitals; nursing homes; health departments; educational institutions; health maintenance organizations; wellness programs; industrial health programs; the insurance industry; non-profit organizations, physician and dental practices; other types of medical corporations; and governmental agencies at local, state, and national levels.

A minor is required. The student selects a minor with approval of the faculty. Minors that complement the health care management major include, but are not limited to, Integrative Healthcare, Nutrition, Marketing, Information Systems, and

Spanish. Students who are declared health care management majors and have an associate's degree in a health occupation may substitute up to 24 hours of selected, approved associate degree major courses in place of a minor.

Students who have attended the Paramedic School at the Denver Health Medical Center, obtained a Paramedic Certificate and received state licensure as a paramedic may use this in lieu of the minor.

The Health Care Management program is housed in the Department of Health Professions. For more information, call 303-615-1200.

### **Educational Goals and Outcomes**

The baccalaureate Health Care Management program has established the following student learning outcomes and organized them in six domains as follows:

- Critical Thinking, Analysis and Synthesis - Understand cause and effect, view issues from different perspectives, examine quantitative data, understand scientific method, and apply concepts to new issues.
- Knowledge of the Healthcare Environment - Evaluate global health systems and understand multiple, interdependent components of the rapidly changing industry.
- Business Knowledge and Skills - Apply knowledge of fundamental business operations (finance, accounting, marketing, economics, law, technology) to the management of health care.
- Communication and Relationship Management - Demonstrate written and oral communication skills, demonstrate the ability to work effectively with others.
- Professionalism and Leadership - Act in accordance with ethical and professional standards and apply management and leadership concepts for personal and business excellence.
- Personal Growth and Development - Accept accountability of continued learning by acquiring knowledge, skills and abilities to meet the changing needs of self, client, management, and society.

### **Assessment Methodology**

Assessment and measurement of student attainment of skills, knowledge and abilities in the six competency domains is done by faculty throughout the program. Student self-assessment of individual competencies is done at the beginning and the end of the program. In addition, students are asked to self-assess at the end of the internship experience. The internship preceptors conduct an assessment, as well. Measurement and assessment of student attainment of skills, knowledge and abilities in the six competency domains is done by faculty throughout the program.

### **Integrative Healthcare**

The Integrative Healthcare program offers students courses that integrate the most recent scientific evidence with the oldest of healing traditions. The program draws from disciplines such as health education services, health care management, biology, chemistry, and nutrition. Students examine the diverse factors that impinge on an individual's health and well-being. Students receive a broad-based understanding of the principles of human health and disease, the theories underlying healing practices, and the scientific research methods needed to evaluate the latest techniques in this dynamic field.

The Integrative Healthcare program offers a major, an extended major and a minor. The major and extended major are designed for students interested in working in the expanding complementary and alternative health care field. The minor is designed for students who recognize the increased emphasis on wellness in several professional fields and/or for health-conscious individuals who wish to establish a self-enhancement program. The minor can complement a major that is relevant to the student's career goals.

Minors that would complement this major include, but are not limited to, Health Care Management, Nutrition, Recreation Services, Journalism, Spanish, Marketing, Human Services, Anthropology, Biology, and Chemistry.

Students must earn a grade of "C" or better in all courses required for the major in order to progress through the program. Courses with grades of less than "C" must be repeated in order for the student to take any other courses for which the first

course is a prerequisite. All general requirements of the University for a Bachelor of Science degree must be met prior to graduation.

The Integrative Healthcare program is housed in the Department of Health Professions. Students enrolling in the major or minor must confer with a department advisor as soon as possible. For more information, call 303-615-1200.

### **Educational Goals and Outcomes**

The baccalaureate Integrative Healthcare program has established the following outcomes for all graduates. The Integrative Healthcare graduate will be prepared to:

- Demonstrate an attitude of caring, flexibility, and self-confidence in a health care setting.
- Act in an ethical and legal manner in applying the leadership roles of collaborator, resource person, change agent, teacher, and advocate.
- Integrate a variety of communication skills, media techniques, and strategies effectively and appropriately to influence health.
- Assess health situations and recommend appropriate healing practices.
- Evaluate global health systems to identify social and health-care trends in order to anticipate the future of health care.
- Apply scientific method to health-care problems.
- Apply knowledge of natural science principles in a healing practice.

### **Recreation Professions**

Students may select a major in Recreation Professions with a concentration in one of three areas: Recreation Management, Therapeutic Recreation Services, or Recreation Generalist. Since this is an extended major, no minor field of study is required. The Recreation Professions program is nationally accredited, meeting the standards set by the Council on Accreditation, National Recreation and Park Association. The Recreation Services Minor is an excellent complement to majors in Criminal Justice, Human Performance and Sport, Education, Human Services, Psychology, or Health Professions.

The Recreation Professions major prepares students with the knowledge and skills for employment in municipal, commercial/private, outdoor, clinical, military, campus, park, and not-for-profit settings. Job titles vary but include recreation director, aquatics specialist, recreational therapist, sports coordinator, facility manager, camp director, resort manager, park ranger, youth recreation specialist, and armed forces recreation administrator, to name a few.

In conjunction with the core requirements, the student selects either the Recreation Management, Therapeutic Recreation Services, or Recreation Generalist concentration. The concentration provides the student with specific specialized knowledge and skills for employment and certification. Students passing the Therapeutic Recreation Services concentration meet eligibility requirements to sit for the national certification examination administered through the National Council for Therapeutic Recreation Certification ([nctrc.org](http://nctrc.org)) and upon passing the test, become Certified Therapeutic Recreation Specialists. Upon graduation, all majors are eligible to sit for the national examination to become Certified Park and Recreation Professionals.

### **Program Modification**

Health Data Science Certificate

~~This program is not currently accepting new students. Please contact the Department of Health Professions at 303-615-1200 or [hep@msudenver.edu](mailto:hep@msudenver.edu) for more information.~~

Health Data Science is a field that focuses on applying information science methods to analyze and understand health care information, to progress from raw data to knowledge for improved decision-making and care delivery. Health Data Science uses interactive data analytic tools to explore large sets of health data to improve patient care and outcomes, improve effectiveness and efficiency of health operations, decrease costs and risk, and manage the health of populations.

Students with a background in Health Data Science may find opportunities in the following fields:

- Higher Education
- Research
- For-Profit Hospital Systems
- Governmental Organizations
- Public Health

In addition, the below occupations illustrate some of the areas that this certificate will be useful:

- Nurses, Physicians, Allied Health Professionals, Computer programmers, and technology professionals.

### Admission and Graduation Requirements

~~This certificate program is being offered to individuals with a minimum of a Bachelor's Degree and experience in a field related to health care or information technology. Occupations may include nurses, physicians, allied health professionals, computer programmers or other information technology professionals.~~

This certificate program is being offered to all MSU Denver students regardless of major. The certificate will offer the enrolled student the opportunity to complete a certificate as they work towards degree completion.

To be awarded the program certificate, the student must meet the following requirements:

- ~~C~~omplete 18 credit hours of courses as recommended by the certificate program;
- ~~A~~chieve a GPA of 3.0 or higher in the certificate program courses;
- ~~E~~arn at least a "C" or better in each of the certificate courses; and
- ~~E~~nroll in and complete ~~earn~~ a minimum of 60% of required courses at MSU Denver.

### Advising and Contact Information

Individuals interested in this certificate program should contact the Department of Health Professions at 303-615-1200 to schedule an appointment for an advising session either in person, ~~by~~ phone or ~~via virtual conferencing~~.

### Required Courses

- **HCM 3150 Health Care Organization and Management Credits: 3**
- HCM 3600 - Health Information Systems Credits: 3
- HCM 3830 - Analytical Methods in Health Data Credits: 3
- HCM 3840 - Statistical Methods in Health Data Credits: 3
- HCM 3850 - Database Systems in Health Care Credits: 3
- HCM 3860 - Health Care Business Intelligence Credits: 3

**Total for Certificate: 18 credits**

### New Program

Public Health Major, B.A.

A degree in public health will give the student a broad understanding of the public health field, while allowing students to gain experience in focused specialties of public health practice. By completing the public health core, students will have skills to understand basic public health functions such as monitoring and assessing the health of communities, identifying health problems and priorities, and implementing evidence-based strategies to promote population health. The required curriculum was designed to build student knowledge and skill in 11 Public Health Competency Domains identified by the Council on Public Health Education (CEPH). See the following site for more information ([https://media.ceph.org/wp\\_assets/2016.Criteria.pdf](https://media.ceph.org/wp_assets/2016.Criteria.pdf))

It is highly recommended that General Studies and Support Courses be completed prior to enrolling in Public Health courses. The support courses for this degree are the following:

- PHI 1030 - Introduction to Ethics or PHI 1110 - Language, Logic & Persuasion
- ITP 1500 - Dynamics of Health

Students must earn a grade of "C- or higher" in all courses required for the major in order to progress through the program. Courses with grades of less than "C-" must be repeated prior to the student taking any other courses for which the first course is a prerequisite.

We recommend that you meet with a Department of Health Professions advisor once per semester, prior to registration, or, at least once a year. Advisors can help plan your schedule or courses, review Degree Progress reports, discuss minors, assess your status regarding graduation requirements, and provide career counseling, etc.

### **Public Health Major Core**

These courses are required to complete the Public Health Major. There are 45 credits hours total in the core requirements, which includes the core options course.

- HCM 2010 - Global Health Systems Credits: 3
- HCM 3700 - Health Disparities in the U.S. Credits: 3
- ITP 3200 - Ethics in Health Care Credits: 3
- ITP 3450 - Dynamics of Disease Credits: 3
- ITP 3980 - Internship in Integrative Therapeutic Practices Credits: 1-15
- PSY 2310 - Statistics for the Social and Behavioral Sciences Credits: 3
- PUB 1000 - Principles of Public Health Credits: 3
- PUB 3000 - Health Behavior Theory and Practice Credits: 3
- PUB 3010 - Community Health Survey, Assessment and Health Improvement Planning Credits: 3
- PUB 3020 - Introduction to Epidemiology in Public Health Credits: 3
- PUB 3030 - Essentials of Environmental Health in Public Health Practices Credits: 3
- PUB 4000 - Health Policy - Practice and Development Credits: 3
- PUB 4010 - Health Program Planning, Implementation, and Evaluation Credits: 3
- SLHS 2990 - Introduction to Health Communication Credits: 3

### **Public Health Major Core Options**

You must select one of the options to complete the Public Health core coursework. This is a 3 credit course option within the core courses, and will complete the 45 credit hours for the Public Health Major core course requirements.

- HCPS 3000 - Introduction to Patient Navigation Credits: 3
- ITP 3850 - Lifestyle Medicine Credits: 3
- ITP 4700 - Community Health Education and Lifestyle Medicine Credits: 3

### **Public Health Major Electives**

You must select one course from the following list to complete the elective course requirement. The Public Health degree will be completed with 48 credits hours (45 credits in the core courses, and 3 credits in an elective course).

- HCM 3100 - Entrepreneurship in Health Credits: 1
- HCM 3150 - Health Care Organization and Management Credits: 3
- HCM 3200 - Managing Quality in Health Care Credits: 2
- HCM 3400 - Human Resources Management in Health Care Credits: 3
- HCM 3550 - Leadership in Health Care Credits: 1
- HCM 3800 - Long-Term Care: Managing Across the Continuum Credits: 3
- HCPS 3000 - Introduction to Patient Navigation Credits: 3
- HLDR 1100 - Colorado Tourism and Recreation Credits: 3
- HSP 1010 - Introduction to Human Services Credits: 3
- HSP 1020 - Introduction to Trauma Informed Care Credits: 3

- HSP 2010 - Introduction to High-Impact Nonprofit Organizations Credits: 3
- HSP 2760 - Social Media for Social Change Credits: 3
- HSP 2780 - Building A Sustainable Nonprofit Credits: 3
- HSP 3460 - Addiction, Immunity, and Infectious Diseases Credits: 2
- HSP 3510 - The People of Nonprofits: Staff, Board, Volunteers, Clients and You Credits: 3
- HSP 3560 - Motivational Interviewing Credits: 2
- HSP 3575 - Motivational Interviewing for Health Professionals Credits: 3
- HSP 3860 - Social Entrepreneurship Credits: 3
- HSP 4030 - Grantwriting for Social Change Credits: 3
- HSP 4450 - Nonprofit Financial Management and Financing Credits: 3
- ITP 1700 - Medical Terminology Credits: 2
- ITP 2800 - Health, Society, and the Environment Credits: 3
- ITP 2950 - Wellness Coaching I Credits: 3
- ITP 3000 - Men's Health Credits: 3
- ITP 3100 - Health Education and Counseling Credits: 3
- ITP 3700 - Physiology of Aging Credits: 3
- ITP 3800 - Stress and Sleep: Impact on Health and Disease Credits: 3
- ITP 3850 - Lifestyle Medicine Credits: 3
- ITP 4100 - Women's Holistic Health Credits: 3
- ITP 4400 - Wellness Coaching II Credits: 3
- ITP 4550 - Advanced Health Navigation and Assessment Credits: 3
- ITP 4700 - Community Health Education and Lifestyle Medicine Credits: 3
- ITP 4800 - Lifestyle Medicine Across Gender and Lifespan Credits: 3
- ITP 4950 - Community Coaching for Health Credits: 3
- NUT 2040 - Introduction to Nutrition Credits: 3
- NUT 3350 - Global Nutrition and Health Credits: 3
- NUT 3500 - Food Safety Credits: 3
- NUT 4210 - Community Nutrition Credits: 3
- SLHS 3000 - Foundations of Disability Studies through Media Credits: 3
- SWK 1600 - Community Engagement and Civic Responsibility Credits: 3
- SWK 3030 - Social Work with Older People Credits: 3
- SWK 3120 - Privilege, Oppression, and Power Credits: 3

**Total: 48 credits**

## **New Program**

### Public Health Minor

The undergraduate minor in Public Health will provide students with a basic understanding of the Public Health field by exploring social, cultural, and biological dimensions of health. By completing the public health minor curriculum, students will have skills that can be applied to a Public Health setting and functions such as monitoring and assessing the health of communities, identifying health problems and prioritizing them for better health outcomes, and implementing evidence-based strategies to promote population health can be performed with a high level of expertise.

Students that graduate with a Public Health minor will be prepared for many entry-level public health positions, while also providing the background knowledge required to pursue a broad range of graduate degree programs, including a master's degree of Public Health (MPH). Providing this new minor in Public Health will build out student opportunities to connect broadly to the healthcare field, even when they are not public health majors. There are a variety of natural, social, and behavioral science fields that seek out individuals with knowledge and experience in the Public Health field as well as



their specific area of training. Examples of such fields are behavioral health, social work, law and health policy, medicine, dentistry, pharmacy, nursing, health administration, and health services research.

It is highly recommended that General Studies and Support Courses be completed prior to enrolling in Public Health courses. Students must earn a grade of "C or higher" in all courses required for the minor in order to progress through the program. Courses with grades of less than "C" must be repeated prior to the student taking any other courses for which the first course is a prerequisite.

We recommend that you meet with a Department of Health Professions advisor once per semester, prior to registration, or, at least once a year.

Advisors can help plan your schedule or courses, review Degree Progress reports, discuss minors, assess your status regarding graduation requirements, and provide career counseling, etc.

### **Required Courses**

Public Health Foundation and Study in Epidemiology

- PUB 1000 - Principles of Public Health Credits: 3
- PUB 3020 - Introduction to Epidemiology in Public Health Credits: 3

### **Study in Health Science**

Pick one of the following course options:

- ITP 1500 - Dynamics of Health Credits: 3
- ITP 3450 - Dynamics of Disease Credits: 3

### **Public Health Foci**

Pick two of the following course options:

- HCM 3500 - Health Care Research Methods Credits: 3
- MTH 1210 - Introduction to Statistics Credits: 4
- PSY 2310 - Statistics for the Social and Behavioral Sciences Credits: 3
- PUB 3000 - Health Behavior Theory and Practice Credits: 3
- PUB 3030 - Essentials of Environmental Health in Public Health Practices Credits: 3
- PUB 4000 - Health Policy - Practice and Development Credits: 3
- PUB 4010 - Health Program Planning, Implementation, and Evaluation Credits: 3
- PUB 3010 - Community Health Survey, Assessment and Health Improvement Planning Credits: 3

### **Social and Applied Science Suggested Electives**

Pick one of the following course options:

- ANT 1010 - Introduction to Biological Anthropology Credits: 3
- BIO 1000 - Human Biology for Non-Majors Credits: 3
- HCM 2010 - Global Health Systems Credits: 3
- HCM 3100 - Entrepreneurship in Health Credits: 1
- HCM 3150 - Health Care Organization and Management Credits: 3
- HCM 3200 - Managing Quality in Health Care Credits: 2
- HCM 3400 - Human Resources Management in Health Care Credits: 3
- HCM 3500 - Health Care Research Methods Credits: 3
- HCM 3550 - Leadership in Health Care Credits: 1
- HCM 3700 - Health Disparities in the U.S. Credits: 3
- HCM 3800 - Long-Term Care: Managing Across the Continuum Credits: 3
- HCPS 3000 - Introduction to Patient Navigation Credits: 3

- HLDR 1100 - Colorado Tourism and Recreation Credits: 3
- HSP 1010 - Introduction to Human Services Credits: 3
- HSP 1020 - Introduction to Trauma Informed Care Credits: 3
- HSP 2010 - Introduction to High-Impact Nonprofit Organizations Credits: 3
- HSP 2760 - Social Media for Social Change Credits: 3
- HSP 3460 - Addiction, Immunity, and Infectious Diseases Credits: 2
- HSP 3860 - Social Entrepreneurship Credits: 3
- HSP 4030 - Grantwriting for Social Change Credits: 3
- ITP 1500 - Dynamics of Health Credits: 3
- ITP 1700 - Medical Terminology Credits: 2
- ITP 2700 - Holistic Health Credits: 3
- ITP 2800 - Health, Society, and the Environment Credits: 3
- ITP 3000 - Men's Health Credits: 3
- ITP 3100 - Health Education and Counseling Credits: 3
- ITP 3200 - Ethics in Health Care Credits: 3
- ITP 3450 - Dynamics of Disease Credits: 3
- ITP 3700 - Physiology of Aging Credits: 3
- ITP 3800 - Stress and Sleep: Impact on Health and Disease Credits: 3
- ITP 3850 - Lifestyle Medicine Credits: 3
- ITP 4550 - Advanced Health Navigation and Assessment Credits: 3
- ITP 4700 - Community Health Education and Lifestyle Medicine Credits: 3
- MTH 1210 - Introduction to Statistics Credits: 4
- NUT 2040 - Introduction to Nutrition Credits: 3
- NUT 3350 - Global Nutrition and Health Credits: 3
- NUT 3500 - Food Safety Credits: 3
- NUT 4210 - Community Nutrition Credits: 3
- PSY 2310 - Statistics for the Social and Behavioral Sciences Credits: 3
- PUB 3000 - Health Behavior Theory and Practice Credits: 3
- PUB 3010 - Community Health Survey, Assessment and Health Improvement Planning Credits: 3
- PUB 3030 - Essentials of Environmental Health in Public Health Practices Credits: 3
- PUB 4000 - Health Policy - Practice and Development Credits: 3
- PUB 4010 - Health Program Planning, Implementation, and Evaluation Credits: 3
- SLHS 2990 - Introduction to Health Communication Credits: 3
- SLHS 3000 - Foundations of Disability Studies through Media Credits: 3
- SWK 1600 - Community Engagement and Civic Responsibility Credits: 3

**Total: 18 credits**

## **Department of Nursing**

~~The mission of the Department of Nursing is to provide a high quality, accessible, enriching education to students pursuing a baccalaureate degree in nursing. Our learning community cultivates graduates who are prepared with the knowledge, skills and competencies to advance professional nursing practice in a diverse, global and technological society. The Department of Nursing is committed to academic excellence, collaborative community involvement and promotion of scholarly achievement. The mission of the Department of Nursing is congruent with the missions of Metropolitan State University of Denver and the School of Professional Studies.~~

The mission of the Department of Nursing is to provide a high quality, accessible, enriching interprofessional baccalaureate nursing education. Our learning community cultivates graduates who are prepared with the

knowledge, skills and competencies to advance professional nursing practice in a diverse, global and technological society. The goal of the nursing program is to prepare a diverse and inclusive generalist professional nurse who provides equitable care for patients in current and future healthcare delivery systems.

## **Vision**

Diversity, equity, and inclusion are central to who we are. We commit to developing an inclusive nursing program across race, ethnicity, gender identity, age, and neurodiversity. We encourage, support and celebrate the differences of our students, faculty, and our world. The Department of Nursing is committed to academic excellence, collaborative community involvement and promotion of scholarly achievement.

## **Academic Programs**

The Nursing Department offers a baccalaureate degree program with three tracks leading to a major in nursing, the Accelerated Nursing Option (ANO), Baccalaureate Registered Nurse Completion Option (BRNCO), and Traditional Nursing Option (TNO).

- [Nursing Major - Accelerated Nursing Option, B.S.](#)
- [Nursing Major - Baccalaureate Registered Nurse Completion Option, B.S.](#)
- [Nursing Major - Traditional Nursing Option, B.S.](#)

## **Accreditation**

The Accelerated Nursing Option, Baccalaureate Registered Nurse Completion Option, and Traditional Nursing Option are accredited by the Accreditation Commission for Education in Nursing (formerly the National League for Nursing Accrediting Commission), 3343 Peachtree Road NE, Suite 850, Atlanta, Georgia 30326, [acenursing.org](http://acenursing.org).

For more information, call the Department of Nursing at 303-615-1600, go to West Classroom 247, or visit our website, [msudenver.edu/nursing](http://msudenver.edu/nursing).

## **Student Learning Objectives**

Upon completion of the MSU Denver Nursing Program, graduates should be able to achieve the following student learning outcomes:

### **Communication**

~~Examine the effectiveness of therapeutic communication skills when providing nursing care to patients (individuals, families, groups, communities and populations).~~

Communicate effectively with patients and interprofessional health care teams to enhance patient outcomes.

### **Critical Thinking and Clinical Reasoning**

~~Appraise current evidence and compare it with institutional policy.~~

Integrate evidence, clinical judgment, interprofessional perspectives and patient preference in providing patient care.

### **Patient Safety**

~~Examine how the QSEN competencies can be used in the delivery of nursing care.~~

Evaluate patient care environments for use of appropriate quality safety indicators.

### **Leadership and Management**

~~Analyze the impact of power, politics, policy and regulatory guidelines on the health of patients (individuals,~~

~~families, groups, communities and populations).~~

Apply leadership and management principles to manage resources and achieve optimal patient outcomes.

#### **Professionalism and Professional Values**

~~Evaluate personal development of professional values and value-based behavior.~~

Exhibit the knowledge, skills and attributes of a professional nurse.

#### **Accelerated Nursing Option (ANO)**

The ANO is a second degree program for students with a previous non-nursing baccalaureate degree.

Students who wish to enter the ANO must apply to the University and to the nursing program. Information on admissions requirements and the application process is available through the Department of Nursing, in West Classroom 247, 303-615-1600, or online at [msudenver.edu/nursing](http://msudenver.edu/nursing).

#### **Baccalaureate Registered Nurse Completion Option (BRNCO)**

The BRNCO is available to RNs with an associate degree or diploma in nursing. Thirty semester hours of lower-division nursing credit will be awarded for prior nursing education to qualifying students.

Students who wish to enter the BRNCO must apply to the University and to the nursing program. Information on admission requirements and the application process is available through the Department of Nursing, in West Classroom 247, 303-615-1600, or online at [msudenver.edu/nursing](http://msudenver.edu/nursing).

#### **Traditional Nursing Option (TNO)**

Students who wish to enter the TNO must apply to the University and to the TNO nursing program. Information on admission requirements and the application process is available through the Department of Nursing, in West Classroom 247, 303-615-1600, or online at [msudenver.edu/nursing](http://msudenver.edu/nursing).

### **Department of Speech, Language, Hearing Sciences**

#### **New Program**

Master of Science in Speech-Language Pathology

#### **INTRODUCTION**

The Department of Speech, Language, Hearing Sciences offers a Master of Science in Speech-Language Pathology (MS SLP). This graduate program prepares students to become credentialed speech-language pathologists (SLPs) who assess and treat individuals with a wide range of communication and swallowing disorders and differences across the lifespan. Students have the option to pursue a concentration in bilingual service delivery in addition to the standard graduate program.

The standard MS SLP program is 69 total credits (42 credits of didactic coursework + 27 credits of clinical practica). The MS SLP program plus the concentration in bilingual service provision is 75 total credits (48 credits of didactic coursework + 27 credits of clinical practica).

The Master of Science program in Speech-Language Pathology at Metropolitan State University of Denver is a Candidate for Accreditation by the Council on Academic Accreditation in Audiology and Speech-Language Pathology (CAA) of the American Speech-Language-Hearing Association. This is a “pre-accreditation” status with the CAA, awarded to developing or emerging programs for a maximum period of five years.

#### **MISSION AND GOALS**

The mission of the MS SLP is to provide a diverse urban population with an inclusive graduate program committed to the interprofessional education and cultural responsiveness of students seeking clinical certification in speech-language pathology. Amidst changing landscapes in education and healthcare, our program encourages students to think critically and make informed decisions.

We prioritize values that reflect those of the university at large including a shared commitment to community, accessibility, diversity and respect. The goals of the MS SLP program are to:

- \*Offer an affordable and accessible pathway to a career in speech-language pathology.
- \*Implement comprehensive academic and clinical curriculum utilizing evidence-based practice.
- \*Educate clinical scientists who use research to make informed, ethical decisions.
- \*Apply faculty expertise across classroom, clinic, and community.
- \*Promote interprofessional education through institutional partnerships.
- \*Prioritize cultural responsiveness with option to pursue a concentration in bilingual service provision.
- \*Nurture lifelong learning with the goal of continuously improving clinical service provision.

More information on the MS SLP program, including our 2022 Strategic Plan can be found on the department's website (<https://www.msudenver.edu/speech-language-hearing-sciences/graduateprogram/>).

## **ADDITIONAL INFORMATION**

### **Application Deadlines**

Please check the SLHS Department's website (<https://www.msudenver.edu/speech-language-hearing-sciences/>) for current application deadlines.

### **Admission Requirements**

To apply for the Master of Science in Speech-Language Pathology, the following items must be submitted:

1. University admission. Apply using MSU Denver's graduate admissions application and submit associated application fee.
2. Program admission. Apply through the Communication Sciences and Disorders Centralized Application Service (CSDCAS) and submit associated application fee.
3. Official transcripts: Students must submit official transcripts from each college or university attended (transcripts from MSU Denver are not required). Official transcripts must be mailed directly from the previous colleges/universities in a signed, sealed envelope. Institutions may also send official electronic transcripts to: [gradtranscripts@msudenver.edu](mailto:gradtranscripts@msudenver.edu). Foreign transcripts require official English translation and professional course-by-course evaluation.
4. Evidence of a bachelor's degree from a regionally accredited university with a minimum 3.0 cumulative GPA.
5. Evidence of a cumulative GPA in prerequisite SLHS coursework greater than or equal to 3.0.
6. Resume
7. Personal essay
8. Three letters of recommendation (two of which must be from an academic reference).

Additional requirements may include:

- a. Writing sample
- b. In-person or virtual interview
- c. Students interested in the bilingual concentration will apply at the end of the fall semester in their first year. Students must demonstrate native or near-native proficiency with Spanish through standardized assessment of speaking and writing as well as conversational exchange with native Spanish speakers to be eligible for the concentration in bilingual service provision.

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

## **Prerequisite Coursework**

The following prerequisite coursework must be completed at the college-level in advance of program start in adherence to the Standards of the Council for Clinical Certification in Audiology and Speech-Language Pathology.

1. Coursework in biological sciences
2. Coursework in physical sciences (physics or chemistry)
3. Coursework in social/behavioral sciences
4. Coursework in statistics

An undergraduate major in Speech, Language, Hearing Sciences is not required. However, students must have completed the following prerequisite coursework with a grade of C or higher:

1. Anatomy and Physiology of Speech and Hearing
2. Clinical Phonetics
3. Diagnostic Audiology
4. Language Acquisition and Development
5. Language Disorders and Differences
6. Neural Bases of Communication and its Disorders
7. Principles of Assessment and Intervention
8. Rehabilitative Audiology
9. Speech Disorders and Differences
10. Speech Science

Students who possess a bachelor's degree in another field are encouraged to explore our Leveling Certificate in Speech, Language, Hearing Sciences. Completing coursework as a non-degree seeking student does not guarantee admission into the MS SLP program. Please visit the SLHS Department for more information (<https://www.msudenver.edu/speech-language-hearing-sciences/>).

As part of the application process, prospective students will be provided a list of essential functions with instructions to self-evaluate their abilities to perform the functions listed, with or without, accommodations. The essential functions checklist is designed to encourage students to self-reflect and advocate for their needs in order to succeed in the MS SLP program. Prospective students are encouraged to reach out to the Program Director with any concerns they might have regarding these essential functions.

## **International Applicants**

International applicants must demonstrate proficiency in English by obtaining a baccalaureate degree from a university in which English is the primary language of instruction and is required for all evaluations (written and oral), or through TOEFL administration, with a minimum score of 20 in each section, and a total score minimum of 90.

## **Prior Learning Assessment**

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

## **Financial Aid**

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

## **Academic Standing Policies**

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

First-year students will be required to meet individually with their departmental advisor a minimum of twice a semester. Second-year students will be required to meet individually with their advisor once a semester.

Students are expected to complete the program in six semesters starting in the summer and graduating 23 months later at the end of spring semester. Students must follow the standard plan of study for all didactic coursework and clinical practicum experiences unless formal approval is granted by the Program Director.

All students are required to conduct a capstone project that follows a single-subject research design. Students define a clinical research question in the spring of their first year; data are collected in subsequent semesters and the project culminates with students delivering presentations at departmental colloquia. Alterations to the format of the capstone project require formal approval by the Program Director.

Students must complete the required didactic and clinical coursework while maintaining a cumulative GPA of 3.0 or greater.

No grade lower than a “B-” counts towards degree completion.

The Department follows a published process to address issues that may create obstacles to student success during any part of their graduate program. The policy and its procedures, including the use of an individualized, written Competency Attainment Plan can be found in the program handbook (<https://www.msudenver.edu/speech-language-hearing-sciences/graduateprogram/graduatestudenthandbook/>)

The MS SLP program will adhere to MSU Denver’s Student Code of Conduct and Academic Responsibilities including its statement on academic integrity as well as the principles of ethics described in the American Speech-Language-Hearing Association’s Code of Ethics. Violations of program policies for academic and clinical integrity will be addressed through a Student Performance Review in tandem with procedures established by MSU Denver’s Dean of Students. Results of the Student Performance Review may result in modifications to the student’s plan of study, removal from the clinical practicum with a failing grade, and/or dismissal from the program.

At the end of a student’s program of study, the Program Director and Director of Clinical Education will confirm that the student has successfully completed all academic and clinical requirements of the MS SLP program and has demonstrated the knowledge and skill outcomes consistent with published standards for the Certificate of Clinical Competence in Speech-Language Pathology.

### **MS SLP Didactic Coursework (Required)**

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

- SLHS 5110 Child Language Disorders
- SLHS 5120 Acquired Neurogenic Language Disorders
- SLHS 5130 Literacy: Development & Disorders
- SLHS 5210 Speech Sound Disorders
- SLHS 5220 Motor Speech Disorders Across the Lifespan
- SLHS 5230 Voice Disorders
- SLHS 5240 Fluency Disorders
- SLHS 5310 Clinical Methods: Prevention & Intervention
- SLHS 5320 Clinical Methods: Assessment
- SLHS 5330 Cultural and Linguistic Diversity in Communication Disorders
- SLHS 5340 Evidence-Based Practice/Clinical Research
- SLHS 5360 Counseling for Professional Service Delivery
- SLHS 5410 Swallowing and Its Disorders

**Subtotal: 39 credits**

### **MS SLP Didactic Coursework (Elective)**

Elective offerings for any given year will vary based on faculty availability and student interest. Students will take one elective course from the below options unless they are seeking the additional concentration option (Bilingual Service Provision).

- SLHS 5145 Advanced Seminar in Autism Spectrum Disorder
- SLHS 5155 Language & Speech Disorders: Deaf & Hard of Hearing
- SLHS 5255 Craniofacial Disorders
- SLHS 5355 Professional Advocacy
- SLHS 5425 Seminar in Augmentative and Alternative Communication

### **MS SLP Clinical Practica**

To capture the scope of clinical practice in speech-language pathology, students will participate in multiple on-campus clinical experiences as well as complete external practica. The Director of Clinical Education will assist with student placement for all practica assignments.

- SLHS 6100 Clinical Practica I (repeated)
- SLHS 6101 Clinical Seminar I (repeated)
- SLHS 6200 Clinical Practica II (repeated)
- SLHS 6201 Clinical Seminar II (repeated)

**Subtotal: 27 credits**

### **MS SLP + Optional Concentration in Bilingual Service Provision**

Along with the standard MS SLP, eligible students may elect to complete an optional concentration in bilingual service provision. The mission of this concentration is to prepare bilingual (Spanish-English) speech-language pathologists to become culturally-competent advocates and service providers to culturally and linguistically diverse clients.

- SLHS 5915 Language and Literacy Development in Spanish-English Bilinguals
- SLHS 5935 Assessment and Intervention for Bilingual Populations
- SLHS 5945 Foundations of Bilingualism

**Subtotal: 9 credits**

### **Program Discontinuation**

Speech, Language, Hearing Sciences Major, B.A. with Early Childhood Education Licensure

#### **~~Speech, Language, Hearing Sciences Major (No Concentration)~~**

~~This program is designed for students planning to seek a graduate degree in speech language pathology or audiology and/or a career as a speech language pathology assistant.~~

~~A minor is required for students majoring in speech, language, hearing sciences. Early childhood education licensure students will minor in early childhood education. Students must earn a grade of "C" or better in all courses required for the major in order to progress through the program. Courses with a grade lower than "C" will need to be repeated. Students should note that programs differ in the minimum grade required. All general MSU Denver requirements for a Bachelor of Arts degree must be met prior to graduation. Courses required for licensure must be passed with a grade of "C" or better.~~

#### **~~Required General Studies Courses~~**

~~The following courses fulfill the general studies requirements for MSU Denver and the Teacher Licensure Program for degree seeking candidates.~~



- ~~ARTE 2060—The Arts and Creative Thinking Credits: 3~~
- ~~BIO 1080—General Biology I Credits: 3~~
- ~~BIO 1090—General Biology Laboratory I Credits: 1~~
- ~~COMM 1010—Presentational Speaking Credits: 3~~
- ~~ENG 1010—Composing Arguments Credits: 3~~
- ~~ENG 1020—Research and Argument Writing Credits: 3~~
- ~~ENG 2460—Introduction to Children's Literature Credits: 3~~
- ~~GEG 1000—World Regional Geography Credits: 3~~

- ~~HIS 1210—American History to 1865 Credits: 3~~

~~—or~~

- ~~HIS 1220—American History since 1865 Credits: 3~~

- ~~MTH 1610—Integrated Mathematics I Credits: 3~~
- ~~PSY 1800—Developmental Educational Psychology Credits: 3~~
- ~~SCI 2610—Integrated Physical and Chemical Sciences Credits: 3~~

~~Subtotal: 34 credits~~

#### **Additional Math Requirements**

- ~~MTH 2620—Integrated Mathematics II Credits: 3~~
- ~~MTL 3600—Mathematics of the Elementary Curriculum Credits: 3~~

~~Subtotal: 6 credits~~

#### **Required Prerequisite Courses**

~~General Studies Exception for Speech, Language, and Hearing Sciences Major with Early Childhood Licensure: Students must take BIO 1080 and BIO 1090 instead of SCI 2620. Students may substitute MTH 1610 and MTH 2620 for MTH 1110 prerequisite for SLHS 2530 if they also pass a logarithm/exponent assessment administered by SLHS. See an SLHS Advisor for further details.~~

- ~~BIO 1080—General Biology I Credits: 3 (counted in general studies total for licensure)~~
- ~~BIO 1090—General Biology Laboratory I Credits: 1 (counted in general studies total for licensure)~~
  
- ~~MTH 1110—College Algebra for Calculus Credits: 4~~

~~—or~~

- ~~MTH 1112—College Algebra Through Modeling Credits: 4~~

- ~~COMM 1010—Presentational Speaking Credits: 3 (counted in general studies total for licensure)~~

~~—Subtotal: 7-11 credits (7 of these credits are counted in general studies)~~

### **Required Major Courses**

- ~~BIO 2310—Human Anatomy and Physiology I Credits: 4~~
- ~~ENG 2010—Introduction to Linguistics Credits: 3~~
- ~~SLHS 2530—Speech Science Credits: 3~~
- ~~SLHS 2100—Language Acquisition and Development Credits: 3~~
- ~~SLHS 3530—Anatomy and Physiology of Speech and Hearing Credits: 3~~
- ~~SLHS 3200—Clinical Phonetics Credits: 3~~
- ~~SLHS 4200—Speech Disorders and Differences Credits: 3~~
- ~~SLHS 3600—Diagnostic Audiology Credits: 3~~
- ~~SLHS 3300—Principles of Assessment and Intervention Credits: 3~~
- ~~SLHS 4100—Language Disorders and Differences Credits: 3~~
- ~~SLHS 4610—Aural Rehabilitation Credits: 3~~

- ~~SLHS 1500—Introduction to Communication Sciences Credits: 3~~

~~—or~~

- ~~COMM 3000—Diversity and Communication in the U.S. Credits: 3 \*~~

~~—Subtotal: 38 credits~~

~~—\* This class meets the Multicultural requirement for graduation. If students select SLHS 1500, they will have to take an additional course to meet the Multicultural graduation requirement.~~

~~—The American Speech Language Hearing Association recommends that undergraduates take a course in: a) statistics, b) physics or chemistry, and c) social/behavioral sciences.~~

### **Early Childhood Education Licensure Sequence**

The following courses fulfill requirements for state licensure in early childhood education, as well as the minor required for the degree.

- ~~ECE 2330—Creativity and Expressive Arts for the Young Child Credits: 3~~
- ~~ECE 2600—The Exceptional Child Credits: 3~~
- ~~ECE 2950—Developmentally Effective Practice (DEP) I: The Intentional Preschool Teacher Credits: 3~~
- ~~ECE 3120—Early Literacy Development: Birth to Age 5 Credits: 3~~

- ~~ECE 3140—Math and Science: Birth to Age 5 Credits: 3~~

~~—OR~~

- ~~ECE 4340—Math and Science: Ages 5-8 Credits: 3~~
- ~~ECE 3150—Developmentally Effective Practice II: Planning for Beginning Readers Credits: 4~~
- ~~ECE 3350—Documentation and Assessment in Early Childhood Education Credits: 3~~
- ~~ECE 4370—Developmentally Effective Practice III: Teaching in the Content Areas Credits: 4~~
- ~~ECE 4390—Student Teaching and Seminar: Early Childhood (Preschool through Third Grade) Credits: 6,12~~
- ~~RDG 3110—Foundations of Literacy Instruction in Grades P-6 Credits: 3~~

~~—Subtotal: 42 credits~~

<del>Summary of Requirements</del>	
<del>Required General Studies Courses</del>	<del>34 credits</del>
<del>Additional Math Requirements</del>	<del>6 credits</del>
<del>Speech, Language, Hearing Sciences Major Requirements</del>	<del>38 credits</del>
<del>Early Childhood Education Licensure Sequence</del>	<del>42 credits</del>
<del>Total for Degree and Licensure Program</del>	<del>120 credits</del>

# College of Letters, Arts and Sciences

## Department of Chemistry and Biochemistry

### Academic Programs

- Chemistry Major for ACS Certified B.S.
- Chemistry Major, B.A.
- Chemistry Major, B.S.
- Biochemistry Major, B.S.
- Chemistry Major, B.A. with Secondary Science Teacher Licensure Concentration
- Chemistry Minor
- Criminalistics Minor
- **Quality in the Chemical Industry Certificate**

The Department of Chemistry and Biochemistry offers several degree programs: the Bachelor of Science in Chemistry; the Bachelor of Science in Chemistry with American Chemical Society (ACS) Certification; the Bachelor of Science in Biochemistry; the Bachelor of Science in Chemistry with a Criminalistics Concentration; and the Bachelor of Arts in Chemistry. In addition, the department offers minors in chemistry and criminalistics. Students who plan to pursue a career in chemistry / biochemistry after graduation or plan to attend graduate school in chemistry / biochemistry should choose the Bachelor of Science in Chemistry (with or without ACS Certification) or Biochemistry degree programs. The Bachelor of Arts in Chemistry program is designed for students who plan a career in a field related to chemistry, but who do not intend to attend graduate school in chemistry or biochemistry. The Bachelor of Arts option, which requires fewer hours, may be especially attractive to those desiring a second major or secondary education licensure.

Criminalistics is the scientific investigation, identification, and comparison of physical evidence for criminal or civil court proceedings. Criminalists must be trained in many disciplines including chemistry, biology, law enforcement, physics, and mathematics. The four-year criminalistics curriculum leads to a Bachelor of Science degree and includes a half-time internship in a criminalistics laboratory during the senior year. Students in the criminalistics program are encouraged to complete all the requirements for a degree in chemistry approved by the American Chemical Society while completing the criminalistics degree program. Graduates of the program are prepared for employment in criminalistics and have completed the requirements for admission to graduate school in chemistry or criminalistics, medical school, dental school, or law school.

For further information about the criminalistics programs, students should contact the Department of Chemistry and Biochemistry. Students seeking secondary education licensure in science should see an advisor in the Department of Chemistry and Biochemistry, as well as in the teacher education program.

### **New Program**

#### Quality in the Chemical Industry Certificate

The Quality in the Chemical Industry certificate program provides students an in-depth study of the practical application of chemistry in the many industries that rely on chemical analysis. This program equips students with the knowledge of advanced instrumentation, industry standards and practices, and quality assurance / quality control (QA/QC) required for pursuing a successful career as a chemist in industry or government. Students should consult with the department advisor for assistance with degree planning for specific careers after graduation.

This is a certificate program, available to current students, post-baccalaureate students, or current members of the chemical industry seeking additional skills and training for career advancement. A grade of "C" or better is required for each course in this program to count toward the awarded certificate.

- CHE 1810 General Chemistry II
- CHE 1811 General Chemistry II Laboratory
- CHE 3000 Analytical Chemistry
- CHE 3010 Analytical Chemistry Laboratory
- CHE 4100 Instrumental Analysis
- CHE 4110 Instrumental Analysis Laboratory
- CHE 4130 Quality in the Chemical Industry
- CHE 4160 QA/QC Methods Laboratory
- JMP 2610 Introduction to Technical Writing

Credits: 22

## **Department of Journalism and Media Production**

Studies in the Department of Journalism and Media Production blend the knowledge of communication practices and technology. Coursework in media production and journalism develops essential skills for working professionals in the mass media, public relations, technical, scientific, medical, journalism, media production, or corporate communication fields.

The coursework focuses on the development of reader-centered, content-driven information products produced in various areas of concentration including journalism, public relations, mobile and social media communication, video and interactive media production, or technical writing and editing.

### **Bachelor of Arts**

- Broadcast Journalism Major, B.A.
- Journalism Major, B.A.

The journalism program prepares students for careers in traditional and convergent media. A solid education is offered in the basics of journalism with Bachelor of Arts degrees earned in journalism or broadcast journalism. Students may also choose from journalism minors.

Proficiency in standard written English is a prerequisite for all journalism courses. Students are required to complete ENG 1010 before taking any journalism courses beyond JMP 1000.

Students should select an advisor early in their course of study. Students may not select both a major and minor from the Journalism program. The Journalism program will provide students with a list of suggested General Studies courses to help them gain a broad base of knowledge necessary for working in news and information media.

The journalism faculty are academic and working professionals who offer a real-world education in the tenets of journalism; accuracy, truth, fairness, acting independently and minimizing harm. Instructors also teach rigorous courses of First Amendment case studies and ethical issues that prepare students for careers in both print and electronic newsrooms and public relations firms.

Scholarships are offered to students in the MSU Denver Journalism program.

All journalism degree emphases prepare our students for traditional and convergent publishing. Many of our graduates are working professionals at local, national and international media companies. All journalism majors require a minor.

## **Bachelor of Science**

- Media Production and Leadership Major, B.S.
- Public Relations Major, B.S.
- Technical Writing and Editing, B.S.
- Video Production Major, B.S.

The Department of Journalism and Media Production also offers four Bachelor of Science degrees plus an extended major in Journalism and Media Production. In addition, the department offers a Digital Media Minor in conjunction with the Department of Art and the Department of Communication Arts and Sciences.

Each individual major teaches theory, concepts, and practical applications that can be employed in various areas of business, industry, government, and the media production field. With the exception of the extended major option, all students must complete a minor.

Upon completion of a degree program in this program, students should be able to:

- Communicate knowledge of the field both orally and in writing
- Relate technical communication principles from their selected areas of concentration
- Apply theory and principles in a practical manner to their areas of concentration
- Conduct research, synthesize technical information and write in the appropriate format of their concentration
- Present technical information in a media or interactive media format suitable to their areas of concentration
- Produce or oversee the production of technical information in a video or interactive media format suitable to their area of concentration

## **Extended Major**

To complete the extended major in Journalism and Media Production, students must fulfill the 12-credit departmental core, all of the coursework required for any of the department's normal majors, followed by sufficient credits in JMP courses to total 66 credits. In addition, the student must fulfill all of MSU Denver's General Studies and Multicultural requirements. Students enrolled in the extended major are NOT required to complete a minor. Consult the department for details concerning the extended major.

- Extended Major in Journalism and Media Production, B.S.

## **Digital Media Minor**

The Digital Media minor includes courses from the departments of Art, Communication Arts and Sciences, and Journalism and Media Production. This minor consists of 24 credits, six of which must be upper division. This minor is designed to provide skills that will increase employment opportunities in the field of digital media communication.

- Digital Media Minor

## **Journalism and Media Production Minor**

- Journalism and Media Production Minor

## **Sport Media Minor**

The Sport Media minor includes courses from the departments of Human Performance and Sport, and Journalism and Media Production. The minor consists of a core of courses drawn from both departments.

- Sport Media Minor

## Strategic Communication Certificate

- Strategic Communication Certificate

### New Program

#### Strategic Communication Certificate

Many organizations employ an integrated communication model whereby Marketing, Communication, and Public Relations merge into one role or department that is referred to as Strategic Communication. To effectively operate in this environment, one must understand the roles and functions of all three areas. This program provides students and industry professionals the opportunity to expand their strategic communication knowledge and skills to bolster their preparedness for greater career opportunities.

This certificate program is available to current students, post-baccalaureate students, and members of the Marketing, Communication, and Public Relations industries seeking additional skills and training for career advancement.

Students may supplement their coursework by earning a Strategic Communication Certificate. Students must complete 18 credit hours. This includes four core courses and two electives. Students may apply courses they are required to complete for a major or minor in Communication Studies, Marketing, and Public Relations toward this certificate.

A grade of "C" or better is required in all courses to complete the certificate requirements. Students should note that programs may differ in the minimum grade required. Check each course description for specific prerequisites or corequisites.

#### • Required Courses

Below is the list of required courses. Each course is 3 credits for a total of 12 credits. Students will then select two elective courses. Each elective course option is 3 credits for a total of 6 elective credits. 12 required credits + 6 elective credits = 18 credits to complete the certification.

- COMM 3030 Group Communication and Collaboration
  - JMP 2700 Fundamentals of Public Relations
  - JMP 3700 Public Relations Writing
  - MKT 3200 Digital Marketing Fundamentals
- Elective Public Relations Courses
    - JMP 3720 Media and Influencer Relations
    - JMP 3740 PR Planning, Research, and Measurement
    - JMP 4740 Public Relations in Crises
  - Elective Marketing Courses
    - MKT 3000 Principles of Marketing
    - MKT 3250 Personal Selling
    - MKT 4110 Brand Management
    - MKT 4300 Social Media Marketing
  - Elective Communication Studies Courses
    - COMM 3000 Diversity and Communication in the US
    - COMM 3010 Business and Professional Speaking
    - COMM 3340 Leadership Communication

- COMM 4320 Organizational Communication Consulting

Certificate Total: 18 credits



# School of Education

## School of Education Graduate Programs

- Candidate Requirements
- Master of Arts in Teaching
- **Master of Education in Curriculum and Instruction**
- Autism and Significant Support Needs Certificate Program

### Candidate Requirements

#### Candidate Requirements for Master of Arts in Teaching (MAT)

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

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

#### Admission to the Master of Arts in Teaching Program

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

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

#### Additional Application Requirements for International Applicants

International students must:

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

## **Candidate Requirements for Master of Education in Instruction and Curriculum**

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

## **Admission to the Master of Education in Curriculum and Instruction Program**

To obtain admission to the M.Ed. program, candidates must submit the following application materials with their application to MSU Denver:

- Official transcript indicating completion of a baccalaureate degree at a regionally accredited institution and whose cumulative undergraduate GPA, or whose GPA from the last 30 hours completed, is 2.50.
- Official transcripts from all institutions of higher education previously attended. Foreign transcripts must also have an official English translation done by a certified translator (if applicable), and a professional course-by-course evaluation showing equivalency to a U.S. Bachelor's degree. World Education Services ([www.wes.org](http://www.wes.org)) or Education Credential Evaluators ([www.ece.org](http://www.ece.org)) are recommended professional transcript evaluation service providers.
- Vita or resume, which includes work experience.
- Two page, typed detailed letter of intent describing 1) reasons for interest in the M.Ed. Program, and in particular your concentration area (i.e., Trauma-Informed Practices, Inclusive Practices, etc.) and 2) current educational context for the application of coursework in this program.
- Two letters of support/recommendation that demonstrate readiness for graduate level coursework, professional dispositions, and commitment to innovation in the field of education.
- All required acknowledgments and agreements within the application.

## **Additional Application Requirements for International Applicants**

### **International students must:**

- Complete all of the same requirements as domestic students, as well as a separate application form, which may be found on the Office of Admissions website, [msudenver.edu/admissions/apply/masters/internationalgraduateapplicants/](http://msudenver.edu/admissions/apply/masters/internationalgraduateapplicants/)
- Have achieved a minimum TOEFL score of 540 (or a score of 76 on the Internet version of the TOEFEL);
- Submit the required immigration documents for issuance of an I-20.

## **Candidate Requirements for Autism and Significant Support Needs Certificate**

### **Candidate Requirements for Non-Degree**

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

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

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

Applicants in the above categories must submit the following:

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

### **Important Information for Non-Degree Seeking Students**

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

### **Non-Degree Enrollment Procedures**

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

## **Department Elementary Education and Literacy**

### **Program Modification**

Elementary Education Major, B.A.

The Bachelor of Arts (BA) degree in Elementary Education features best practices denoted in current literature on teacher education as facilitating development of highly effective elementary teachers. The program's clinical foundation provides teacher candidates authentic opportunities to learn and apply best practices while collaborating with some of the most effective teachers and schools in the Denver Metropolitan area. Students completing the Elementary Education Major complete coursework and participate in supervised clinical experiences, including two residencies in the same school that support development of the knowledge, understandings, and competencies required of successful elementary teachers in widely diverse classrooms. The Bachelor of Arts degree in Elementary Education is an extended major with increasingly rigorous courses that build upon foundational general studies and introductory education courses for all Elementary Education majors. Teacher candidates graduate with appropriate preparation for initial licensure in Elementary Education in Colorado. In addition, each student selects from a concentration to specialize their knowledge and skills to meet specific needs of elementary schools. Please visit the School of Education (SOE) website for information on admission to this program.

### **Program Requirements**

All candidates for a BA in Elementary Education must satisfy General Studies, Multicultural, Global Diversity, and all Elementary Education program requirements. A grade of "C-" or better is required for each course in the program to count toward the Bachelor's degree.

Please note: The majority of field experience hours and all clinical experience hours occur during the elementary school day in university-designated classrooms supervised by licensed teachers.

### **Required General Studies**

#### Written Communication (6 credits)

Students must complete 6 credits of Written Communication General Studies coursework.

#### Oral Communication (3 credits)

Students must complete 3 credits of Oral Communication General Studies coursework

#### Quantitative Literacy (3 credits)

MTH 1610 - Integrated Mathematics I

Credits: 3

#### Arts and Humanities (6 credits)

Students must complete 6 credits of Arts and Humanities General Studies coursework.

We recommend the following courses for this category:

ARTE 2060 - The Arts and Creative Thinking

Credits: 3

ENG 2460 - Introduction to Children's Literature

Credits: 3

#### Historical (3 credits)

Students must complete 3 credits of Historical General Studies coursework.

We recommend the following courses for this category:

HIS 1210 - American History to 1865

Credits: 3

Or

HIS 1220 - American History since 1865

Credits: 3

#### Natural and Physical Sciences (6 credits)

SCI 2600 - Integrated Biology and Earth Science

Credits: 3

SCI 2610 - Integrated Physical and Chemical Sciences

Credits: 3

#### Social and Behavioral Sciences (6 credits)

Students must complete 6 credits of Social and Behavioral Sciences General Studies coursework.

We recommend the following courses for this category:

GEG 1000 - World Regional Geography

Credits: 3

PSY 1800 - Developmental Educational Psychology

Credits: 3

Note: GEG 1000 also satisfies University Global Diversity course requirement.

Total General Studies Credit Hours: 33

### Core Courses Required for the Major

- CLD 3510 - Perspectives in Education for Culturally and Linguistically Diverse Learners Credits: 3
- CLD 3910 - Assessment of English Language Learners Credits: 3
- EDT 3010 - Integrating Educational Technology into Teaching Credits: 3
- EDU 1111 - Education within Diverse Communities Credits: 3
- EDU 2111 - Becoming an Elementary Teacher Credits: 3
- EDU 3222 - Developing Differentiated Learning Environments Credits: 3
- ~~EDU 3225 - Field Experience: Developing Differentiated Learning Environments Credits: 1~~
- EDU 3444 - Instructional and Assessment Practices in Differentiated Classrooms Credits: 3
- EDU 3445 - Field Experience: Assessment Practices in Differentiated Classrooms Credits: 1
- EDU 3550 - Teaching Elementary School Science and Health Credits: 3
- EDU 3665 - Field Experience: Teaching Science, Health and Mathematics Credits: 1
- EDU 3666 - Teaching Elementary School Mathematics Credits: 3
- EDU 4011 - Teaching Elementary School Social Studies Credits: 3
- EDU 4115 - Residency I Credits: 3-7

Or

- EDU 4116 - CLD Residency I Credits: 3-7

Students in the CLD concentration will take EDU 4116 CLD Residency I instead of EDU 4115 Residency I.

- All students complete 7 credits of Residency I (either EDU 4115 or EDU 4116).
- EDU 4222 - Designing Instruction For All Learners Credits: 3
- EDU 4225 - Residency II Credits: 3-9

Or

- EDU 4226 - CLD Residency II Credits: 9

Students in the CLD concentration will take EDU 4226 CLD Residency II instead of EDU 4225 Residency II.

- All students complete 9 credits of Residency II (either EDU 4225 or EDU 4226).
- MTH 2620 - Integrated Mathematics II Credits: 3
- MTL 3600 - Mathematics of the Elementary Curriculum Credits: 3
- PETE 2130 - Health and Physical Education for Elementary Teachers Credits: 2
- RDG 3111 - Emergent Literacy K-3 Credits: 3
- RDG 3222 - Teaching Elementary School Writing Credits: 3
- RDG 3333 - Intermediate Literacy 4-6 Credits: 3

- RDG 3335 - Field Experience: K-6 Literacy Credits: 1
- RDG 4444 - Accountability in Whole Class Literacy Assessment Credits: 3
- SED 3600 - Exceptional Learners in the Classroom Credits: 3

Subtotal: ~~76 credits~~ 75 credits

### **Concentration Choices (15 credits)**

Students must select one of the concentrations listed below.

#### **Applied Developmental Psychology Concentration**

- PSY 1001 - Introductory Psychology Credits: 3
- PSY 3250 - Child Psychology Credits: 3
- PSY 3340 - Cognitive Development and Learning Credits: 3
- PSY 3350 - Psychology of Social Development Credits: 3

#### **Choose one of the following 3-credit courses:**

- PSY 2210 - Psychology of Human Development Credits: 3
- PSY 3240 - Infancy Credits: 3
- PSY 3260 - Psychology of Adolescence Credits: 3
- PSY 3400 - Child Psychopathology Credits: 3

Subtotal: 15 credits

#### **Chicana/o Studies Concentration**

- CHS 1000 - Introduction to Chicana/o Studies Credits: 3
- CHS 2010 - Survey of Chicana/o Literature Credits: 3
- CHS 3300 - Education of Chicano Children Credits: 3
- CHS 3800 - Topics in Chicano Studies Credits: 3

#### **Choose one of the following 3-credit courses:**

- CHS 3100 - Social Justice and Activism in the Chicana/o Community Credits: 3
- CHS 3460 - Chicana Feminisms Credits: 3

Subtotal: 15 credits

#### **Culturally and Linguistically Diverse Concentration**

- ANT 2330 - Cross-Cultural Communication Credits: 3

or

- COMM 3000 - Diversity and Communication in the U.S. Credits: 3
- CLD 2890 - Second Language Acquisition: K-12 Educational Implications Credits: 3
- CLD 3290 - Literacy Development for Culturally and Linguistically Diverse Students K-12 Credits: 3
- CLD 3310 - Integrated Methods of Teaching English as a Second Language Credits: 3

#### **One elective from the following:**

- CHS 3300 - Education of Chicano Children Credits: 3
- CLD 3940 - Spanish Bilingual Language and Literacy Development Credits: 3

Note: CLD 3940 Bilingual Language and Literacy is taught in Spanish. This course is one of the courses required for the endorsement in Spanish/English Bilingual Education Specialist K-12.

- ENG 3011 - Analyzing English Credits: 3

Any level language classes whether transfer, prior learning, or those taken at MSU Denver will be accepted as fulfilling this requirement. MSU Denver course prefixes include ASL, CHI, FRE, GER, ITA, JPS, MDL, SPA. Prior learning includes Advanced Placement (AP), College Level Examination Program (CLEP), or International Baccalaureate (IB) credit. ~~Any 1000-level language classes not controlled by prerequisites with prefixes ASL, CHI, FRE, GER, ITA, JPS, MDL, SPA. Transfer or prior learning credit for courses equivalent to the 2000-4000 level with prefixes ASL, CHI, FRE, GER, ITA, JPS, MDL, SPA will be accepted as fulfilling this requirement. Prior learning includes Advanced Placement (AP), College Level Examination Program (CLEP), or International Baccalaureate (IB) credit.~~

Subtotal: 15 credits

### **Disciplinary Knowledge Concentration**

To develop your disciplinary knowledge in Social Studies, choose one of the following courses.

- ECO 2010 - Principles of Macroeconomics Credits: 3

Or

- ECO 2020 - Principles of Microeconomics Credits: 3
- HIS 1030 - World History to 1500 Credits: 3
- HIS 1040 - World History since 1500 Credits: 3
- HIS 3425 - Colorado and the Nation Credits: 3
- HIS 3430 - American Revolution and Early National Period, 1763-1848 Credits: 3
- PSC 1010 - American National Government Credits: 3

To develop your disciplinary knowledge in science, choose one 3-credit course in the Natural and Physical Sciences (prefixes: BIO, CHE, PHY, GEL, ENV, MTR, GEG).

Choose three additional electives from the options listed above for either Social Studies or Natural and Physical Sciences.

Subtotal: 15 credits

### **Mathematics Concentration**

- MTL 3750 - Number and Algebra in the K-8 Curriculum Credits: 3
- MTL 3760 - Geometry and Statistics in the K-8 Curriculum Credits: 3

**Algebra requirement. One of the following:**

- MTH 1108 - College Algebra Stretch, Part I Credits: 4
- And
- MTH 1109 - College Algebra Stretch, Part II Credits: 4

(Note that this counts as two of the five courses for the concentration)

OR

- MTH 1110 - College Algebra for Calculus Credits: 4

OR

- MTH 1112 - College Algebra Through Modeling Credits: 4

Other mathematics or mathematics education courses to make a total of 5 credits.

- MTH 1210 - Introduction to Statistics Credits: 4
- MTL 3630 - Teaching Secondary Mathematics Credits: 3
- MTL 3850 - STEM Teaching and Learning Credits: 2
- MTL 3858 - STEM Teaching and Learning Practicum Credits: 1
- Or any mathematics course that has MTH 1110 as a prerequisite.

Notes:

MTL 3630 is recommended for teacher candidates who intend to add a middle school mathematics endorsement to their elementary license. For teacher candidates in the Elementary Education Mathematics concentration, the course instructor will waive the co-requisite field.

In order to count MTL 3850 towards the concentration, students must also participate in the STEM Learning Assistant program.

Subtotal: 15 credits

<b>Summary of Requirements</b>	
<b>General Studies Requirements</b>	<b>33 credits</b>
<b>Core Courses Required for Major</b>	<del>76 credits</del> <b>75 credits</b>
<b>Area of Concentration</b>	<b>15 credits</b>
<b>Degree Program Total</b>	<del>124 credits</del> <b>123 credits</b>



# Department of Special Education, Early Childhood and Culturally and Linguistically Diverse Education

## New Program

### Master of Education in Curriculum and Instruction

Introduction: The M.Ed. in Curriculum and Instruction is designed as a practitioner degree for professionals who wish to learn innovative and new methods of teaching and leadership, and wish to acquire the knowledge, skills and experience to work more effectively in the field of education. This M.Ed. in Curriculum and Instruction is a 30-hour program with 4 core courses. The core M.Ed. courses provide students with a rich background in Educational Equity, Leadership, Pedagogy and Research and 6 additional courses in one of two concentrations; Trauma Informed Practices, or Inclusive Practices.

The Master of Education (M.Ed.) in Curriculum and Instruction will prepare teams of educators, families, administrators, and service providers, to build and lead school environments that meet the needs of all students. This program is designed for working educational professionals on the assumption that they will have ongoing access to an educational context (i.e., school, district, homeschool, museum etc.) in which to apply their learning. The content in this program is sensitive and can be challenging for students. For this reason there is intentional content overlap and spiraling topics within and across courses in the program. This program includes a core consisting of courses in educational equity, leadership in educational settings, responsive pedagogies, and action research. Additionally, students will select a concentration from the following list:

- Trauma-Informed Practices Concentration
- Inclusive Practices Concentration

### Trauma-Informed Practices Concentration

This concentration will focus on equity in education as it relates to recognizing and addressing the learning and behavioral needs of children who have experienced trauma. Coursework presents an opportunity to change current school systems so students do not become overwhelmed or lost in the academic setting, but instead have opportunities to grow, succeed and build resilience. Trauma-informed practices can be applied to all students, but are especially important for students who have experienced trauma. There is a focus on the science of trauma; interpersonal, insidious, and racial traumas; and mitigating stress and secondary trauma in educators.

### Inclusive Practices Concentration

This concentration will focus on equity in education as it relates to access and inclusion for all students. Coursework presents opportunities to change current systems to strength-based systems that support all differences in a student's social and academic abilities. Coursework can be applied to any student but especially to students facing the greatest barriers to receiving instruction in the general education classroom. There is a focus on engaging students with the most significant support needs, Autism Spectrum Disorders, and behavioral differences.

**Mission Statement:** We prepare people who will build and lead comprehensive, proactive and responsive school support systems that meet the needs of the whole child.

**Competencies:** Upon completion of this program students should be able to: Build and Lead educational environments that are equitable, sustaining, and responsive to the needs of every student.

**Application Deadlines:** Applications will be accepted on a rolling basis. Summer Cohort applications must be received by March 15th for full consideration.

### Master of Education in Curriculum and Instruction Required Courses

These are the core courses required for all concentrations.

- TEDM 5000 - Educational Equity Credits: 3
- TEDM 5100 - Leadership in Educational Settings Credits: 3
- TEDM 6400 - Responsive Pedagogy Credits: 3
- TEDM 6500 - Capstone: Action Research Projects within Professional Communities Credits: 3

Subtotal: 12 credits

### **Trauma-Informed Practices Concentration**

These are courses required for the Trauma-Informed Practices Concentration.

- SEDM 5230 - Access and Inclusion Credits: 3
- SEDM 5240 - Collaborating with Communities and Families Credits: 3
- TEDM 5200 - Trauma Science in Education Credits: 3
- TEDM 5210 - Trauma-Informed Practices in Education Credits: 3
- TEDM 5220 - Wellness and Resiliency Credits: 3
- TEDM 5250 - Advocacy and Systems of Supports Credits: 3

Subtotal: 18 credits

### **Inclusive Practices Concentration**

These are courses required for the Inclusive Practices Concentration.

- SEDM 5230 - Access and Inclusion Credits: 3
- SEDM 5240 - Collaborating with Communities and Families Credits: 3
- SEDM 5600 - Academic Instruction for Students with Autism and Significant Support Needs Credits: 3
- SEDM 5675 - Transition Planning and Instruction Credits: 3
- SEDM 5800 - Communication Skills for Students with Autism and Significant Support Needs Credits: 3
- SEDM 6250 - Effective Behavioral Support Systems Credits: 3

Subtotal: 18 credits

**Grand Total: 30 credits**

# School of Hospitality

## Rita and Navin Dimond Department of Hotel Management

The Rita and Navin Dimond Department of Hotel Management prepare students for operations and management positions in various segments of the hospitality industry. Named for the founders and owners of Stonebridge Companies, one of the nation's leading development and hospitality management companies, the Rita and Navin Dimond Department of Hotel Management reflects the weight of the Dimonds' esteemed reputation through a shared commitment to excellence and a passion for fostering future hospitality leaders.

### Programs

#### Undergraduate Majors

- Brewery Operations Major, B.S.
- Event and Meeting Management Major, B.S.
- Hospitality Leadership Major, B.S.
- Hotel Management (HTL Major), B.S.

#### Undergraduate Minors

- Beverage Management Minor

#### Certificates

- Outdoor Recreation and Adventure Tourism Certificate
- **Sociology of Tourism Certificate**

#### **Program Modification**

##### Brewery Operations Major, B.S.

The Bachelor of Science in Brewery Operations is designed for students and professionals looking to break into or further their career within the competitive beer and brewing industry. Created for those wishing to have baccalaureate level training and for those looking to gain vital credentials and certifications, this degree will prepare them for the challenges they will face once they are employed in the beer world. Brewery professionals are involved in the operations, management, creation and analysis of beer in a brewery setting. The Bachelor of Science degree program in Brewery Operations provides a broad foundation in: 1) practical understanding and implementation of the brewing process and the ingredients of beer, 2) chemical and biological analysis and improvement of beer, 3) brewery management and operations, 4) serving and hospitality in the beer world, 5) packaging techniques, 6) draft quality and system design, 7) professional applications of theoretical knowledge. The program is one of the only bachelor degrees related specifically to beer and the brewing industry in the world.

It is particularly unique because it is an expansive course of study based out of the School of Hospitality, Events, and Tourism and is not exclusively a food science degree.

#### **Students who complete the B.S. in Brewery Operations will:**

- Develop a range of leadership skills and abilities to succeed in the beer industry, including resourceful and ethical decision making, team interaction skills, and critical & reflective thinking skills within the larger hospitality industry.
- Implement beer production and distribution principles within the increasingly diverse beer industry environment.
- Formulate and apply strategies and techniques to enhance abilities within the scientific and technical realm of the brewing industry.

Program Slogan: "Crafting Leaders in the Beer Industry!"

A grade of "C" or better is required for courses in this program to count toward the bachelor's degree. Students should note that programs throughout the university may have different minimum passing grade requirements.

General Studies (36-39 credit hours)

- Written Communication (6 credits) - choose any approved
- Oral Communication (3 credits) - choose any approved
- Quantitative Literacy (3 credits)
  - MTH 1210 - Introduction to Statistics 4 credits
- Arts and Humanities (6 credits)
  - PHI 3360 - Business Ethics 3 credits
  - Select any approved Arts and Humanities (3 credits)
- Historical (3 credits)
- Natural and Physical Sciences (8 credits)
  - BIO 1080 - General Biology I 3 credits
  - BIO 1090 - General Biology Laboratory I 1 credits
  - BIO 1081 - General Biology II 3 credits
  - BIO 1091 - General Biology Laboratory II 1 credits
- Social and Behavioral Sciences (6 credits) \*
- Global Diversity (3 credits) - At least one of the courses meeting the Arts and Humanities, Historical, Natural and Physical Sciences, or Social and Behavioral Sciences I and II Designations must be a Global Diversity Course.
- Multicultural Graduate Requirement (0 or 3 credits)

**Total for General Studies:36-39 credits**

**\*General Studies Note:** While students are free to select courses from the approved general studies list in the University catalog, the following courses are **highly recommended** for brew pub operations majors.

- ECO 2010 - Principles of Macroeconomics **Credits: 3**
- ECO 2020 - Principles of Microeconomics **Credits: 3**
- GEG 1910 - Global Water Concerns **Credits: 3**
- ~~RST 3000 - Taste the World: A Global Sensory Experience **Credits: 3**~~

Science Courses (15 credit hours)

- BIO 2400 - General Microbiology **Credits: 5**
- CHE 1100 - Principles of Chemistry **Credits: 4**
- CHE 1150 - Principles of Chemistry Laboratory **Credits: 1**
- CHE 2100 - Introduction to Organic and Biological Chemistry **Credits: 4**
- CHE 2150 - Introduction to Organic and Biological Chemistry Laboratory **Credits: 1**

Major Core Courses (36 credit hours)

- ACC 3120 - Financial Leadership for Hospitality **Credits: 3**
- BVG 2350 - Brewery Mechanics **Credits: 3**
- BVG 3010 - Beers of the World **Credits: 3**
- BVG 3350 - Brewery Operations **Credits: 3**
- BVG 3750 - Alcohol Beverage Law **Credits: 3**

- BVG 3810 - Sensory Quality Analysis of Beer **Credits: 3**
- BVG 4850 - Applied Brewing Operations **Credits: 3**
- BVG 4010 - Beer Styles and Service **Credits: 3**
- BVG 4420 - Brewing Fermentation **Credits: 3**
- BVG 4350 - Brewing Science **Credits: 3**
- BVG 4810 - Brewing Quality Analysis **Credits: 3**
- HLDR 4000 - Cost Control for Hospitality and Tourism **Credits: 3**

Major Electives (9 credit hours)

Select 3 courses

- BVG 3220 - Beer and Food **Credits: 3**
- BVG 3500 - Bar and Beverage Operations **Credits: 3**
- BVG 3683 - Beer and Spirits **Credits: 3**
- BVG 3950 - Beverage Promotion **Credits: 3**
- HLDR 0370 - Study Abroad in Hospitality **Credits: 0**
- HLDR 3200 - Talent Leadership **Credits: 3**
- HLDR 3300 - Hospitality Marketing and Sales **Credits: 3**
- HLDR 3400 - Facilities Operations **Credits: 3**
- HLDR 3600 - Organizational Leadership for Hospitality **Credits: 3**
- HLDR 3980 - Internship in Hospitality **Credits: 3**
- HLDR 4400 - Strategic Management for Hospitality **Credits: 3**

Total Credits

General Studies: 36-39 credits

Major Course Requirements: 60 credits

General Elective Credits: 21-24 credits\*

Total for Degree: 120 credits

*\*Students must complete at least 40 upper division credit hours in order to graduate. Students should note that completing the required General Studies and Major coursework alone may not accomplish this goal and that they will likely need to take additional upper division courses as part of their General Electives.*

### **Program Modification**

Event and Meeting Management Major, B.S.

The Bachelor of Science in Event and Meeting Management is designed for students seeking careers as event and meeting professionals. MSU Denver is one of only four programs in the country to offer a standalone baccalaureate degree in event and meeting management. The curriculum is based on the Meeting and Business Event Competency Standards (MBECS) by Meeting Professionals International. Meeting and Event Management is recognized by the U.S. Department of Labor as a specific business sector, distinct from Lodging and Tourism. This degree prepares students for a variety of career paths within this fast-growing industry. The in-depth course of study examines the interrelated industry components of corporate events, conventions, trade shows, special events, and other specialty areas not routinely taught in other programs. Our highly experienced faculty are certified in teaching various areas of event and meeting management and maintain active participation in industry associations, advisory board, and committees.

Overarching Programmatic Outcomes for Event and Meeting Management:

Students who complete the B.S. in Event and Meeting Management will:

1. Evaluate quality project management specific to diverse hospitality and event industries
2. Apply business concepts relevant to hospitality and event management
3. Employ skills relevant to the operational areas of hospitality and event management
4. Demonstrate effective communication with global hospitality and event industries.

A grade of "C" or better is required for courses in this program to count toward the bachelor's degree. Students should note that programs throughout the university may have different minimum passing grade requirements.

#### General Studies Course Requirements

Written Communication (minimum 6 semester hours)

- Select any approved General Studies Written Communication courses

Oral Communication (minimum 3 semester hours)

- Select any approved General Studies Oral Communication course

Quantitative Literacy (minimum 3 semester hours)

- Select any approved General Studies Quantitative Literacy course
- MTH 1210 - Introduction to Statistics **Credits: 4** is strongly recommended

Arts and Humanities (minimum 6 semester hours)

- Select any approved General Studies Arts and Humanities courses

Historical (minimum 3 semester hours)

- Select any approved General Studies Historical course

Natural and Physical Sciences (minimum 6 semester hours)

- Select any approved General Studies Natural and Physical Sciences courses

Social and Behavioral Sciences (minimum 6 semester hours)

- Select any approved General Studies Social and Behavioral Sciences course
- The following courses are strongly recommended:
- ECO 2010 - Principles of Macroeconomics **Credits: 3** (MTH 1210 can fulfill prerequisite)
- ~~RST 3000 - Taste the World: A Global Sensory Experience Credits: 3~~

Global Diversity (minimum 0 or 3 semester hours)

- Select any approved General Studies Global Diversity course. At least one of the courses meeting the Arts and Humanities, Historical, Natural and Physical Sciences, or Social and Behavioral Sciences Designations must be a Global Diversity Course.

**General Studies minimum total credit hours: 33**

## **Multicultural Graduation Requirement**

At least one of the courses meeting the Arts and Humanities, Historical, Natural and Physical Sciences, or Social and Behavioral Sciences Designations must be a Multicultural Course.

Exploratory Courses (18 credit hours)

All 1000 or 2000 level courses

- EVT 2020 - Event Project Planning **Credits: 3**
- HLDR 1000 - Introduction to Hospitality **Credits: 3**
- HLDR 1100 - Colorado Tourism and Recreation **Credits: 3**
- HLDR 2000 - Career and Leadership Development for Hospitality **Credits: 3**
- HLDR 2100 - Event Planning for the Professional **Credits: 3**
- HLDR 2200 - Quality Service Leadership **Credits: 3**

Major Core Courses (39 credit hours)

All 3000 or 4000 level courses

- ACC 3120 - Financial Leadership for Hospitality **Credits: 3**
- EVT 3000 - Event Catering Strategies **Credits: 3**
- EVT 3010 - Event Support Systems **Credits: 3**
- EVT 3100 - Corporate Meetings **Credits: 3**
- EVT 3200 - Conventions and Trade Shows **Credits: 3**
- EVT 4020 - Event and Meeting Contracting **Credits: 3**
- EVT 4030 - Advanced Planning and Risk Management **Credits: 3**
- EVT 4100 - Special Event Production **Credits: 3**
- EVT 4200 - Global Meetings and Events **Credits: 3**
- HLDR 3200 - Talent Leadership **Credits: 3**
- HLDR 3250 - Managerial Accounting for Hospitality **Credits: 3**
- HLDR 3300 - Hospitality Marketing and Sales **Credits: 3**

Select One

- HLDR 0370 - Study Abroad in Hospitality **Credits: 0**
- HLDR 3800 - Servant Leadership in Hospitality **Credits: 3**
- HLDR 3980 - Internship in Hospitality **Credits: 3**

Total Credits

General Studies (33-36 credit hours)

Exploratory Courses (18 credit hours)

Major Core Courses (39 credit hours)

Electives (27-30 credit hours)

**Total credit hours: 120 hours**

**New Program**

## Sociology of Tourism Certificate

The Sociology of Tourism certificate program provides a solid foundation in the development of core skills in tourism, as well as a focus on applied knowledge in the field of sociology as it relates to tourism. The curriculum builds on providing students with higher-level skills to assume first-line, supervisory and management positions, in the evolving, fast-paced, and rewarding world of the hospitality and tourism industry. Sociology of tourism studies the development of community-based tourism that carries with it a high level of bottom-up community support and participation. Students should consult with an advisor for assistance with certificate planning for specific careers after graduation. This is a certificate program, available to current students, post-baccalaureate students, or anyone in related industries seeking additional skills and training for career advancement. A grade of "C" or better is required for each course in this program to count toward the awarded certificate.

### • **Required Courses**

- SOC 1010 Introduction to Sociology
- SOC 1600 Tourism and Society

or TTM 1600

- TTM 3000 Sustainable Tourism
- TTM 3200 Itinerary Design

### • **Elective Courses**

Select 2 of the courses below.

- SOC 3080 Social Action through Art
- SOC 1020 Globalization: The Transformation of Social Worlds
- SOC 3730 Media and Society
- TTM 3800 Cruise Tourism
- TTM 4100 Adventure Travel
- TTM 4200 Ecotourism

### • **Total: 18 credits**



# Course Descriptions (Graduate)

## (C) CYBM 5600 Cybersecurity Applications

**Credits:** 3

**Prerequisites:** Admission into the STEMpath program

**Description:** This course will cover key cybersecurity tools for malicious software detection and the basics of performing penetration testing on networks. This will include reconnaissance tools, SQL injections, weak password detection, post penetration exploitation along with firewall, anti-virus, cryptography, penetration testing, and digital forensics. The course will also include the anatomy of well-known viruses and worms along with the methodologies used by the anti-virus/spyware vendors and freeware.

## (M) MBA 6500 - Integrative and Strategic Perspectives of Organizations

**Credits:** 3

**Prerequisite(s):** ~~MBA 5000~~; MBA 5105; MBA 5205; MBA 5305; MBA 5405; MBA 5505; MBA 5510; MBA 5520 or ~~MBA 5710 approved study abroad~~; MBA 5605.

**Description:** This is the MBA capstone course representing an integrative experience dealing with strategic organizational issues. Analysis of internal and external factors affecting the development of company objectives and strategies are examined. Students learn the complexities involved in determining long-term strategies, examine the dynamics of the competitive environment, and discuss how an industry may change as a result of the capabilities and competitive interactions of rival firms. The course stresses the interrelationships among major functional areas and the adjustments that may result from changes in strategy. Students are expected to apply analytical tools developed in the MBA Core and this course.

## (N) SEDM 5230 Access and Inclusion

**Credits:** 3

**Description:** This course is designed to provide a deep examination into diverse contexts within schools, given our global society. Cultural and individual variances, including sociocultural factors such as language, gender, ability, and socio-economic status, are investigated in order to develop an understanding of and need for best practices that make schools inclusive and accessible for all students. Students will learn how to use these practices to develop a school and classroom environment that respects all students, parents/caregivers, and school communities. The course includes examining personal attitudes and beliefs that may affect what occurs within schools.

## (N) SEDM 5240 Collaborating with Communities and Families

**Credits:** 3

**Description:** This course examines the relationship between education systems and families, parents/caregivers, and communities. Students will explore family systems, roles and diversity, partnerships with parents/caregivers, the impacts of trauma on families, and policies that impact education and families. Students will complete the class with knowledge and skills to collaborate with families, parents/caregivers, and communities in their roles as educators.

## (M) SEDM 5650 - ~~Individualized Education and Curriculum~~ Advanced Study of Special Education Law and the IEP

**Credits:** 3

**Prerequisite(s):** Admission to the MAT program

**Description:** ~~This course focuses on Individualized Education Plans (IEP) and transition plans for purposes of preparing special educators for teaching curricula within the context of special and general education classrooms. An overview of the philosophical, historical, and sociological foundations of education will be addressed.~~

~~SEDM 5650 provides an intensive study of the legislation and litigation involved with individuals with disabilities, specifically concentrating on students with disabilities in a K-12 setting. The course will examine historical as well as current legislation used as the basis for providing special education services on the federal and state level. Students will examine the process of special education including referral, assessment/evaluation, identification, IEP development, and procedural safeguards. Communication and collaboration in the development and implementation of the IEP will also be discussed. The case study method approach will be used in this course. Students will be expected to apply course content to develop an Individual Education Plan (IEP) for a student in a K-12 setting.~~

**(N) SLHS 5110 Child Language Disorders****Credits:** 3

**Description:** This course presents an advanced discussion of language disorders in children. The theoretical bases, etiology, and clinical characteristics of multiple child language disorders are elaborated in the context of their impact on daily living and long-term impact. Early intervention approaches are contrasted with intervention for preschoolers and school-age children. Assessment approaches across ages are compared. Using the context of inter-professional practice and community engagement, the course highlights clinical activities performed in collaboration with other professionals and families in pediatric clinical settings. The course highlights the role of language in literacy development and integrates language and literacy disorders.

*Note: Student must achieve a B- or better for this course to count towards the MS SLP.*

**(N) SLHS 5120 Acquired Neurogenic Language Disorders****Credits:** 3

**Description:** Provides students with the requisite knowledge to assess and treat adult populations with language-based and cognitive-communication impairments following neurological injury. Emphasis is on assessment principles and procedures as well as the nature and management of aphasia, traumatic brain injury and neurodegenerative diseases including dementia. Special consideration will be given to service delivery with diverse populations and culturally-informed practices. Students will evaluate published research and apply findings to clinical cases.

*Note: Student must achieve a B- or better for this course to count towards the MS SLP.*

**(N) SLHS 5130 Literacy: Development and Disorders****Credits:** 3

**Description:** Content focuses on perceptual, linguistic, and cognitive processes associated with literacy acquisition, delays and disorders. Students will discuss and compare theories of literacy development, application and relationship of theories to language development and other language and speech disorders, and the role of the speech language pathologist as a member of a literacy team. Special consideration will be given to diverse populations and culturally-informed practices. Students will evaluate published research and apply findings to clinical case studies.

*Note: Student must achieve a B- or better for this course to count towards the MS SLP.*

**(N) SLHS 5145 Advanced Seminar in Autism Spectrum Disorder****Credits:** 3**Prerequisite(s):** SLHS 5310**Prerequisites or Corequisite(s):** SLHS 5320

**Description:** This course provides an advanced discussion on the etiology, characteristics, diagnostic procedures, assessment, and intervention of individuals on the autism spectrum across the life span. Assessment of language and communication in children on the autism spectrum is elaborated. The course includes a critical analysis of evidence-based interventions for children while discussing the importance of inter-professional practice. Service delivery for young adults and post-secondary students on the autism spectrum is discussed.

*Note: Student must achieve a B- or better for this course to count towards the MS SLP.*

**(N) SLHS 5155 Language and Speech Disorders: Deaf and Hard of Hearing Population****Credits:** 3**Prerequisite(s):** SLHS 5310**Prerequisites or Corequisites:** SLHS 5320

**Description:** Content focuses on issues related to language and speech development when an individual is born with or develops a hearing loss. Students will analyze cultural, environmental, technological, and historical influences on language & speech development. Student will apply intervention techniques and analyze assessment material for modifications for this specific population. Special consideration will be given to diverse populations and culturally-informed practices. Students will evaluate published research and apply findings to clinical case studies.

*Note: Student must achieve a B- or better for this course to count towards the MS SLP.*

**(N) SLHS 5210 Speech Sound Disorders****Credits:** 3

**Description:** Examination of advanced theories of normal and disordered speech-sound acquisition and their application

to evidence-based differential diagnosis and treatment of speech sound disorders across the lifespan. Multicultural implications for assessment and treatment will be discussed. Students will evaluate published research and apply findings to clinical case studies.

*Note: Student must achieve a B- or better for this course to count towards the MS SLP.*

### **(N) SLHS 5220 Motor Speech Disorders Across the Lifespan**

**Credits:** 3

**Description:** Focuses on the neurological bases of motor speech production as well as neuropathologies that result in motor speech disorders. Etiologies and hallmark characteristics of motor speech disorders will be considered within the context of differential diagnoses. Students will apply formal and informal assessments and interpret diagnostic results. Evidence-based interventions for motor speech disorders will be emphasized along with the use of assistive technology where appropriate. Special consideration will be given to service delivery with diverse populations and culturally-informed practices. Students will evaluate published research and apply findings to clinical cases.

*Note: Student must achieve a B- or better for this course to count towards the MS SLP.*

### **(N) SLHS 5230 Voice Disorders**

**Credits:** 3

**Description:** Study of theoretical, diagnostic and treatment issues in functional/ organic/neurogenic/and psychogenic voice disorders. Assessment procedures including instrumentation for examination and interpretation of laryngeal structure and function for the purpose of differential diagnosis will be included. Development of treatment plans based on etiology will be addressed. Techniques for the promotion of vocal wellness (vocal hygiene) will be incorporated. Multicultural implications for assessment and treatment will be addressed. Students will evaluate published research and apply findings to clinical case studies.

*Note: Student must achieve a B- or better for this course to count towards the MS SLP.*

### **(N) SLHS 5240 Fluency Disorders**

**Credits:** 3

**Description:** Study of the etiology, characteristics, and clinical assessment and treatment of fluency disorders in children and adults. Multicultural implications for assessment and treatment will be integrated. Students will evaluate published research and apply findings to clinical case studies.

*Note: Student must achieve a B- or better for this course to count towards the MS SLP.*

### **(N) SLHS 5255 Craniofacial Disorders**

**Credits:** 3

**Prerequisite(s):** SLHS 5310

**Prerequisite(s) or Corequisite(s):** SLHS 5320

**Description:** The etiological factors and characteristics of craniofacial disorders, including cleft lip and palate will be discussed. Inter-professional diagnostic and treatment protocols will be examined. Multicultural implications for assessment and treatment will be integrated. Students will evaluate published research and apply findings to clinical case studies.

*Note: Student must achieve a B- or better for this course to count towards the MS SLP.*

### **(N) SLHS 5310 Clinical Methods: Prevention and Intervention**

**Credits:** 3

**Description:** Content focuses on current processes of prevention, early intervention, and therapy techniques related to speech, language, and swallowing disorders. Students will apply intervention approaches to simulated cases on an interdisciplinary team. Special consideration will be given to diverse populations and culturally-informed practices. Students will evaluate published research and apply findings to clinical case studies.

*Note: Student must achieve a B- or better for this course to count towards the MS SLP.*

### **(N) SLHS 5320 Clinical Methods: Assessment**

**Credits:** 3

**Prerequisite(s) or Corequisite(s):** SLHS 5310

**Description:** Content focuses on analyzing and selecting assessments for a variety of populations (adult through children, speech, language, voice, hearing, feeding, and swallowing disorders). Current issues in relation to assessment of speech,

language, voice, and swallowing disorders is discussed. Students will participate in an interprofessional screening team, make referrals for further assessment and write assessment reports. Special consideration will be given to diverse populations and culturally-informed practices. Students will evaluate published research and apply findings to clinical case studies.

*Note: Student must achieve a B- or better for this course to count towards the MS SLP.*

### **(N) SLHS 5330 Cultural and Linguistic Diversity in Communication Disorders**

**Credits:** 3

**Prerequisite(s):** SLHS 5310

**Prerequisite(s) or Corequisite(s):** SLHS 5320

**Description:** This course presents an advanced understanding and clinical application of culturally responsive services to diverse populations with communication disorders. Health care disparities and achievement gaps as they relate to racial and ethnic minority populations are discussed. Particular attention is given to Hispanic/Latino/a cultural groups. The course aims to develop intercultural clinical competence while addressing barriers to service delivery among culturally and linguistically diverse (CLD) populations.

*Note: Student must achieve a B- or better for this course to count towards the MS SLP.*

### **(N) SLHS 5340 Evidence-Based Practice/Clinical Research**

**Credits:** 3

**Prerequisite(s):** SLHS 5310; SLHS 5320

**Description:** Content focuses on creating clinically-sound research questions that can be answered by evidence. Students will design a single-subject research project for a current client. This project will form the basis of the MS SLP's capstone experience.

*Note: Student must achieve a B- or better for this course to count towards the MS SLP.*

### **(N) SLHS 5355 Professional Advocacy**

**Credits:** 3

**Prerequisite(s):** SLHS 5310

**Prerequisite(s) or Corequisite(s):** SLHS 5320

**Description:** This course focuses on current professional issues impacting the field of speech-language pathology. Students will learn about advocating for groups within the community, state, and national organizations and current topics being discussed and debated. Actual topics of advocacy and policy will change from semester-to-semester. Updates to the process of advocacy at these different levels will be addressed. Students should feel empowered and enlightened on not only broader issues impacting the profession but how they can be involved in these changing systems.

*Note: Student must achieve a B- or better for this course to count towards the MS SLP.*

### **(N) SLHS 5360 Counseling for Professional Service Delivery**

**Credits:** 3

**Prerequisite(s):** SLHS 5310; SLHS 5320

**Description:** Counseling is an essential element when assessing and treating people with communication disorders. In this course, students will examine theoretical approaches to counseling and evaluate the diverse factors that influence client/clinical engagement. Students will learn skills and techniques to counsel clients of all ages with communication disorders and their families.

*Note: Student must achieve a B- or better for this course to count towards the MS SLP.*

### **(N) SLHS 5410 Swallowing and its Disorders**

**Credits:** 3

**Description:** This course covers foundational information on the swallowing process and is designed to provide students with the knowledge and skills needed to assess and treat pediatric and adult populations with oropharyngeal swallowing disorders. Emphasis will be placed on applying current research to evidence-based practices in the evaluation and management of dysphagia.

*Note: Student must achieve a B- or better for this course to count towards the MS SLP.*

### **(N) SLHS 5425 Seminar in Augmentative and Alternative Communication**

**Credits:** 3

**Prerequisite(s):** SLHS 5310

**Prerequisite(s) or Corequisite(s):** SLHS 5320

**Description:** The course provides a comprehensive application-based understanding of evidence-based augmentative and alternative communication (AAC) systems, assessment, and intervention to enhance the communication and participation of children and adults with developmental and acquired conditions who have complex communication needs. The course focuses on preparing pre-professionals to serve diverse clients with complex communication needs and their families. Additionally, the course provides an understanding of contemporary issues and challenges that face the implementation of AACs, and prepares students to apply evidence-based knowledge to serve individuals with a wide range of communication disorders such as autism spectrum disorder, cerebral palsy, Down syndrome, amyotrophic lateral sclerosis (ALS), traumatic brain injury, aphasia, and dementia, and individuals from diverse cultural and linguistic backgrounds.

*Note: Student must achieve a B- or better for this course to count towards the MS SLP.*

### **(N) SLHS 5915 Language and Literacy Development for Spanish-English Bilinguals**

**Credits:** 3

**Prerequisite(s):** SLHS 5310; SLHS 5320

**Prerequisite(s) or Corequisite(s):** SLHS 5330

**Description:** This course presents an advanced understanding and clinical application of language and literacy development in bilinguals and English language learners (ELLs), particularly Spanish-English bilinguals in the schools. Language and literacy development in bilinguals is discussed along with factors that impact determination of eligibility for services in the schools. The course highlights methods to design culturally and linguistically appropriate goals, to adapt existing intervention approaches that address language and literacy challenges, and to develop approaches that facilitate and monitor spoken and academic language for bilingual clients. Finally, the course focuses on federal and state legislations and policies that impact clinical practices of SLPs in the schools.

*Note: This course is required for the MS SLP concentration in bilingual service provision. Student must achieve a B- or better for this course to count towards their degree plan.*

### **(N) SLHS 5935 Assessment and Intervention of English Language Learners**

**Credits:** 3

**Prerequisite(s):** SLHS 5310; SLHS 5320

**Prerequisite(s) or Corequisite(s):** SLHS 5330

**Description:** This course provides an advanced study of atypical speech-language development applied to assessment and treatment of communication disorders in bilingual and monolingual non-English-speaking children and adults. The course addresses selection and application of least-biased speech and language assessments and treatments for individuals who are English language learners. Additionally, the course addresses laws and policies associated with service delivery to English language learners.

*Note: This course is required for the MS SLP concentration in bilingual service provision. Student must achieve a B- or better for this course to count towards their degree plan.*

### **(N) SLHS 5945 Foundations of Bilingualism**

**Credits:** 3

**Prerequisite(s):** SLHS 5310; SLHS 5320

**Prerequisite(s) or Corequisite(s):** SLHS 5330

**Description:** The course examines the nature of bilingual skills including early bilingual development, the bilingual brain, and the cognitive impact of bilingualism. Students will survey classic and contemporary literature as it pertains to bilingual speakers. Emphasis will be on how language is acquired and represented in order to understand how language and communication disorders might manifest in bilingual speakers. Finally, the course will highlight issues that affect decisions regarding language choice for bilinguals with communication disorders.

*Note: This course is required for the MS SLP concentration in bilingual service provision. Student must achieve a B- or better for this course to count towards their degree plan.*

### **(N) SLHS 6100 Clinical Practica I**

**Credits:** 2

**Prerequisite(s):** SLHS 5310

**Corequisite(s):** SLHS 6101

**Prerequisite(s) or Corequisites:** SLHS 5320

**Description:** Faculty supervised learning experience in which the student applies knowledge gained in the MS SLP program to the assessment and treatment of clients with communication differences/disorders. Required co-registration in weekly seminar will focus on application of knowledge from didactic courses to clients as well as on professional issues surrounding the practice of speech and language pathology.

*Note: This course is repeatable for a maximum of six semester hours. Student must achieve a B- or better for this course to count towards the MS SLP.*

**(N) SLHS 6101 Clinical Seminar I**

**Credits:** 1

**Prerequisite(s):** SLHS 5310

**Corequisite(s):** SLHS 6100

**Prerequisite(s) or Corequisite(s):** SLHS 5320

**Description:** This seminar course will be a corequisite for Clinical Practicum I and will provide scaffolding and support for the clinical assignments within the practicum registration. In addition, this seminar will introduce students to professional issues surrounding practice as a speech and language pathologist.

*Note: This course is repeatable for a maximum of three semester hours. Student must achieve a B- or better for this course to count towards the MS SLP.*

**(N) SLHS 6200 Clinical Practica II**

**Credits:** 1-9

**Prerequisite(s):** SLHS 5320; SLHS 5310; SLHS 6100

**Corequisite(s):** SLHS 6201

**Description:** This course provides students with experience in external practicum sites including medical facilities and public schools. Students apply knowledge gained in the MS SLP program to the assessment, intervention, and prevention of speech and language disorders across the lifespan and across severity levels. Clinical skills development will be supported by the co-requisite clinical seminar.

*Note: This is a variable credit course that is repeatable for a maximum of 14 semester credits. Student must achieve a B- or better for this course to count towards the MS SLP.*

**(N) SLHS 6201 Clinical Seminar II**

**Credits:** 2

**Prerequisite(s):** SLHS 5320; SLHS 5310; SLHS 6100

**Corequisite(s):** SLHS 6200

**Description:** This seminar course will be a corequisite for Clinical Practicum II and will provide scaffolding and support for the clinical assignments within the practicum registration. In addition, this seminar will introduce students to professional issues surrounding practice as a speech and language pathologist.

*Note: This course is repeatable for a maximum of four semester hours. Student must achieve a B- or better for this course to count towards the MS SLP.*

**(N) TEDM 5000 Educational Equity**

**Credits:** 3

**Description:** This graduate course will explore educational equity, advocacy and systems of support through the foundations and central tenets of critical theories and pedagogies. The exploration centers around the root of systemic inequality. We will navigate tensions between theories, concepts, and praxis, using Critical Race Theory (CRT) to provide a toolkit for navigating scholarship. Students will work toward social change in the realms of equity, race and racism through revolutionary instruction.

**(N) TEDM 5100 Leadership in Educational Settings**

**Credits:** 3

**Description:** In this course students will develop an understanding of what it means to be a trauma informed and inclusive leader in classroom, school and district settings. Students will examine models of leadership that emphasize community participation, shared, collaborative, equitable, and collective leadership centered in an Appreciative Inquiry approach.

Throughout the course students will examine the systems within which they work as organisms made up of individuals with stories and experiences that will help to shape the whole.

**(N) TEDM 5200 Trauma Science in Education**

**Credits:** 3

**Description:** This course focuses on defining types of trauma, the effects of trauma on the brain and its biology, and the impact of trauma on learning and behavior. The networks lower in the brain must be adequately regulated and fostered to allow for optimal access to the cortex. In this course, students will apply concepts of brain science and a “trauma as brain injury” stance to learning and behavior manifestations, as well as a critique of brain injury as reparable through regulatory, relational practices by adults in the child’s life.

**(N) TEDM 5210 Trauma-Informed Practices in Education**

**Credits:** 3

**Description:** In this course, students will apply trauma-informed practices to classroom and school environments. These trauma-informed practices will be grounded in evidence-based models and rooted in equity. Students will learn specific strategies for integrating trauma-informed practices. Students will examine topics such as trauma and oppression, social-emotional learning, attachment, and fostering resilience. Students will evaluate how schools can be systems that reinforce trauma and oppression, and strategies for disrupting these harmful systems.

**(N) TEDM 5220 Wellness and Resiliency**

**Credits:** 3

**Description:** In this course, students will develop a comprehensive understanding of the impact of vicarious or secondary trauma, compassion fatigue and burn-out in the context of teaching. Students will develop strategies for creating classrooms and buildings that support student co-regulation and reduce stress for teachers and students. Students will increase their understanding of stress and trauma impacts on the brain and body. The course will develop scientific understandings of healing and post traumatic growth strategies and tools. A focus on fostering resiliency in self, others, and PreK-12 students will provide opportunities to explore tools and quality of life measures while developing wellness systems and practices to employ within each participant's specific contexts.

**(N) TEDM 5250 Advocacy and Systems of Supports**

**Credits:** 3

**Description:** This graduate course will explore ways in which educators can advocate for systemic change within their schools and districts. Time will be dedicated to learning about past advocacy measures through legal action, the impact of those measures, and how to continue to improve these efforts through the use of strategic questioning and action. Students will have multiple opportunities to create actionable plans for change.

**(N) TEDM 6500 Capstone: Action Research Projects within Professional Communities**

**Credits:** 3

**Prerequisites or Corequisites:** TEDM 5000, TEDM 5100, TEDM 6400

**Description:** In this capstone course, students will have opportunities to apply and synthesize the knowledge, skills, and theoretical constructs learned throughout their master’s degree program. Students will develop a sustainable, action research project designed to make a positive impact in their professional community. The course requires students to identify topics, issues, and/or problems relevant to their professional context, formulate inquiry questions to guide project development, analyze and synthesize relevant research, select appropriate research methods to support program evaluation, make adjustments based on peer feedback, and design a project. Students will have the opportunity to receive feedback from colleagues, demonstrate developed expertise, and share plans for implementation and evaluation. The capstone project provides opportunities for students to demonstrate originality and expertise, the ability to plan and organize a project over a period of time, and to put into practice what they have learned in the Masters of Curriculum and Instruction degree program.

## Course Descriptions (Undergraduate)

### (M) AST 1040 - Introduction to Astronomy - Solar System

Credits: 4

**Prerequisite(s):** Minimum performance standard scores on reading, writing, and mathematics preassessment placement tests

**Description:** This course is a brief introduction to general astronomy with an emphasis on solar systems and a survey of physical processes. It includes an introduction to the night sky, planets, moons and life in our and other solar systems. It also includes principles of modern astronomy, summarizing our present knowledge and **highlights highlighting** the latest discoveries from space.

*Note: This course may be taught as a lecture, online, and self-paced.*

**General Studies:** Natural and Physical Sciences

**Guaranteed Transfer:** GS-SC1

### (M) AST 1050 - Introduction to Astronomy - Stars and Galaxies

Credits: 4

**Prerequisite(s):** Minimum performance standard scores on writing and mathematics pre-assessment placement tests

**Description:** This course is a brief introduction to general astronomy with an emphasis on stars and galaxies and a survey of physical processes. It covers principles of modern astronomy summarizing our present knowledge about the Sun, stars, birth and death of stars, neutron stars, black holes, galaxies, quasars, and the organization and origins of the universe.

*Note: This course may be taught as a lecture, online, and self-paced.*

**General Studies:** Natural and Physical Sciences

**Guaranteed Transfer:** GS-SC1

### (M) BNK 2700 - Introduction to Banking

Credits: 3

**Prerequisite(s):** ~~ACC 2010, ECO 2010~~ ENG 1020 or ENG 1021; and Completion of General Studies Quantitative Literacy Requirement

**Description:** This course introduces students to banking, the different services in the banking industry, and the role of banks in the economy in preparation for a career in the banking industry. Topics include, but not limited to, banking functions (such as deposits, loans, and investments), the management of risk in the banking industry, the responsibilities of banks towards customers and other stakeholders, and the government regulation of banks.

### (M) BVG 3350 - Brewery Operations

Credits: 3

**Prerequisite(s):** ~~ACC 1010 or ACC 2010~~

**Description:** Students will be introduced to the principles of brewery management that are critical to **the** planning, operation and sustainment of a successful brewing operation. Students will formulate plans for **creating a distinctive brand** ~~and~~ managing the key aspects of brewery operations, legal requirements, equipment, supplies, maintenance, and safety of a successful brewery and tasting room.

### (M) BVG 3810 - Sensory Quality Analysis of Beer

Credits: 3

**Prerequisite(s):** ~~MTH 1210 and Student must be at least 21 years of age.~~

**Description:** ~~In this course students are introduced to the microbiological and chemical principles that lead to aromatic and taste expressions in beer. Students develop and practice procedures for sensory evaluation of beer. The appropriate uses of specific tests are discussed, along with physiological, psychological, and environmental factors affecting sensory verdicts. Upon completion of the course, students are expected to be able to formulate methodology for addressing the test objectives, statistically analyze test results, draw conclusions and make test recommendations. Specific quality analysis of beer faults are practiced in classroom and sensory classroom exercises.~~

Students are introduced to the biological and chemical principles that lead to aromatic, taste, and taste expressions in beer. Students develop and practice procedures for sensory evaluation of beer. The appropriate uses of specific tests are discussed, along with physiological, psychological, and environmental factors affecting sensory verdicts. Upon



completion of the course, students are expected to be able to run a brewery sensory panel, formulate a methodology for addressing the test objectives, analyze test results, draw conclusions, and make test recommendations. Specific quality analysis of beer faults is practiced in the classroom and sensory classroom exercises.

### **(M) CHE 1100 - Principles of Chemistry**

**Credits:** 4

**Prerequisite(s) or Corequisite(s):** MTH 1109 or MTH 1110 or MTH 1111 or MTH 1112 or a College Level Math (CLM) score of greater than or equal to 65 on the Accuplacer Exam or an Advanced Algebra and Functions (AAF) score of greater than or equal to 280 on the Accuplacer Exam

**Description:** This course is a study of the fundamentals of chemistry. A survey of atomic structure, periodicity, bonding, nomenclature, stoichiometry, gas laws, and solution chemistry is provided for those students with no background in these areas.

*Note: Completion of both CHE 1100 and CHE 1150 with passing grades is required to receive **guaranteed transfer General Studies credit and GT-SC1.***

**General Studies:** Natural and Physical Sciences

**Guaranteed Transfer:** GT-SC1

### **(M) CHE 1150 - Principles of Chemistry Laboratory**

**Credits:** 1

**Prerequisite(s):** Minimum performance standard scores on reading, writing, and mathematics preassessment placement tests.

**Corequisite(s):** CHE 1100

**Description:** This course is an introduction to the academic chemistry laboratory and is intended for students with no prior experience. The course will cover health and safety issues, preparation and use of common glassware/lab equipment, proper recording of qualitative and quantitative observations, and common lab techniques.

*Note: Completion of both CHE 1100 and CHE 1150 with passing grades is required to receive **guaranteed transfer General Studies credit and GT-SC1.***

**General Studies:** Natural and Physical Sciences

**Guaranteed Transfer:** GT-SC1

### **(M) CHE 1800 - General Chemistry I**

**Credits:** 4

**Prerequisite(s):** MTH 1109 or MTH 1110 or MTH 1111 or MTH 1112 or a College Level Math (CLM) score of greater than or equal to 65 on the Accuplacer Exam or an Advanced Algebra and Functions (AAF) score of greater than or equal to 280 on the Accuplacer Exam

**Description:** A comprehensive study of the facts, concepts, and laws of chemistry. This course meets the requirements of students majoring in chemistry, medicine, medical technology, biology, physics and other fields requiring a strong background in chemistry. Students enrolling in this course should have successfully completed high school chemistry or equivalent coursework.

*Note: Completion of both CHE 1800 and CHE 1801 with passing grades is required to receive **guaranteed transfer General Studies credit and GT-SC1.***

**General Studies:** Natural and Physical Sciences

**Guaranteed Transfer:** GT-SC1

### **(M) CHE 1801 - General Chemistry I Laboratory**

**Credits:** 1

**Prerequisite(s) or Corequisite(s):** CHE 1800. If used as a Prerequisite, CHE 1800 must be completed with minimum grade of C- or better.

**Description:** This course introduces basic laboratory techniques and reinforces and explores the concepts introduced in [CHE 1800 - General Chemistry I](#). Chemical literacy, including report writing, is introduced. Emphasis is placed on learning methods and technologies appropriate to a chemical or physical determination, learning graphical, statistical, and symbolic methods to organize and interpret data, and understanding the role of repeatability in the acquisition of scientific data.

*Note: Completion of both CHE 1800 and CHE 1801 is required to receive **guaranteed transfer GT-SC1.***

**General Studies:** Natural and Physical Sciences

**Guaranteed Transfer:** GT-SC1

**(M) CHE 1810 - General Chemistry II**

**Credits:** 4

**Prerequisite(s):** CHE 1800 and one of the following: MTH 1109, MTH 1110, MTH 1111, MTH 1112, MTH 1120, MTH 1400, MTH 1410, MTH 2410, or MTH 2420

**Description:** This course is a continuation of [CHE 1800 - General Chemistry I](#) and provides a comprehensive study of the facts, concepts, and laws of chemistry. The course meets the requirements of students majoring in such areas as chemistry, medicine, medical technology, biology, physics and other fields requiring a strong background in chemistry.

*Note: Completion of both CHE 1810 and CHE 1811 with passing grades is required to receive **guaranteed transfer General Studies credit and GT-SC1.***

**General Studies:** Natural and Physical Sciences

**Guaranteed Transfer:** GT-SC1

**(M) CHE 1811 - General Chemistry II Laboratory**

**Credits:** 1

**Prerequisite(s):** CHE 1801 with a minimum grade of C- or above

**Prerequisite(s) or Corequisite(s):** CHE 1810 with a minimum grade of C- or above

**Description:** This course is the second semester of a one-year sequence in laboratory work that reinforces and explores the concepts introduced in [CHE 1810 - General Chemistry II](#). Chemical literacy, including report writing, is continued. Emphasis is placed on identifying relevant variables in experimental design and testing hypotheses. This course also reinforces learning methods and technologies appropriate to a chemical or physical determination, learning graphical and statistical methods to interpret data, and understanding the role of repeatability in the acquisition of scientific data.

*Note: Completion of both CHE 1810 and CHE 1811 is required to receive **guaranteed transfer GT-SC1***

**General Studies:** Natural and Physical Sciences

**Guaranteed Transfer:** GT-SC1

**(N) CHE 4130 Quality in the Chemical Industry**

**Credits:** 3

**Prerequisite(s):** CHE 4100, CHE 4110

**Description:** As the capstone for the Quality in the Chemical Industry Certificate, this course prepares students for jobs in the chemical industry. Topics include quality assurance, statistical evaluation of data, method validation, and reporting.

**(N) CHE 4160 QA/QC Methods Laboratory**

**Credits:** 1

**Prerequisite(s):** CHE 4100, CHE 4110

**Description:** As a capstone laboratory experience for the Quality in the Chemical Industry Certificate, this course prepares students for jobs in the chemical industry. Topics include instrumentation operation, quality assurance, statistical evaluation of data, method validation, and reporting.

**(M) CJC 3980 - Internship in Criminal Justice ~~or~~ and Criminology**

**Credits:** 1-~~15~~ 6

**Prerequisite(s):** Major in Criminal Justice and Criminology **or Cybersecurity**; junior or senior status; permission of instructor

**Description:** Supervised by a faculty member within the major department, internships provide practical, hands-on experience in a professional field related to the major. Internship placements must be established prior to enrollment in this course in consultation with the Applied Learning Center.

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

*Note: Variable Credit and students may repeat the course for a total of 6 credit hours.*

*Credit will be granted for only one prefix*

**Crosslisted:** **CYB 3980**

**(M) CS 3120 - Machine Learning**

**Credits:** 4

**Prerequisite(s):** CS 2050 or MTH 2520, MTH 2140, or MTH 3130 or MTH 3140 and MTH 3210, each with all with a grade of C- or better, or permission of instructor.

**Description:** Machine learning is the ability of computers to learn without explicitly programming an algorithm. Machine learning techniques learn about hyper-dimensional spaces with either explicit direction or implicit reinforcement. This course covers a variety of machine learning techniques and their application to actual data. Topics include the clustering of data and the retrieval of related data, the use of machine learning for recommender systems, and the creation of deep learning systems. This course includes both the underlying theory of machine learning and the creation of machine learning software for real-world problems.

**(M) CSS 1751 - Computing and Security for Manufacturing**

**Credits:** 3

**Prerequisite(s):** ~~CIS/CSS 1010 with a grade of "C" or better, or appropriate score on the computer literacy screening test.~~

**Description:** As all aspects of manufacturing have become computerized, it is important that everyone involved becomes knowledgeable in computing in general and computer security specifically. This course gives an overview of what computing is and how programming is done. It covers how computers are connected to networks and the related networking protocols. It emphasizes manufacturing-specific concerns such as Industrial Control Systems and the Supervisory Control And Data Acquisition (SCADA) technology, protecting intellectual property at all phases, and assuring the software supply chain.

**(M) CYB 3980 - ~~Internship in Cybersecurity~~ Internship in Criminal Justice and Criminology**

**Credits:** 1-~~15~~ 6

**Prerequisite(s):** Major in Criminal Justice and Criminology or Cybersecurity; junior or senior status; permission of instructor

**Description:** Supervised by a faculty member within the major department, internships provide practical, hands-on experience in a professional field related to the major. Internship placements must be established prior to enrollment in this course in consultation with the Applied Learning Center.

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

~~Note: Variable Credit and students may repeat the course for a total of 6 credit hours.~~

~~Credit will be granted for only one prefix~~

**Crosslisted:** CJC 3980

**(M) EET 2340 - Technical Programming Applications**

**Credits:** 3

**Prerequisite(s):** MTH 1400 or (MTH 1110 and MTH 1120) or higher level math course, with a grade of "C" or better

**Description:** ~~This is a beginning-level course using Visual Basic and spreadsheets. Students will solve engineering applications problems from the various areas of civil, electrical, and mechanical engineering technology.~~ This is a beginning-level course exploring basic computing programs used to solve engineering applications problems from the various areas of civil, electrical and mechanical engineering technology.

**(M) ENG 3527 - Professional Writing**

**Credits:** 3

**Prerequisite(s):** ENG 1020 or ENG 1021 and Junior-level standing

**Description:** This course introduces key concepts and practices of professional writing, including various written genres, research, document design and visual rhetoric, and use of style guides. Students explore the expectations that shape professional writing such as how to employ the correct forms, interpret and synthesize the literature and present their researched writing to various audiences. During this course, students learn to transform their work into sharable documents with the guidance of instructor feedback and peer review. This course is ideal for students to develop and polish writing skills that will be needed for their career.

**General Studies:** Written Communication

**Guaranteed Transfer:** GT-CO3

## **NUR 3120 - ~~Introduction to Exemplary Nursing Practice~~ Exemplary Professional Practice: RN to BSN Role Transition**

**Credits:** 3

**Prerequisite(s):** ~~Students accepted into the nursing program with the prefix NUR.~~ Acceptance into the BRNCO program  
**Description:** ~~This course facilitates the transition to the role of the baccalaureate nurse. This course begins the exploration of the nursing program mission and philosophy with an emphasis on nursing theories, Magnet/Pathway to Excellence concepts of Exemplary Professional Practice and Structural Empowerment, QSEN Competency of Teamwork and Collaboration, evidence-based practice, professional behavior, and individual accountability. This course integrates communication, critical thinking, and patient-centered cultural humility in the context of baccalaureate nursing practice.~~ This course facilitates the transition to the role of the baccalaureate nurse, examining the nursing profession with a focus on nursing theories and philosophy, Quality and Safety Education for Nurses, professional development, and Forces of Magnetism. This course integrates communication, critical thinking, teamwork, and patient-centered care in the context of baccalaureate nursing practice.

## **(M) PHY 1250 - Physics of Aviation**

**Credits:** 6

**Prerequisite(s):** MTH 1110, or MTH 1310, or equivalent; ~~Minimum performance standard scores on the reading, writing and mathematics preassessment placement tests~~

**Description:** ~~A~~ This one-semester course ~~introducing~~ introduces the fundamentals of physics through technological applications, many of which are in aerospace science. Topics include measurement, motion, temperature, heat, properties of fluids, sound, oscillations, waves, and electricity and magnetism.

**General Studies:** Natural and Physical Sciences

**Guaranteed Transfer:** GS-SC1

## **(M) PHY 2620 - Sound and Music**

**Credits:** 3

**Prerequisite(s):** A passing score on the mathematics pre-assessment exam

**Description:** This course considers the basic nature of sound waves, the ear and hearing, musical instruments, and acoustics. Although this course is mainly descriptive, some high school algebra is used.

**General Studies:** Natural and Physical Sciences

**Guaranteed Transfer:** GS-SC2

## **(C) PUB 1000 Principles of Public Health**

**Credits:** 3

**Prerequisite(s):** ENG 1009 or ENG 1010 and ENG 1020 or ENG 1021

**Prerequisite or Corequisite:** ITP 1500

**Description:** Students in this course will be introduced to the field of public health by providing a broad overview of strategies and interventions that regulate population level health. The course provides a historical context of public health with an overview of population and community health problems and factors associated with them, reviewing the health care infrastructure and workforce of health professions, and interventions planned at the community, state and national level by the overall public health systems. The course will also examine health disparities, quality and accessibility as well as the best practices that have been taken by the public health workforce to promote health equity and healthy lifestyles, taking a focused approach to current issues and strategies in the field.

## **(N) PUB 3000 Health Behavior Theory and Practice**

**Credits:** 3

**Prerequisite(s):** ENG 1009 or ENG 1010 and ENG 1020 or ENG 1021

**Prerequisite(s) or Corequisite(s):** PUB 1000

**Description:** Students will learn about the stages of behavior change and the theoretical basis for health behaviors. The course will provide content of what theory is, how theories were originated and developed over time to address modern public health needs, and factors that influence health behaviors as well decisions that control those behaviors. Students will not only explore the most frequently applied health behavior theories, but also understand the concepts and constructs within each theory, and ultimately demonstrate how health behavior theories are used in overall public health practice.

The course will take special interest in illuminating how theories can be applied in a variety of settings, with different populations, and addressing an assortment of health issues.

**HCM 3650 PUB 3010- Community Health Survey, Assessment and Health Improvement Planning**

**Credits:** 3

**Prerequisite(s):** PUB 1000

**Description:** ~~This course will introduce students to the~~ Students will learn concepts and methods of community health improvement and the role of assessment. This course will cover important community health topics including systems thinking that leads to coordination of health care and public health activities to achieve community health goals; the nature of health and its determinants; the use of quantitative and qualitative methods; data analysis; community mobilization and capacity building; and the impact of current national policy, including the Affordable Care Act, on community health improvement.

**HCM 3651 PUB 3020- Introduction to Epidemiology in Public Health**

**Credits:** 3

**Prerequisite(s):** PUB 1000

**Prerequisite(s) or Corequisite(s):** PSY 2310

**Description:** ~~This course introduces~~ Students will learn principles, concepts, and methods of epidemiology within population health. Topics will include the dynamic behavior and study of disease, critical data gathering and analysis of population health measures, ethical concepts in epidemiological study design and analysis, and investigating disease problems and the associations between risk factors and disease outcomes.

**HCM 3652 PUB 3030- Essentials of Environmental Health in Public Health Practices**

**Credits:** 3

**Prerequisite(s):** PUB 1000

**Description:** ~~This course highlights~~ Students will learn about the role of public health in environmental issues and general public safety. The course will address important topics and methodological approaches in the environmental health field in order to provide an overview of the field. Critical issues identified in this course relate to basic life support matters such as pure water, clean air and hazardous waste disposal; and the impact of uncontrolled population growth on the environment, natural resource shortages and climate change. Students will develop an appreciation of the balance between human life activities and environmental resources.

**(N) PUB 4000 Health Policy – Practice and Development**

**Credits:** 3

**Prerequisite(s):** PUB 1000 or HCM 3150

**Description:** Students will learn about the role of health policy, and the various ways in which policy and law effect the public health and health care systems. The course will have students analyze the transformations taking place in health care delivery and public health systems, focusing on the development, influences and consequences of health policies and laws. Key policy topics that will be reviewed are the accessibility, cost, and quality of health care, the safety of food, water and the environment, the right to make decisions about our health, the role of public health preparedness, and the pursuit of health equity in our diverse communities.

**(N) PUB 4010 Health Program Planning, Implementation, and Evaluation**

**Credits:** 3

**Prerequisite(s):** PUB 1000

**Prerequisite(s) or Corequisite(s):** PUB 3000

**Description:** Students will learn how to implement public health programs and evaluate their effectiveness. The course is grounded in public health practice and will begin developing important skills in the development and implementation of program plans and evaluation projects. Students will explore the application of evaluation strategies with an emphasis on evidence-based public health. Lastly the course will focus on social determinants of health as a critical evaluation concept, seeking to understand key elements in our communities that impact health outcomes, and to develop appropriate strategies to promote health equity for all.

**(M) SOC 1020 - Globalization–The Transformation of Social Worlds**

**Credits:** 3

**Description:** This course focuses on the causes and consequences of globalization from a sociological perspective. Students learn the main theoretical perspectives in sociology (e.g., functionalism, conflict theory, symbolic interactionism) and explore how these theories explain various aspects of globalization. Students learn how to use their sociological imagination, which allows people to look at private experience and link it to broader social forces. This course emphasizes the ways in which globalization affects various societal bodies such as economic, political, medical, and religious institutions. The course also explores how globalization relates to social processes such as culture, migration, technology, social movements, crime, and war.

**General Studies:** Social and Behavioral Sciences, Global Diversity

**Guaranteed Transfer:** GS-SS3

### **(M) TTM 3200 - Itinerary Design**

**Credits:** 3

~~**Description:** In this course, students learn the art of designing a high-quality itinerary that reflects a destination's cultural heritage and where the tourist follows a trail of discovery. The course includes the skill of creating an itinerary with a distinct identity that provides an original and authentic life experience including destination research, travel advice and sales skills.~~

This course provides students with the skills of designing a high-quality and customized travel itinerary and personalized life-enhancing travel experience. Students develop the comprehensive expertise of qualifying travelers to a specific destination based on key tourism theories.

### **(M) TTM 4100 - Adventure Travel**

**Credits:** 3

~~**Description:** This course examines the adventure business and the adventure tourist. The course distinguishes between soft-adventure's perception of risk and hard-adventure's real physical and mental challenges. The course outlines the importance of effective risk management in remote areas. Students also master outdoor-adventure skills such as using a compass and reading a topographical map.~~

This course prepares students with professional knowledge of the central theories and practices related to adventure travel. Students develop a comprehensive knowledge related to risk management strategies, business operations, and the environmental and sociological impacts of adventure in modern society.

### **(M) TTM 4200 - Ecotourism**

**Credits:** 3

~~**Description:** The main focus of ecotourism is traveling with minimal impacts to natural environments. Ecotourism's key goal is to promote conservation and/or preservation efforts at the destination visited. The ecotourism principles of environmental awareness, empowerment of local people, and alternative forms of accommodations are being examined in this course. Since Latin America is the birthplace of ecotourism, this region will be emphasized in this course.~~

This course prepares the students to evaluate the intersection of the socio-cultural, environmental, and economic impacts of ecotourism enterprises. A theoretical and applied analysis of ecotourism is explored covering topics such as the practice of ecotourism, concepts and challenges, ethics and responsible practice, and business operations.